Curriculum Handbook

2017 - 2018

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Alphabetical List of Acronyms and Abbreviations

Acronym/ Abbreviation	Definition
AA	Associate of Arts
AA-T	Associate in Arts for Transfer
AB	Assembly Bill
ACCJC	Accreditation Commission for Community and Junior Colleges http://www.accjc.org/
AD-T	Associate Degree for Transfer http://www.californiacommunitycolleges.cccco.edu/Students/AssociateDegreeforTransfer.aspx
AS	Associate of Science
AS-T	Associate in Science for Transfer
ASCCC	Academic Senate for California Community Colleges http://www.asccc.org/
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer http://assist.org/
BACCC	Bay Area Community College Consortium http://www.baccc.net/
C-ID	Course Identification Numbering System http://c-id.net/
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office http://www.cccco.edu/
COCI	Chancellor's Office Curriculum Inventory (2.0)
COE	Centers of Excellence http://www.coeccc.net/
COR	Course Outline of Record
CSU	California State University http://www.calstate.edu/
CSU-GE-Breadth	California State University General Education - Breadth https://secure.csumentor.edu/planning/transfer/ge_breadth.asp

CTE	Career Technical Education
DSN	Deputy Sector Navigator
FLC	Faculty Load Credit
IGETC	Intersegmental General Education Transfer Curriculum https://secure.csumentor.edu/planning/transfer/ge_igetc.asp
LMI	Labor Market Information
MIS	Management Information Systems http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS.aspx
PCAH	Program and Course Approval Handbook – 6th Edition http://www.asccc.org/sites/default/files/PCAH_6thEdition_July_FINAL.pdf
SOC Code	Standard Occupational Classification Code
SB	Senate Bill
SMCCCD	San Mateo County Community College District
TBA	To be Arranged (formerly Hours by Arrangement)
TMC	Transfer Model Curriculum https://c-id.net/degreereview.html
TOP Code	Taxonomy of Programs Code http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09corrected_12.5.13.pdf
TOP-SOC Crosswalk	Match Community College TOP code programs to SOC codes and titles
UC	University of California

1. Curriculum Committee Organization

1.1 Statement of Purpose

In compliance with California Education Code 70902 (b) (7), which states that local governing boards "…ensure the right of academic senates to assume primary responsibility for making recommendations [to those boards] in the areas of curriculum and academic standards," the Cañada College Curriculum Committee, a standing committee of the Cañada College Academic Senate, in consultation with the Vice President of Instruction and College President, acts as an advisory body to the San Mateo County Community College District Board of Trustees. Furthermore, the by-laws of the Cañada College Academic Senate state that:

"The primary function of the Curriculum Committee shall be to coordinate and monitor Cañada's curricular offerings so that they shall uphold the California Education Code, be consistent among the divisions and colleges of the District, be understandable to our students and staff, articulate with high schools and four-year institutions, and support goals and objectives of the San Mateo County Community College District and Cañada College. The Curriculum Committee shall make recommendations to the Governing Council about general instruction policies and standards, and degree and certification requirements. The Curriculum Committee shall also deliberate over the initiation and modification of programs and courses. To do this, the Curriculum Committee shall seek input from those campus and committee individuals who are affected by curricular decisions, and whose input is needed by the Curriculum Committee to make informed decisions. The Committee shall request the Office of the President of Cañada College to provide such information as is necessary for its deliberations and actions."

Specifically, the Committee is charged with recommending action on the following:

- New course proposals and course modifications
- Course inactivations (banking and deletions)
- New program proposals and program modifications (AA/AS/AA-T/AS-T degrees and certificates)
- Program inactivations (banking and deletions)
- Other curricular matters including graduation requirements, general education patterns, and audit list changes
- Selected topics (680-689, 879 and 880) courses (information)
- Course articulation with four-year institutions (information)

1.2 Membership

In accordance with §55002a(1), the Curriculum Committee is established by the mutual agreement of the college and/or district administration and the Academic Senate. At Cañada College, the Curriculum Committee is composed of the following voting members, with membership limited to a term of two years with the option of one divisional re-appointment for an additional two-year term:

- A chairperson, appointed for a two-year term by the Academic Senate Governing Council, with the option of reappointment for up to two years, by the agreement of the Curriculum Committee and the Academic Senate Governing Council
- Two faculty members from each instructional division, and two faculty members from Student Services.
- One Transfer Center Program Supervisor
- One Degree Audit Program Services Coordinator
- One student representative appointed by the Associated Students of Cañada College
- Articulation Officer
- Curriculum and Instructional Systems Specialist
- Vice President of Instruction

A quorum will exist if more than half of the voting members, including the chairperson, are present.

The Technical Review Committee is composed of the following members:

- Articulation Officer
- Coordinator of Online Instruction (for curriculum proposals that include a Distance Education Supplement)
- Curriculum and Instructional Systems Specialist (serves as Technical Review Committee Chairperson)
- Curriculum Committee Chairperson
- Honors Transfer Program Coordinator (for curriculum proposals that include an Honors Supplement)
- Library Representative
- Vice President of Instruction

1.3 Orientation, Training and Roles of the Curriculum Committee

The Vice President of Instruction and the Curriculum Committee Chairperson will provide each member with an updated Curriculum Handbook. As necessary, additions or modifications to the Handbook will be distributed to each member or person holding the handbook. This may be done electronically via email and/or through the Curriculum Committee Public SharePoint document library.

At the beginning of each academic year, the Curriculum Committee Chairperson and the Vice President of Instruction, using the Handbook, will conduct an orientation session for all Curriculum Committee members. Topics covered will include the following:

- Title V standards and requirements
- Role of the Curriculum Committee in curriculum development process
- Responsibilities of Curriculum Committee members
- Degree credit and nondegree course criteria
- Prerequisites and corequisite requirements and validation process
- Basic skills advisory system
- Course repetition
- Course articulation
- General education courses and patterns
- How to use CurricUNET
- New programs
- Updates from the California Community College Chancellor's Office on curriculum procedures

The Curriculum Committee Chairperson and Vice President of Instruction will conduct follow-up sessions with new Curriculum Committee members as deemed appropriate. Further, these individuals will provide access to resources and clarification regarding areas requiring further discussion throughout each academic year. They will inform members of any Title V revisions being considered at the state level.

The Technical Review Committee will provide advice and assistance in the preparation of curricular items to individual faculty, to departments and to divisions as requested.

In addition to the tasks already described, the Curriculum Committee Chairperson will:

- Set the agenda for each Curriculum Committee meeting, with input from the Vice President of Instruction and the Curriculum and Instructional Systems Specialist
- Run each Curriculum Committee meeting and facilitate discussion amongst members
- Serve as a member of the Cañada College Academic Senate Governing Council and attend all meetings
- Serve as a member of the Cañada College Assessment Advisory Group and attend all meetings
- Serve as a member of the Cañada College Instructional Planning Council and attend all meetings
- Serve as a member of the San Mateo County Community College District Curriculum Committee and attend all

meetings

In addition to the tasks already described, the Vice President of Instruction and the Curriculum and Instructional Systems Specialist will:

- Review all curricular material received from division deans and make recommendations
- Attend all Curriculum Committee meetings
- Advise Curriculum Committee members on curricular matters, as appropriate
- Regularly submit to the SMCCCD Board of Trustees all course and program approvals taken by the Committee

The Curriculum Committee members will:

- Read all curriculum proposals and other agenda items prior to each Curriculum Committee meeting
- Attend all Curriculum Committee meetings; inform the Chairperson in advance of any absences
- Recommend action on curriculum proposals

The Technical Review Committee members will:

- Review and comment on pending curriculum proposals prior to their placement on the Curriculum Committee meeting agenda
- Ensure that curriculum proposals meet all state and local requirements including Title V, Career and Technical Education (CTE), articulation, transfer, and applicability to the mission of the College

For additional information on the duty of the Technical Review Committee and the roles of its members, refer to **Section 2.3 Technical Review**.

The Division Representatives will:

- Report to their Divisions in writing and/or in person, as needed and at regular Division meetings, to keep faculty apprised of updates to Curriculum Committee policies and procedures, to confirm their attendance at Curriculum Committee meetings (as applicable), and to bring Division concerns to the attention of the Committee
- Support division colleagues in the curriculum development process including assisting them with use of CurricUNET and reminding them of important curriculum-related dates

1.4 Subcommittees

The Curriculum Committee may appoint ad hoc subcommittees to make recommendations on specific items. The composition of the subcommittees will be determined by the Curriculum Committee. Subcommittees will select their chairs by member consensus. All recommendations of the subcommittees will be presented in person to the entire Curriculum Committee as a scheduled agenda item.

The Ethnic Studies Subcommittee is a standing subcommittee of the Curriculum Committee. According to the Ethnic Studies Subcommittee Charter, its main purpose is "…to review and evaluate any newly proposed course to be considered as an ethnic studies course according to the Ethnic Studies definition and guidelines of Cañada College." The complete charter can be found on the Curriculum Committee Public SharePoint document library.

Membership in the Ethnic Studies Subcommittee is as follows:

- One faculty member from each Division
- One student representative (if possible)

The faculty committee members will serve a two-year term and the student representative will serve a one-year term. The committee will select their chairperson or co-chairpeople to serve on the committee for a term of no more than two

years. Members of the Ethnic Studies Committee may make recommendations for nominations.

As an ad-hoc committee, the Ethnic Studies Subcommittee meets as necessary when a faculty author deems that a new course should be considered as an Ethnic Studies requirement.

1.5 Meetings

Regular bi-weekly meetings will be held according to a schedule approved by the Curriculum Committee. Additional meetings may be held on an as-needed basis.

The Chairperson of the Curriculum Committee prepares the agenda for each meeting with input from the Vice President of Instruction and the Curriculum and Instructional Systems Specialist. The agenda will be sent to Curriculum Committee members so that they may review it and request for items to be moved from the Consent Agenda to the Substantive Agenda. The finalized agenda will be sent to the entire Cañada College community at least 4 working days prior to the scheduled meeting. This agenda and any relevant materials (e.g. course and program proposals, policy items for discussion) will be available in the Curriculum Committee Public SharePoint document library at least four working days prior to the scheduled meeting. For more information on the agenda for each Curriculum Committee meeting, see **Section 1.6 Agendas**.

A single majority vote is needed to carry a motion. The Curriculum Committee uses Robert's Rules of Order as a framework for meeting organization and decision-making processes.

Minutes of all meetings shall be taken by the Executive Assistant to the Vice President of Instruction and maintained in the Office of Instruction. Current and archived minutes shall be posted online on the Curriculum Committee Public SharePoint document library.

For more information on the procedure for submitting curriculum proposals, see **Section 2.1 Curriculum Proposal Review and Approval Process**.

1.6 Agendas

The Chairperson of the Curriculum Committee prepares the agenda for each meeting with input from the Vice President of Instruction and the Curriculum and Instructional Systems Specialist.

In accordance with the guidelines set forth by the Academic Senate for California Community Colleges in the document The Course Outline of Record: A Curriculum Reference Guide, the following items will be placed on the Consent Agenda for each meeting:

- Approval of minutes from previous meeting(s)
- Course and program bankings
- Course and program deletions
- Course modifications that include **only** the following:
    - Minor/non-substantive changes in Catalog Course Description
    - Minor/non-substantive changes in Schedule Course Description
    - Minor/non-substantive changes in Student Learning Outcomes
    - Minor/non-substantive changes in Course Objectives
    - Minor/non-substantive changes in Course Content
    - Change in Course Number
    - Change in Methods of Instruction
    - Change in Methods of Evaluation
    - Change in Representative Assignments

    - Change in Textbook/Instructional Materials
- Program modifications that include **only** the following:
    - Minor/non-substantive changes in Program Description
    - Minor/non-substantive changes in Program Learning Outcomes
    - Minor changes (as outlined above) to courses within the program
    - Change in Program Title

In accordance with the guidelines set forth by the Academic Senate for California Community Colleges in the document The Course Outline of Record: A Curriculum Reference Guide, the following items will be placed on the Substantive Agenda for each meeting:

- New courses and programs
- Course modifications that include **any** of the following:
    - Major/substantive changes in Catalog Course Description
    - Major/substantive changes in Schedule Course Description
    - Major/substantive changes in Catalog Course Description
    - Major/substantive changes in Student Learning Outcomes
    - Major/substantive changes in Course Content
    - Change in units/hours
    - Change in course repeatability
    - Change in prerequisites, corequisites and/or recommended preparation
    - Addition/revision/deletion of Distance Education, Honors or Ethnic Studies supplements
- Program modifications that include addition/deletion of courses to/from a program
- Discussion items

For proposals on the Consent Agenda, no faculty representative is required to appear at the Curriculum Committee meeting to present these items. For proposals on the Substantive Agenda, a faculty representative is required to appear at the Curriculum Committee meeting to present these items. If no faculty representative is in attendance to present an item on the Substantive Agenda, that item will be tabled until the subsequent Curriculum Committee meeting.

The agenda for each Curriculum Committee meeting will be set 1 week before the meeting. Curriculum Committee members will have until the end of the following Monday to request that an item be moved from the Consent Agenda to the Substantive Agenda. If an item is moved from the Consent Agenda to the Substantive Agenda, the faculty author will be notified as soon as possible and asked to attend the Curriculum Committee meeting.

If a curriculum proposal impacts another course/program such that the affected course/program must also be modified, that additional modification must be submitted in CurricUNET at the same time and reviewed at the same Curriculum Committee meeting as the initial course proposal. For example, if a degree-applicable course is being banked, it must be removed from all programs of which it is a part. The proposal for the course banking as well as the corresponding program modification proposals must be submitted at the same time in CurricUNET and reviewed at the same Curriculum Committee meeting.

2. Curriculum Committee Procedures

2.1 Curriculum Proposal Review and Approval Process

*This section describes the overall curriculum workflow; for step-by-step instructions on using CurricUNET for curriculum development, please see **Sections 4.2 - 4.7** for courses and **Sections 5.2 - 5.5** for programs.*

The development and implementation of new curriculum, and of curricular changes, takes approximately one academic

year. Faculty authors are encouraged to begin their work as early as possible, and to keep in mind that any new curriculum they develop or curricular changes they propose will not take effect until the following academic year at the earliest.

Proposals for new courses/programs and modifications of existing courses/programs must be authored by a faculty member who meets minimum qualifications in the discipline to which that curriculum is assigned. Faculty may not create or modify curriculum in a discipline for which they do not have minimum qualifications. While non-faculty (e.g. students, staff, resource center personnel, or administrators) may approach faculty members about the possibility of creating courses or programs, they cannot explicitly require faculty members to create such courses or programs. Additionally, non-faculty may not create or modify curriculum.

Prior to initiating a curriculum proposal, it is the responsibility of the faculty author to research and coordinate the appropriate/necessary information for the proposal, discuss the course with their instructional dean and other appropriate faculty and consult with district colleagues. This includes the following considerations:

For courses

- What is the need for the course?
- Can it be offered as an experimental course?
- Is this a lower division course?
- Is there a similar course elsewhere in the district?
    - If yes, have the appropriate administrators and discipline faculty been consulted?
- Is the course content appropriate to the discipline proposing it? For more information on this, please consult the California Community College Chancellor's Office document Minimum Qualifications for Faculty and Administrators in California Community Colleges.
- Are the prerequisites/corequisites/advisories appropriate?
- Is this course transferable? should it be?
- Is this course degree-applicable or basic skills?
- Is this course GE applicable? should it be?
- Is this course part of a program? should/can it be?
    - If no, what is justification for stand-alone?
- Has this course been/is this course being submitted for C-ID? can it be submitted for C-ID?
- Does the work described in the course outline of record justify the units/hours proposed?

For programs

- What is the need for the program?
- What is the purpose of the program (transfer, CTE)?
- Is there a similar program elsewhere in the district?
    - If yes, have the appropriate administrators and faculty been consulted?
- Is the program content appropriate to the discipline proposing it?

It is the responsibility of the faculty author to make modifications to the proposal as necessary throughout the Curriculum Proposal Review and Approval Process. It is also this faculty member's responsibility to complete and submit all necessary forms for this proposal via CurricUNET according to the timeline set forth by the Curriculum Committee.

For a visual representation of this process, see Fig.1.

Curriculum Proposal Review Process

- Prior to the preparation of a curriculum proposal, the faculty author is encouraged to consult with their division dean and, in the case of the creation or modification of courses/programs that exist at other colleges in the

district, to consult with their discipline colleagues at those colleges regarding the impact of the new curriculum/curricular changes.

- Once a faculty member has prepared a proposal they will submit this to their division dean for review via the submission process in CurricUNET (Curriculum Proposal Submission deadline #1).
- Following this initial review, the division dean may return the proposal to the faculty author with requests for changes/additional information. The faculty author must then make the requested changes/respond to the request before resubmitting the proposal to the division dean (Curriculum Proposal Submission deadline #2). For more information on this process, see **Section 4.14 Responding to Requested Changes in CurricUNET**.
- The division dean will review the revised proposal and, if satisfied that the requested changes have been made, forward it to the Technical Review Committee for further review (Curriculum Proposal Submission deadline #3). Proposals will then be reviewed by the Technical Review Committee and the proposal will be returned to the faculty author with the Technical Review Committee's comments/requested changes (Curriculum Proposal Submission deadline #4). For more information on this process, see **Section 2.3 Technical Review**.
- The faculty author will review the comments and will make any suggested correction(s) or prepare a rationale, to be presented to the Curriculum Committee at the time of the meeting, for not making suggested changes. Once the comments have been addressed and corrections have been made, faculty will re-submit the proposals to the Technical Review Committee (Curriculum Proposal Submission deadline #5). For more information on this process, see **Section 4.14 Responding to Requested Changes in CurricUNET**.
- Once the proposal is reviewed and approved by the Technical Review Committee Chairperson, the proposal will be placed on the agenda for an upcoming Curriculum Committee meeting (Curriculum Proposal Submission deadline #6). For more information on Curriculum Committee meetings and agendas, please see **Section 1.5 Meetings** and **Section 1.6 Agendas**.

Curriculum Proposal Approval Process

- The Curriculum Committee will meet and deliberate curriculum proposals presented and make recommendations to the dean and faculty author(s).
  - If no recommendations or changes are requested, then the Committee may choose to approve the curriculum proposal.
  - If changes are requested by the Committee, the faculty will make necessary changes/corrections to the proposal in CurricUNET and re-submit the proposal as directed by the Committee. The course will then be placed on the next meeting agenda for a second reading.
- Once approved by the committee, the Curriculum Chairperson, the Curriculum and Instructional Systems Specialist and the Vice President of Instruction will approve the proposals in CurricUNET for their implementation. Approved courses and programs are then submitted to the California Community Colleges Chancellor's Office Curriculum Inventory by the Curriculum and Instructional Systems Specialist. Approved courses are submitted for course-to-course articulation, UC transfer approval (once per year), GE approval (once per year) and/or C-ID approval, where appropriate, by the Articulation Officer. For more information about deadlines for submitting courses for transfer and GE approval, please see **Section 2.2 Curriculum Approval Timelines**. Approved programs are submitted for ADT approval, where appropriate, by the Articulation Officer.

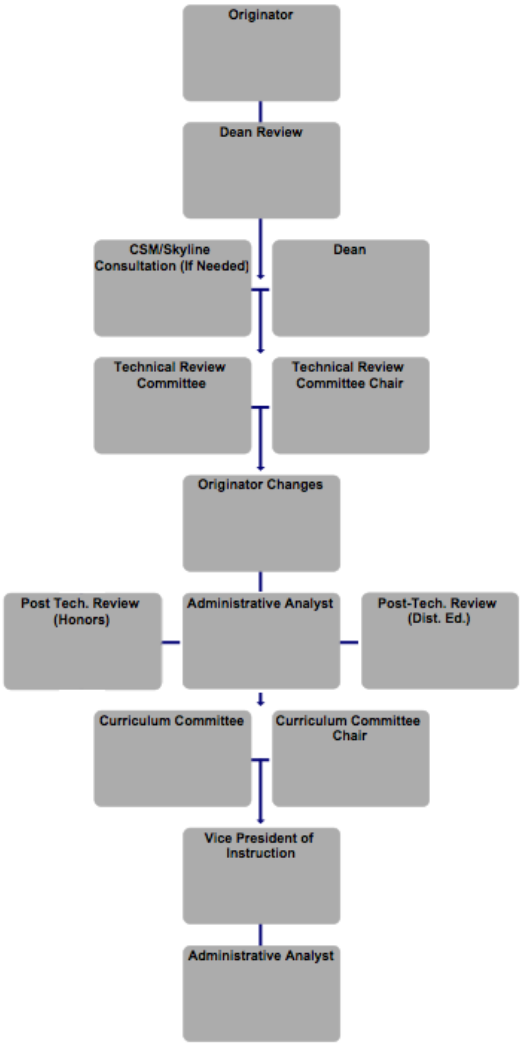


Figure 1- Curriculum Proposal & Approval Procedures

Follow-up Procedures After Curriculum Committee Action

Curriculum Committee Chairperson

- "Approve" in CurricUNET all curriculum proposals approved by the Curriculum Committee.
- "Table" in CurricUNET any curriculum proposals tabled by the Curriculum Committee, and follow-up with faculty proposal author(s).

Curriculum and Instructional Systems Specialist

New Courses, Course Inactivations (Deletions or Banking) and Course Modifications
New Programs, Program Inactivations (Deletions or Banking) and Program Modifications

- Prepare materials for the various Curriculum Reports to the Board of Trustees.
- Enter data into the California Community Colleges Curriculum Inventory, course database, catalog and schedules as applicable.

Vice President of Instruction

- If the Vice President of Instruction's recommendation is not to approve an action of the Curriculum Committee, the VPI will forward the material to the President of the Academic Senate

and the College President, who will recommend approval or disapproval.

Division Deans

New Programs, including new Associate Degrees for Transfer (ADTs)

- Submit narrative and other documents to the California Community Colleges Curriculum Inventory.

Articulation Officer

New Courses and Course Modifications with substantive changes

- Submit/resubmit courses for course-to-course articulation, UC transfer approval (once per year), GE approval (once per year) and/or C-ID approval, as applicable.

New ADTs and ADT Modifications with substantive changes

- Submit/resubmit ADTs for approval.

2.2 Curriculum Approval Timelines

All curriculum actions - course or program additions, deactivations (banking/deletions) and modifications - take effect at the beginning of the following academic year in the Fall semester. For example, modifications made to a course at any point during the 2017-2018 academic year will take effect at the beginning of the Fall 2018 semester.

Curriculum must be approved in sufficient time to be included in the college catalog and in the class schedule and, in many cases, to be submitted for transfer articulation and/or general education (GE) approval. There are several different deadlines determined by the intended use of the course (i.e. UC transferability, CSU/IGETC GE approval). At the start of each academic year, the Curriculum Committee Chairperson will inform the faculty of these deadlines. Courses should be submitted for the earliest of the applicable deadlines.

CURRICULUM PROPOSAL SUBMISSION DEADLINES 2017 - 2018

Meetings are held in **Building 2, Room 10** from 9:30 - 11:30 am.

Curriculum Committee Meeting Dates	DEADLINE #1 Faculty Submits Curriculum Items to Dean (dean's first review)*	DEADLINE #2 Faculty responds to Dean's comments & takes action on proposal	DEADLINE #3 Dean's Second Review (takes action on proposal)	DEADLINE #4 Technical Review Comm. Review (comments to faculty)	DEADLINE #5 Faculty Addresses Tech. Review Comments *(if applicable)*	DEADLINE #6 Item Placed on Agenda for Curriculum Comm. Meeting
	Thursday	Tuesday	Tuesday	Tuesday	Tuesday	Friday
9/8/2017	8/3/17	8/8/17	8/15/17	8/22/17	8/29/17	9/1/17
9/22/2017	8/17/17	8/22/17	8/29/17	9/5/17	9/12/17	9/15/17
10/13/2017	9/7/17	9/12/17	9/19/17	9/26/17	10/3/17	10/6/17
10/27/2017 (Deadline for **IGETC/CSU GE**)	**9/21/17**	9/26/17	10/3/17	10/10/17	10/17/17	10/20/17
11/10/2017	No meeting - Veterans' Day					
11/24/2017	No meeting - Thanksgiving Recess					
12/8/2017 (Deadline for **FALL 2018 Class Schedule****)	**11/2/17**	11/7/17	11/14/17	11/21/17	11/28/17	12/1/17
12/22/2017	No meeting - Winter Recess					
1/12/2018	No meeting - Flex Day					
1/26/2018	12/21/17	12/26/17	1/2/18	1/9/18	1/16/18	1/19/18
2/9/2018	1/4/18	1/9/18	1/16/18	1/23/18	1/30/18	2/2/18
2/23/2018	1/18/18	1/23/18	1/30/18	2/6/18	2/13/18	2/16/18
3/9/2018	2/1/18	2/6/18	2/13/18	2/20/18	2/27/18	3/2/18
3/23/2018	2/15/18	2/20/18	2/27/18	3/6/18	3/13/18	3/16/18
4/13/2018	3/8/18	3/13/18	3/20/18	3/27/18	4/3/18	4/6/18
4/27/2018 (Deadline for **creation of new courses***)	**3/22/18**	3/27/18	4/3/18	4/10/18	4/17/18	4/20/18
5/11/2018 (Deadline for **UC TCA** Submissions & **College Catalog**)	**4/5/18**	4/10/18	4/17/18	4/24/18	5/1/18	5/4/18
5/25/2018	Meeting to address discussion items **(no curriculum proposals to review)**.					

* Prior to submitting your course proposals to the Dean's queue, please consult with **Janet Stringer** regarding articulation (UC transferability and/or CSU GE/IGETC applicability). This is not necessary if your course is not UC transferable and/or does not apply to any CSU GE/IGETC areas.

** After the fall schedule deadline, changes to ***corequisites/prerequisites, course descriptions, grading method, materials fee charges, titles, units/hours, and recommended preparation*** **WILL NOT** be allowed on courses to be offered in fall. Any exceptions to this policy must be approved by the Technical Review Committee.

*** After the creation of new courses deadline, submission of new course proposals **WILL NOT** be accepted. Any exceptions to this policy must be approved by the Technical Review Committee.

Office of Instruction/jfp 8/17

Figure 2 - Sample Curriculum Proposal Submission Deadline Schedule, 2017-2018

Please note the following specific deadlines within the Proposal Submission Schedule (Fig. 2):

- UC TCA final appeals submission
  Transfer Course Agreements (TCAs) "are the baseline for establishing transferability of community college courses to the University of California (UC). Courses approved for the TCA count as advanced standing elective credit toward an undergraduate degree at any UC campus and may also be submitted for campus-specific articulation or for Intersegmental General Education Transfer Curriculum (IGETC)" (University of California Transfer Articulation, 2013). Courses are submitted for UC TCA once per year in June. Courses that are not approved for TCA during this regular submission cycle may be modified and resubmitted with an appeal during the second review period the following October.

- IGETC/CSU GE
  "The Intersegmental General Education Transfer Curriculum (IGETC) is a general education program that California Community College transfer students can use to fulfill lower-division general education requirements at a California State University or University of California campus" (IGETC, ASSIST Help Pages). "The CSU General Education-Breadth (GE-Breadth) program allows California Community College transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer" (CSU General Education - Breadth, ASSIST Help Pages). Courses are submitted for CSU GE and/or IGETC GE one time per year in December. This deadline is for courses that will be submitted for IGETC and/or CSU GE approval for the first time, or for course modifications for courses that are being resubmitted for IGETC and/or CSU GE approval due to substantive changes (e.g. changes in units/hours, addition or deletion of Course Content).

- Fall Class Schedule
  The deadline for new courses and course modifications that affect the Fall Schedule of Classes is the last Curriculum Committee meeting of the fall semester. For example, all new courses and course modifications that affect the fall 2018 Class Schedule must be reviewed by the Curriculum Committee no later than the last Curriculum Committee meeting of the fall 2017 semester. Course modifications that affect the Fall Class Schedule include:
  - Change in Course Title
  - Change in hours/units
  - Change in Class Schedule Course Description
  - Change in prerequisites, corequisites and/or recommended preparation
  - Change in grading method
  - Change in materials fee
  - Change in transferability

  After the Fall Class Schedule deadline, the changes listed above will not be allowed on courses to be offered in Fall 2018. Any exceptions to this policy must be approved by the Technical Review Committee.

- Creation of new courses
  ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) is "a computerized student-transfer information system that can be accessed over the World Wide Web. It displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California" (What is ASSIST?, ASSIST Help Pages)
  When new courses are created, or when previously deactivated courses are reactivated, they must be entered into ASSIST. The ASSIST database is open for new entries only during the month of April each year. Faculty creating new courses or reactivating previously deactivated courses must do so such that they are reviewed at a Curriculum Committee meeting before the end of April, so that these courses can then be entered into ASSIST.

- Initial UC TCA, College catalog
  Initial UC TCA
  Transfer Course Agreements (TCAs) "are the baseline for establishing transferability of community college courses to the University of California (UC). Courses approved for the TCA count as advanced standing elective credit toward an undergraduate degree at any UC campus and may also be submitted for campus-specific articulation or for IGETC" (University of California Transfer Articulation, 2013).
  Courses are submitted for UC TCA one time per year in June. This deadline is for any course (new courses or modified courses) that will be submitted for UC TCA.

  College catalog
  The college catalog reflects all active courses and programs at Cañada College. All changes made to courses and programs during an academic year will be reflected in the college catalog (as applicable) the following year.

2.3 Technical Review

For information on the composition of the Technical Review Committee, refer to **Section 1.2 Membership**.

Technical Review Process

The Technical Review Committee is responsible for reviewing pending curriculum proposals prior to their presentation to the full Curriculum Committee and providing constructive feedback to faculty. The goal of this group is to ensure that proposals meet all state and local requirements, including Title V and applicability to the mission of the College, Career

and Technical Education, UC/CSU transfer and C-ID, where applicable.

If a curriculum proposal does not meet state and/or local requirements, the Technical Review Committee will provide this feedback and request changes to the proposal from the faculty author. If the author of a curriculum proposal does not respond to the feedback from the Technical Review Committee (either by making the requested changes or by providing justification for not making the requested changes), the Committee reserves the right to reject their course proposal for consideration by the full Curriculum Committee.

Curriculum proposals that meet any of the following criteria will be returned to their faculty author for additional consultation and will not continue through the Curriculum Approval Process:

- Degree-applicable courses that do not meet the definition of "lower division" coursework
- Courses that will not articulate with transfer institutions
- Courses that are proposed as stand-alone without justification
- Courses or programs that are redundant with courses or programs already in existence at the College
- Proposals for which the changes requested by the Technical Review Committee have not been made and no justification has been provided by the faculty author

The roles of the members of the Technical Review Committee in reviewing curriculum proposals are as follows:

CurricUNET Category	Technical Review Member(s) Assessing
Course title and number	Articulation Officer Curriculum and Instructional Systems Specialist
Basic Course information	Articulation Officer Curriculum and Instructional Systems Specialist Curriculum Committee Chairperson Library Representative Vice President of Instruction
Units/Hours	Articulation Officer Curriculum and Instructional Systems Specialist
Materials Fee	Articulation Officer Curriculum and Instructional Systems Specialist
Student Learning Outcomes	Articulation Officer Curriculum Committee Chairperson Library Representative Vice President of Instruction
Course Objectives	Articulation Officer Curriculum Committee Chairperson Library Representative Vice President of Instruction
Course Lecture Content	Articulation Officer Curriculum and Instructional Systems Specialist Curriculum Committee Chairperson Library Representative Vice President of Instruction
Course Lab Content (where applicable)	Articulation Officer Curriculum and Instructional Systems Specialist Curriculum Committee Chairperson Library Representative Vice President of Instruction
TBA Hours Content (where applicable)	Articulation Officer Curriculum and Instructional Systems Specialist Curriculum Committee Chairperson Library Representative Vice President of Instruction
Recommended Preparation	Articulation Officer Curriculum and Instructional Systems Specialist Curriculum Committee Chairperson

	Library Representative Vice President of Instruction
Prerequisites/Corequisites	Articulation Officer Curriculum Committee Chairperson Curriculum and Instructional Systems Specialist
Content Review	Articulation Officer Curriculum Committee Chairperson Curriculum and Instructional Systems Specialist
Modes of Delivery	Articulation Officer Curriculum Committee Chairperson Curriculum and Instructional Systems Specialist Vice President of Instruction
Representative Instructional Methods	Articulation Officer Curriculum and Instructional Systems Specialist Curriculum Committee Chairperson Library Representative Vice President of Instruction
Representative Assignments	Articulation Officer Curriculum and Instructional Systems Specialist Curriculum Committee Chairperson Library Representative Vice President of Instruction
Representative Methods of Evaluation	Articulation Officer Curriculum and Instructional Systems Specialist Curriculum Committee Chairperson Library Representative Vice President of Instruction
Representative Texts	Articulation Officer Library Representative
Degree/Certificate Applicability	Articulation Officer Curriculum and Instructional Systems Specialist
Transferability/GE	Articulation Officer Curriculum and Instructional Systems Specialist
Distance Education (where applicable)	Curriculum and Instructional Systems Specialist Coordinator of Online Instruction
Distance Education Contact Types (where applicable)	Curriculum and Instructional Systems Specialist Coordinator of Online Instruction

Honors Content (where applicable)	Curriculum and Instructional Systems Specialist Honors Transfer Program Coordinator
Honors Addendum (where applicable)	Curriculum and Instructional Systems Specialist Honors Transfer Program Coordinator
Resources Needed	Library Representative
CB Codes	Curriculum and Instructional Systems Specialist

Technical Review Guidelines

The following is intended to provide faculty with a better understanding of what the Technical Review Committee considers when reviewing course proposals. Faculty initiators are encouraged to utilize this guide when creating course proposals in CurricUNET. For a more complete description of each section of the course outline of record see **Section 4.1 Contents of the Course Outline of Record**.

Basic Course Information

Discipline ❑ For a new course, does the discipline assigned to the course reflect the body of knowledge required to teach the course content? ❑ For a new course, if the course exists elsewhere in the District, are you assigning the same discipline?	***General Note:*** The discipline assigned to a course determines the minimum qualifications required to teach that course. Disciplines are assigned to courses based on the subject-area knowledge/expertise necessary to teach the content of the course. Courses may be assigned a single discipline, multiple disciplines, or designated as interdisciplinary. ● Single discipline assignment: Requires minimum qualifications in the assigned discipline. ● Multiple discipline assignment with an "and": Requires minimum qualifications in **both** of the listed disciplines. ● Multiple discipline assignment with an "or": Requires minimum qualifications in at least one of the listed disciplines. ● Interdisciplinary assignment: Requires minimum qualifications in at least one of the listed disciplines and upper division or graduate coursework in at least one of the other disciplines listed. For more information on assigning disciplines to a course, see Minimum Qualifications for Faculty and Administrators in California Community Colleges and Qualifications For Faculty Service In The California Community Colleges: Minimum Qualifications, Placement Of Courses Within Disciplines, And Faculty Service Areas.
Course Number ❑ For a new course, does the course number reflect the course numbering guidelines published in the college catalog? ❑ For a new course, if the course exists within the District, are you using the same course number? ❑ For a new course, if the course is part of a sequence of courses, is the course number	***General Note:*** Course numbers for new courses are assigned in consultation with the Curriculum and Instructional Systems Specialist in the Office of Instruction. Course numbers for existing courses cannot be changed via a course modification proposal. To make such a change, the original course must be deactivated and a new course bearing the new course number created.

assigned consistent with its prerequisites and corequisites if they are from the same discipline?	
Full Course Title ❑ Does the course title describe the course content while remaining succinct? ❑ Are all abbreviations/symbols used in the course title spelled-out?	***General Note:*** Banner allows only 30 characters to be entered in the system. To indicate that a course is part of a multi-course sequence, please use one of the following methods: ● Roman numerals after the title (I, II, III) ● Sequence words (beginning, intermediate; elementary, intermediate, advanced)
Cross Course ❑ If the proposed course is cross-listed with another existing active course on campus, is that course listed?	***General Note:*** Cross-listed courses are those that are offered collaboratively through two departments/programs at the College. While these courses have separate course numbers in each department in which they are offered (e.g. ENGL 200 and LING 200), the course outlines of record of the courses are identical.
Catalog Course Description ❑ Does the catalog description provide a global description of what will be covered in the course? ❑ Does the catalog description avoid the use of "marketing language" (i.e. language that attempts to sell students on the need for the course)? ❑ Is the catalog description written in the present tense? ❑ Does the catalog description avoid repetitive phrasing? ❑ Is the catalog description written for readers who are unfamiliar with/have only a cursory knowledge of the discipline?	***General Note:*** The catalog description should consist of brief, direct statements of course purpose and content, preferably no more than 50 words. It should be written in concise language that is intelligible to the reader and should describe the course in terms of its primary objectives. Descriptive phrases rather than sentences are acceptable; the course title should not be repeated. ***Do not use the future tense.***
Class Schedule Course Description ❑ Is the class schedule course description shorter than the catalog course description?	***General Note:*** This should be a concise, formal description of the course content. ***Do not use the future tense.***
Proposed Start Term ❑ Is a proposed start term included? ❑ Does the proposed start term meet the deadlines noted in the Curriculum Proposal Submission Deadlines schedule?	***General Note:*** All proposals are effective in the following Fall term. For example, all proposals reviewed by the Curriculum Committee during the 2016-2017 academic year will be effective Fall 2017. As such, the earliest possible Proposed Start Term for these courses is Fall 2017.

	If a course is being submitted for one or more external approvals (e.g., C-ID, GE, transferability), keep in mind the timeline of these approvals before putting the course in the Schedule of Classes. For more information, please see **Section 2.2 Curriculum Approval Timelines.**

Justification for Board Report or Curriculum Inventory update:
 	
❑ Does the description include a reasonable explanation for the course proposal?
  ❑ For new courses, does the justification statement describe the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees?
  ❑ For all types of course modifications (modifications, bankings, deletions, reactivations), does the justification statement describe the need for the change?
❑ Does the description use complete sentences and the present tense?
❑ Is the description free of grammatical errors?
	General Note:
	This section must be completed for all course proposals, including courses being modified to comply with the new COR Update Cycle and courses being banked/deleted.
	
	The text entered in this section is included on the curriculum report to the Board of Trustees and/or used by the California Community College Chancellor's Office Curriculum Inventory. Please write in complete sentences and clearly explain the rationale for the proposal.
	
	If a course is being reviewed as part of the COR Update Cycle, and the faculty author determines no changes are needed, the faculty author should indicate in this field that the course was reviewed to be in compliance with the COR Review Policy and that no changes were found to be necessary at this time. The COR will then proceed through the Curriculum Approval Process as normal; the division dean/Technical Review Committee may still request changes/updates to the course.

Modification Information ❑ Has faculty checked the appropriate boxes to indicate all modifications made to the course?	***General Note:*** These boxes do not automatically populate as information is entered into other screens in a proposal. These boxes must be clicked manually. Having this information is helpful to the Technical Review Committee in reviewing a proposal and the Curriculum Committee in assembling their agenda. Once a proposal is approved, the boxes checked in this field will trigger updates to the following: Banner, the college catalog, the schedule of classes, articulation, degree audit, California Community Colleges Curriculum Inventory, etc.

Materials Fee

❑ If a fee is required, has a justification been provided?	***General Note:*** Consult with your division dean regarding the validity of the fee and the amount to be charged.

Student Learning Outcomes

❑ Does the course have 3-5 SLOs? ❑ Do the SLOs state broad, overarching skills that students will be able to demonstrate after completing the course? ❑ Does the course content support the SLOs? ❑ Are the SLOs measurable/assessable?	***General Note:*** SLOs should be concise statements and that are understandable by students in the course. Begin SLOs with action verbs that reflect the level of learning in the course and avoid vague verbs (e.g. *know*, *understand*) that are not measurable/assessable. Be wary of including too many outcomes in a single statement ("stacked outcomes"). SLOs may not be duplicated from one course to the next. They must be unique to a given course. In other words, no two courses may have identical or nearly identical SLOs. According to Cañada SLO Assessment Cycle (SLOAC) policy, all active courses must be assessed at least once every three years. Which SLOs are assessed and when they are assessed within that three-year cycle is to be determined by each department. If a course has more than 5 SLOs, the Technical Review Committee will ask the faculty author whether the course is offered with sufficient frequency to support assessment of all SLOs according to the SLOAC policy. Within CurricUNET, SLOs should be entered such that they complete the statement, "Upon successful completion of this course, a student will meet the following outcomes:". For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see **Section 6.2 Distinguishing Amongst Student Learning Outcomes, Specific Instructional Objectives and Course Content**. For model examples of this COR section, see **Section 6.3 Course Outline of Record Model Sections**.

Course Objectives/Specific Instructional Objectives

❑ Are the course objectives supported by the course content? ❑ Are the course objectives written such that they illustrate what the students will be learning in the course?	***General Note:*** Course Objectives should state what the instructor expects to have as specific instructional goals for the course. The Course Objectives for a course cannot be identical to the SLOs for that course. For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see **Section 6.2 Distinguishing Amongst Student Learning Outcomes, Specific Instructional Objectives and Course Content**. For model examples of this COR section, see **Section 6.3 Course Outline of Record Model Sections**.

Course Lecture Content

❑ Are topics and supporting sub-topics included? ❑ Is sufficient information provided to support the unit value of the course? ❑ Is sufficient information provided that a new faculty member will have clear expectations about what is required to teach the course? ❑ Is sufficient information provided to allow for articulation of the course and/or evaluation of the course for GE and C-ID approval, as applicable?	***General Note:*** In writing this section of the COR, faculty should keep in mind that all content listed in the COR is required to be taught by all faculty teaching the course (unless noted as optional). This section of the COR is also used to evaluate courses for unit value assignment, course-to-course articulation, transfer approval, GE approval, and C-ID approval. In developing this section, faculty are advised to provide sufficient information to provide a thorough description of course expectations while still allowing for individual academic freedom and pedagogy. For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see **Section 6.2 Distinguishing Amongst Student Learning Outcomes, Specific Instructional Objectives and Course Content**. For model examples of this COR section, see **Section 6.3 Course Outline of Record Model Sections**.

Course Lab Content

❑ Are topics and supporting sub-topics included? ❑ Is sufficient information provided to support the unit value of the course? ❑ Does the course lab content support learning addressed in the course content? ❑ Does the course lab content support the student meeting the course objectives?	***General Note:*** This section must be completed for laboratory courses, or for courses that have a laboratory component. For courses that do not have a laboratory component, this section does not have to be completed. For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see **Section 6.2 Distinguishing Amongst Student Learning Outcomes, Specific Instructional Objectives and Course Content**. For model examples of this COR section, see **Section 6.3 Course Outline of Record Model Sections**.

TBA Hours Content

❑ Is information provided about the work students will be expected to complete during TBA hours? ❑ If course has TBA hours, has "lab" been selected on the **Representative Instructional Methods** and **Modes of Delivery** screens?	***General Note:*** This section must be completed for courses that have TBA hours. For courses that do not have TBA hours, this section does not have to be completed. For model examples of this COR section, see **Section 6.3 Course Outline of Record Model Sections**.

Recommended Preparation

Frequently Recommended Preparation ❑ Are recommended preparation courses indicated?	***General Note:*** When recommended preparation courses are selected in CurricUNET, information is then automatically provided about the reading and writing levels that are indicated by that level of recommended preparation. If recommended preparation is indicated for a course, the subsequent justification section must be completed.
Justification for Frequently Recommended Preparation	***General Note:*** When the Frequently Recommended Preparation

❑ Is a justification provided that explains how skills provided by recommended preparation course(s) apply **specifically** to this course?	field is completed, it will then show the reading/writing level indicated by the chosen recommended preparation. Faculty should be sure that the justification matches these reading and writing levels (i.e. if the recommended preparation selected is eligibility for READ 836, the justification for this should relate to reading/writing at the 9th grade level and no higher) and illustrates how the skills obtained in those courses will be utilized in the course being proposed. For model examples of this, see **Section 6.3 Course Outline of Record Model Sections**.

Prerequisites/Corequisites

	General Note: If a course has prerequisites or corequisites, it is recommended that the faculty member do the following: ● if course will be submitted for C-ID approval, verify that prerequisite/corequisite requirements for course descriptor are met ● if course will be submitted for CSU/UC articulation, verify prerequisite/corequisite requirements for articulating institution are met ● if course is offered at other campuses in the district, coordinate with discipline faculty colleagues to align prerequisites/corequisites ● if course has non-sequential prerequisite(s), statistical validation will be required for justification If a course has prerequisites/corequisites defined, Content Review must be completed.

Content Review

❑ Has Content Review been completed for all prerequisites/corequisites for the course?	***General Note:*** For more information about completing Content Review, see **Section 4.9 Prerequisites, Corequisites and Content Review**.

Modes of Delivery

❑ Has at least one mode of delivery been indicated for the course? ❑ Is/are the mode(s) of delivery consistent with the course description/designation? ❑ If the course includes TBA hours, has "lab" been indicated as a mode of delivery? ❑ If modes of delivery indicated include Distance Education (online and/or hybrid), has a Distance Education addendum been completed?	***General Note:*** For more information about Distance Education addendums and approvals, see **Section 4.10 Distance Education and Honors Supplements**.

Representative Methods of Instruction

❑ Has at least one method of instruction been indicated for the course? ❑ Is/are the method(s) of instruction consistent with the course description? ❑ If course has TBA hours, has "lab" been selected on the **Representative Instructional Methods** screen?	***General Note:*** All courses must have at least one method of instruction indicated. The definition of each can be found in **Section 4.1 Contents of the Course Outline of Record** and the California Community Colleges Management Information System Data Element Dictionary. If a course includes TBA hours, these fall under the definition of "Laboratory/Studio/Activity"; as such, courses that have TBA hours must include "lab" as a Representative Method of Instruction.

Representative Assignments

❑ Are the representative assignments listed all assignments that are completed **outside of class**? ❑ Do the representative assignments allow students to meet the course objectives? ❑ For degree-applicable and transferable courses, do assignments listed make clear that critical thinking skills are taught to students in the course, utilized in assignments completed outside of class, and assessed as the basis of their grade in the course? ❑ Is approximate length (in pages, hours, etc.) and frequency of each reading and writing assignment included? ❑ If the course has a lab or TBA component, have example lab/TBA assignments been given, including length (in pages, hours, etc.) and frequency?	***General Note:*** In accordance with Title V, example assignments must be included in course outlines of record regardless of the type of course (lecture, lab). Assignments used by instructors in the course are to be consistent with but are not limited to these types/examples. That is, instructors teaching a course are not required to use the specific example assignments listed in this section. Example assignments included in the course outline of record **must be assignments completed outside of class**. In-class note taking, in-class reading assignments, and written answers on quizzes or examinations are not appropriate example assignments for this section (such methods of assessment can appear in **Representative Methods of Evaluation**). For model examples of this COR section, see **Section 6.3 Course Outline of Record Model Sections**.

Representative Methods of Evaluation

❑ Do the representative methods of evaluation allow students to meet the course objectives? ❑ Do the representative methods of evaluation show an integration between the stated objectives and the method of instruction? ❑ Do the representative methods of evaluation consider different student learning modalities? ❑ For degree credit courses, are students required to demonstrate proficiency, at least in part, through essays employing college-level standards? ❑ Do the representative methods of evaluation require students to demonstrate critical thinking skills?	***General Note:*** Do not include specific grading policies in this section. These are representative methods and the faculty teaching the course should choose the exact method for evaluation and for grading.

Representative Texts

❑ Is at least one representative text listed no more than 4 years old? ❑ Is the textbook appropriate for the course? ❑ For laboratory courses, is a laboratory manual (no more than 4 years old) provided?	***General Note:*** For articulation and C-ID approval, this section must include at least one representative textbook that is no more than 5 years old at time of approval. For courses that include a laboratory component and that will be submitted for UC transferability, this section must include at least one representative laboratory manual. Laboratory manuals that are created in-house satisfy this requirement. While the representative text listed on the course outline of record should be a text that is comparable to the text/reading resources used for a class, instructors are not required to use that textbook for the course.

Degree/Certificate Applicability

❑ Has the proper designation been given to the course (Degree credit, Nondegree credit, Non-credit and/or basic skills? ❑ Will the course be part of a state approved program (as a core or selective requirement)? If so, which type of program(s) is it proposed for (AA-T/AS-T, AA/AS Degree and/or Certificate of Achievement)? ❑ What specific programs is this course part of?	***General Note:*** Consult with your division dean. For existing courses, run the Proposal Impact Report to find out all of the programs that your course is part of as a core or selective requirement. For more information about Proposal Impact Reports, see **Section 4.11 Proposal Impact Reports**.

Transferability

❑ Has the faculty author indicated whether the course should transfer to the CSU and/or UC?	***General Note:*** We, as California Community College faculty, determine whether the units for our degree-applicable courses transfer to the CSU system. There are specific guidelines for what qualifies for baccalaureate credit. The UC system determines whether California Community College courses receive credit at the UC system. Submissions for consideration for transfer to UC are limited to once a year. For more information about these deadlines, see **Section 2.2 Curriculum Approval Timelines**.

Resources Needed

❑ Does the library have adequate resources to support this course?	***General Note:*** As part of the Technical Review process, the Library Specialist provides information on available resources for the course. If more resources are needed, the Library Specialist will contact the faculty proposal author to discuss the purchase of additional resources.

Comparable Transferable Courses

❑ For new courses that will be submitted for course-to-course articulation/GE approval, has a Comparable Transfer Course been listed?	***General Note:*** This is mostly for new courses for which you believe there should be course-to-course articulation or GE area approval. Finding a comparable course helps with deciding whether the course will articulate for units, for GE or as major preparation at a CSU or UC. For guidelines about UC transfer, see the following website: http://ucop.edu/transfer-articulation/transferable-course-agreements/tca-update-process/outline-guidelines.html

CB Codes, Codes/Dates

❑ See your dean for assistance with course CB codes.	***General Note:*** Refer to the California Community Colleges, Taxonomy of Programs, Sixth Edition for TOP Code information for both programs and courses. Refer to the California Community Colleges Course Data Elements Dictionary for more information.

For additional information on COR writing style, refer to ASCCC's *Stylistic Considerations in Writing Course Outlines of Record* (1998).

2.4 Expedited Curriculum Approval Process (Articulation Review)

The following policy was adopted in November 2014.

Expedited Course Modification (Non-Significant Changes)

When the Articulation Officer receives the results of a course review (e.g. C-ID submission or course-to-course articulation) that requests a minor revision, then the Articulation Officer may request that the Technical Review Committee review this course via Expedited Course Modification in lieu of the standard Curriculum Approval Process.

The Expedited Course Modification process will allow for the faculty course author to make the requested minor revisions via a CurricUNET Course Modification Proposal and then submit this proposal directly to the Technical Review Committee for review and possible approval.

If reviewed and approved unanimously by the Technical Review Committee the modification(s) will be made to the course and the course will be resubmitted for articulation/C-ID approval. The review date on the Course Outline of Record will reflect this approval date.

Courses modified by Expedited Course Modification will be presented to the Curriculum Committee as informational items.

Revisions to a course that are appropriate for the Expedited Course Modification process are:

- Addition of details/verbiage to Course Content to specify content that is already covered in course but was not previously made explicit on the Course Outline of Record
- Minor revisions to Representative Methods of Evaluation

Revisions to a course that are not appropriate for the Expedited Course Modification process are:

- Changes in units
- Changes in pre/corequisites
- Addition of new Course Content (i.e. additional of material that is not already covered in course)

An Expedited Course Modification can be initiated only by the Articulation Officer following a course review (e.g. receipt of Conditional C-ID Approval following submission of the course to the California Community College Chancellor's Office). Faculty members performing standard course updates (e.g. as part of the Curriculum Review Cycle) are not eligible to use this process.

For faculty who have been contacted by the Articulation Officer following a course review and have been given

permission to begin an Expedited Course Modification, the procedure is as follows:

1. Log into CurricUNET (see **Section 4.2 Logging into CurricUNET** for step-by-step instructions).
2. Follow the procedure to modify an existing course (see **Section 4.4 Modifying an Existing Course in CurricUNET**, steps 1-4). On the "Course Review Proposal" screen, under Proposal Type, select "**Cañada Expedited Artic Course Update**." Click "**Next**." Wait for that command to be processed, and then click "**OK**." A window will appear that reads: "Your course is being created. Please wait." When the copying process is complete (usually less than one minute), a screen will appear entitled "Course Construction Main Menu." Continue to follow the instructions outlined in **Section 4.4 Modifying an Existing Course in CurricUNET** (step 6 - end) to make the changes requested.
    - Note that if the course was modified within the current academic year, an *Approved* version of the course will exist and you will be unable to copy the *Active* version of the course. To create a copy of the approved version, contact Jose Peña (650-306-3400) and ask him to implement the course.
3. When you have made the changes requested, notify the Articulation Officer that your proposal is ready for review.

3. California State Requirements for Course Approval

California Requirements for course approval may be found in the Program and Course Approval Handbook issued by the California Community College Chancellor's Office. An electronic copy of this handbook is available on the Curriculum Committee Public SharePoint document library or from the California Community College Chancellor's Office.

3.1 Basic Criteria for Course Approval

According to §55000 a course is "an organized pattern of instruction on a specified subject offered by a community college" (Program and Course Approval Handbook, 6th edition, page 22).

According to the Academic Senate for California Community Colleges (ASCCC), "The following elements of a course outline of record are items that reflect requirements from sources other than §55002, including other parts of Title 5, Chancellor's Office guidelines, and/or accreditation standards.

- All courses should be appropriate to the mission of the California Community College System, as defined in California Education Code §66010.4.
- The outline must clearly state the course's role in the fulfillment of a degree, certificate, transfer, or other need.
- How the course relates to, or differs from, similar courses should be distinguished.
- The primary course purpose must be clearly stated to allow evaluation of objectives.
- New career technical and transfer programs place external research requirements on demonstrating need for these programs and courses" (The Course Outline of Record: A Curriculum Reference Guide, page 10)

3.2 Standards for Degree-Applicable Credit Courses

Degree-applicable credit courses (also known as "program-applicable courses") are those credit courses that will apply toward an associate degree or other state-approved program. According to the Cañada College Catalog, for degree-applicable courses the Curriculum Committee has confirmed that the course utilizes critical thinking and coursework is at a college level.

Further standards for the approval of degree-applicable credit courses, as outlined in §55002, are as follows:

- Grading in the course is based on demonstrated proficiency in the subject matter. This proficiency is demonstrated through written essays or (where appropriate) problem solving or skills demonstrations.
- The course grants units of credit based upon a relationship between the number of units and number of lecture/laboratory hours or performance criteria specified on the course outline of record, as specified by the

governing board (see "Semester units/hours," in **Section 4.1 Contents of the Course Outline of Record**.

- As evidenced by the course outline of record, the scope and intensity of the course are such that achieving the objectives of the course requires students to study independently outside of class time (2 hours of study per hour of lecture).
- If it is determined, based on the course outline of record, that a student would be highly unlikely to succeed in the course without knowledge obtained outside of the course, then recommended preparation (prerequisites and/or corequisites) will be added.
- If it is determined that success in the course depends upon computation or communication skills, the course will require eligibility for enrollment in degree-applicable credit courses in mathematics and/or English, respectively, as prerequisites or corequisites.
- The course will be taught at the college level, including the use of critical thinking and college-level vocabulary and the understanding and application of college-level topics.

For more information, refer to the Program and Course Approval Handbook, 5th edition, page 76 and the Cañada College 2016-2017 Catalog, page 144.

3.3 Standards for Nondegree-Applicable Credit Courses

Nondegree-applicable credit courses (commonly known as "stand alone courses") are those credit courses that do not apply toward an associate degree or other state-approved program. The standards for the approval of nondegree-applicable credit courses, as outlined in §55002, are as follows:

- Grading in the course is based on demonstrated proficiency in the subject matter. This proficiency is demonstrated through written essays or (where appropriate) problem solving or skills demonstrations.
- The course grants units of credit based upon a relationship between the number of units and number of lecture/laboratory hours or performance criteria specified on the course outline of record, as specified by the governing board (see "Relationship of Units to Hours," above).
- Intensity as evidenced by the course outline of record. The course must include reading and writing assignments, provide instruction in critical thinking and prepare students to study independently outside class. The course should prepare students for success in degree-applicable credit courses.
- If it is determined, based on the course outline of record, that a student would be highly unlikely to succeed in the course without knowledge obtained outside of the course, then recommended preparation (prerequisites and/or corequisites) will be added.
- If it is determined that success in the course depends upon computation or communication skills, the course will require eligibility for enrollment in degree-applicable credit courses in mathematics and/or English, respectively, as prerequisites or corequisites.

As of January 2014, approval of these courses by the California Chancellor's Office is again required.

It is important to note that students are limited in the number of stand-alone courses they are permitted to take as part of their requirements:

"In order to fulfill requirements for a certificate or degree major or area of emphasis, students cannot count 18 or more semester units (or 27 or more quarter units) of courses that have been approved as stand-alone credit courses. This requirement may limit the number of stand-alone credit courses that students may choose to complete to fulfill requirements for an award" (Program and Course Approval Handbook, 5th edition, page 74).

As such, faculty members are strongly encouraged to create courses that are part of a specific state-approved program (degree or certificate). If a faculty member wishes to create a new stand-alone course, they will be required (prior to Technical Review of the course proposal) to justify to the division's dean why that course is being created outside of a program.

According to the Cañada College Catalog, for all Nondegree-applicable courses the following statement must appear at the end of the course description: "Units do not apply toward AA/AS degree."

For more information, refer to the Program and Course Approval Handbook, 6th edition, pages 73-75 and 77 and the Cañada College 2016-2017 Catalog, page 144.

3.4 Credit Course Repetition

According to the California Community Colleges Chancellor's Office:

"The general rule is that district policy may not permit a student to enroll again in a credit course (also referred to as repeating or re-enrolling in a credit course) if the student received a satisfactory grade on the previous enrollment. An enrollment occurs when a student receives an evaluative or non-evaluative symbol pursuant to section 55023 in a credit course. (§ 55000(n).) Evaluative symbols include A, B, C, D, F, P, NP and for those districts who provide for the use of it, FW. (§ 55023(a) & (c).) Nonevaluative symbols include I, IP, RD, W and MW. (§ 55023(e).) A satisfactory grade is an A, B, C or P. (§ 55000(w).) Substandard work is course work for which the grading symbols D, F, FW, NP or NC (as defined in section 55023) have been recorded. (§ 55000(y).) A student receiving an A, B, C or P typically cannot enroll in that course again unless an exception to the general rule applies that allows an additional enrollment or enrollments in that course." (Credit Course Repetition Guidelines 2013, pages 1-2).

In accordance with § 55042, a student who has earned a substandard grade (D+, D, D-, F, NC, NP) may repeat the course to alleviate the substandard grade. This may be attempted a maximum of two times for a course, and all course attempts in a student's academic record in the San Mateo Community College District count toward this limitation. A "course attempt" occurs when a student receives an evaluative or non-evaluative symbol for the course. If the student repeats the course and improves the grade, the grade and units for the final attempt are included in the student's GPA. The previous substandard grades and units will be excluded in computing the student's GPA.

Each student may attempt each course a maximum of three times. All course attempts throughout the San Mateo County Community College District in a student's academic record count toward this limitation. This includes withdrawals ("W").

Exceptions to the general rule that allow districts to permit a student receiving a satisfactory grade to enroll in the same credit course again include the following:

- Courses properly designated by the district as repeatable (see below)
- Significant lapse of time since previous enrollment
- Extenuating circumstances
- Students with disabilities repeating a special class
- Legally mandated courses
- Occupational work experience courses
- Variable unit, open-entry/open-exit courses

For more information on these conditions, please see the Cañada College 2016-2017 Catalog, page 16, or refer to the SMCCCD Course Repetition Request Form.

According to § 55040 and 55041, the following types of courses may be designated as repeatable:

- Intercollegiate athletics
- Intercollegiate academic or vocational competition
- Courses in which the repetition of the course is required by CSU or UC for completion of a Bachelor's degree

For more information, refer to the Cañada College 2016-2017 Catalog, pages 16-17, the Program and Course Approval Handbook, 6th edition, page 78, the California Community Colleges Guidelines for Title 5 Regulations on Repeats and

Withdrawals (2012) and the Credit Course Repetition Guidelines 2013.

In accordance with SMCCCD Board Policy 6.31, students can audit all courses in the SMCCCD, "with the exception of classes in programs that require special preparation and/or program admission on a limited basis." For more information on the SMCCCD auditing procedure, refer to the Cañada College 2016-2017 Catalog, page 17 or the SMCCCD Audit Request Form.

3.5 Standards for Noncredit Courses

According to § 55002, a noncredit course that has been approved by the campus and/or district curriculum committee "treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students." In addition, the course must meet the following standards:

- A course outline of record must be maintained for the course, specifying catalog description, course objectives, course content (within a specific body of knowledge), instructional methods, examples of assignments, methods of evaluation, and contact hours required for course completion.
- All sections of the course must be taught by a qualified instructor according to the specifications of the course outline of record.
- Non-credit courses are not subject to repetition limitations.

3.6 Selected Topics Courses (680-689, 879 and 880)

In general, a selected topics course (also known as an experimental course) is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is offered on a pilot basis.

Selected topics courses are considered to be stand-alone and cannot apply to a state-approved program as General Education and/or major requirements. These courses are numbered either **680-689** (*degree/certificate applicable, transferable*), **879** (*degree/certificate applicable, non-transferable*) or **880** (*nondegree/non-certificate applicable, non-transferable*). 680-689 courses may be used to meet elective program requirements (for specific unit limitations, see **Section 3.3 Standards for Nondegree-Applicable Credit Courses**). Similarly, they are CSU-transferable as units, but they do not meet specific CSU requirements (e.g. major preparation, GE requirements).

For a selected topics course to be placed in the Schedule of Classes, the course outline of record must first be approved by the Curriculum Committee, the San Mateo Community College District Board of Trustees and the California Community College Chancellor's Office, as is the case for a permanent course.

All selected topics courses that have gone through the Curriculum Approval Process will be deleted at the start of the semester two years from the effective date on the Course Outline of Record. For example, all selected topics courses with an effective date of Spring 2016 will be deleted at the beginning of the Spring 2018 semester.

Once a selected topics course has been offered successfully (i.e. it has run for one semester), it must be converted into a permanent course if there are plans to continue offering the course. The faculty author of the course must initiate this process. To convert a selected topics course into a permanent course, please contact Curriculum and Information Systems Specialist Jose Peña at 306-3400 for assistance. Once he has cloned the course and assigned a permanent course number, follow the instructions for creating a new course - see **Section 4.3 Creating a New Course in CurricUNET** (start at step 4).

NOTE: Selected topics courses **do not** have to be updated by departments as part of their full curriculum update during the curriculum update cycle.

3.7 The Relationship Between Hours and Units

Approved by the San Mateo County Community College District Curriculum Committee May 2016

The Colleges of the San Mateo County Community College District (SMCCCD) have aligned their practice regarding credit hour calculations in accordance with California Community Colleges Chancellor's Office *Hours and Units Calculations* document (October 2015).

1. Credit Hour Calculations

Colleges within the San Mateo County Community College District (SMCCCD) follow the standards for credit hour calculations outlined in Title 5 §§55002.5, 55002(a)(2)(B), and 55002(b)(2)(B) and guidelines set forth by the California Community Colleges Chancellor's Office (CCCCO) for courses not classified as cooperative work experience. As outlined by the CCCCO in its Hours and Units Calculations Memo (October 2015), the total of all student learning hours for a course (in-class lecture, lab, activity, clinical, TBA + outside-of-class hours) is divided by the hours-per-unit divisor to give the units of credit for a course:

For colleges in the SMCCCD, the hours-per-unit divisor used in this calculation is 48-54. As a result, a course of a given unit value will have a range of total student learning hours, expressed as a minimum and maximum. The minimum and maximum hours associated with that course will be listed on the Course Outline of Record (COR) (e.g., a 1-unit course will be listed as having a minimum of 48 student learning hours and a maximum of 54 student learning hours per semester). Courses in the SMCCCD are required to remain within the student learning hours range listed on the COR.

For examples of the student learning hours ranges associated with each unit level, please refer to **Section 6.1 Calculating Maximum and Minimum Semester Hours**.

2. Instructional Categories

Courses offered at colleges in the SMCCCD fall into 2 instructional categories: lecture and laboratory. The ratio of in-class to outside-of-class hours per unit of credit for each of these instructional categories is as follows:

Instructional Category	In-class hours/unit	Outside-of-class and/or TBA hours/unit
Lecture	1	2
Laboratory	3	0

Outside-of-class hours can also be offered as To Be Arranged (TBA) hours, and these count toward the total student learning hours for the course.

3. Unit Increments Issued

Colleges within the SMCCCD award units in 0.5-unit increments.

4. Cooperative Work Experience

Colleges in the SMCCCD award units for cooperative work experience according to CCCCO guidelines. 75 hours of paid work or 60 hours of non-paid work is equal to 1 unit of semester credit.

3.8 Course Identification Numbering System (C-ID)

The Course Identification Numbering System (C-ID) is a system by which comparable courses can be identified and more easily articulated across institutions, in particular, amongst community colleges and between California Community

Colleges and CSUs. Discipline faculty from California Community Colleges and CSUs collaborate to develop descriptors for various courses that are commonly transferred to universities, and these descriptors are assigned a C-ID number. Colleges are then asked to submit their course outlines of record; those that are determined to match the descriptor (based on prerequisite equivalence, units, objectives and content) are granted the C-ID number, facilitating articulation of this course.

In addition, all courses that are part of an Associate Degree for Transfer (ADT) for which a C-ID descriptor is available must first be submitted and approved for C-ID. For more information on ADTs, see **Section 3.9 Associate Degrees for Transfer (ADTs)**.

3.9 Associate Degrees for Transfer (ADTs)

California Senate Bill 1440 (Padilla) requires the development of Associate Degrees for Transfer (ADTs) at California Community Colleges. An ADT will require a student to complete 60 semester units/90 quarter units eligible for transfer to California State University (CSU), which include the following components:

- IGETC or CSU GE breadth pattern
- A minimum of 18 units in the major or area of emphasis

In addition to this, the community college may not require any further local graduation requirements.

A student completing an ADT with a GPA of 2.0 or better will be guaranteed admission to a CSU with junior status. The student is not guaranteed admission to a specific CSU campus or major, although he/she/they will have priority admission to the local CSU campus and to his/her/their major or area of emphasis.

The CSU may require a transferring student with an ADT to take additional courses at the CSU so long as those courses do not total more than 60 additional semester units/90 quarter units at the CSU (for a total of 120 semester units/180 quarter units for the bachelor's degree). The CSU may not require a transferring student with an ADT to repeat courses similar to those taken at the community college level as part of the ADT.

At this time, each community college is required to create an ADT "in every major and area of emphasis offered by that college for any approved transfer model curriculum approved ... within 18 months of the approval of the transfer model curriculum" (EDUCATION CODE § 66746(b)(1)(C)). That is, for any major or area of emphasis for which a community college has an active local associate's degree, the college must make the corresponding ADT within 18 months of release of the transfer model curriculum template. Determination of whether an active local associate's degree corresponds to an ADT/transfer model curriculum template is made on the basis of the TOP Code of each degree (SB 440 Associate Degree for Transfer Requirement, 2015).

New Transfer Model Curriculum (TMC) templates are released by the California Community College Chancellor's Office in February and September of each year.

As of July 1, 2015 all submitted ADT proposals must first have obtained C-ID approval for all courses that are part of the ADT for which a C-ID descriptor is available (Update on C-ID Verification for Associate Degrees for Transfer (ADT), 2015).

4. Course Outlines of Record (CORs)

Course outlines of record (CORs) serve not only to document the policies of and expectations for a course, but also as legal documents used for articulation, accreditation and program review. CORs also serve to document content and learning objectives for any faculty member who may teach a course, helping to promote continuity amongst course sections.

According to the Academic Senate for California Community Colleges (ASCCC), "Course outlines of record should be created with other courses in mind, particularly when similarities exist among them… Areas on a COR that provide opportunity for clear distinctions to be made among courses include the description, the objectives, core content, examples of assignments, and student learning outcomes" (The Course Outline of Record: A Curriculum Reference Guide Revisited, pg. 8).

A course may be cross-listed (listed in the catalog under more than one discipline) only when it fits more than one discipline (see example below). Faculty with minimum qualifications in either discipline would be qualified to teach the course. CORs for cross-listed courses must be identical. For example, if a course called Economic History of the United States is cross-listed as ECON 120 and HIST 120, it is listed in the catalog under both subject codes and has identical CORs.

When cross-listing courses, faculty must consult with the Articulation Officer in order to ensure that there are no potential concerns regarding possible articulation agreements.

Cross-listed courses are to be updated in the same academic year, but they do not have to be reviewed and approved at the same Curriculum Committee meeting. In the case that one cross-listed COR is updated and the other is not by the relevant deadline, the updated COR will remain active, while the un-updated COR will be banked and the cross listing will be removed.

4.1 Contents of the Course Outline of Record

Course number: For a new course, the number will be assigned by the Curriculum and Instructional Systems Specialist from the Office of Instruction in conjunction with faculty and/or the division dean. When creating a proposal, please use XX1, XX2, XX3, etc. as a course number until you obtain your permanent course number from the Office of Instruction.

Examples of new course proposals:

MATH **XX1**
MATH **XX2**
MATH **XX3**, and so on…

Semester units/hours: See **Section 3.7 The Relationship Between Hours and Units** for more information on calculating maximum and minimum semester hours for a course.

Please note that short or extended term courses are prorated so they contain the same number of hours as if the course were scheduled for a full semester. To maintain the integrity of the instructional program, care must be taken when scheduling short courses so that there is adequate time for students to complete homework assignments or by arrangement laboratory assignments.

Materials fee: Students in a course may be required to provide certain instructional materials or purchase materials from the College/District. In these cases, the College/District may charge a Materials Fee (also known as an "instructional materials fee") to students in the course. Instructional materials for which a Materials Fee is charged

must be "of continuing value to the student outside of the classroom setting," (California Community College Chancellor's Office Student Fee Handbook, page 8), "the material must not be solely or exclusively available from the district" (California Community College Chancellor's Office Student Fee Handbook, page 9), and "shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision" ((California Community College Chancellor's Office Student Fee Handbook, pages 8-9). If a Materials Fee is charged for a course, a justification must be provided.

Note: "A material will not be considered to be solely or exclusively available from the district if it is provided to the student at the district's actual cost, or there are health and safety reasons for the district being the provider, or if the district is providing the material cheaper than it is available elsewhere" (California Community College Chancellor's Office Student Fee Handbook, page 9).

For more information on appropriate use of Materials Fees, see the California Community College Chancellor's Office Student Fee Handbook.

Method of grading: Grading method must be specified. Three options are available: Letter Grade only, Credit/No Credit, or Grade Option. If the course is designated as Grade Option, this means that the instructor issues a letter grade for all students; students have the option of having the letter grade converted to Credit/No Credit if they submit a request to Admissions and Records by the appropriate deadline. It should be noted that for certain majors, degrees and certificates, and for many four-year institutions, only letter grades are acceptable.

Prerequisite(s) and Corequisite(s): Course prerequisites are those courses which must be completed satisfactorily (grade of C or better) prior to enrollment in the course. Course corequisites are those courses which must be completed concurrently with the course proposed. Title 5 regulations require that requisites be justified with, at the minimum, a Content Review. The establishment of prerequisites in English, reading, writing, and mathematics, and prerequisites in a different discipline requires the highest level of scrutiny involving appropriate research. For more information about requisites and completing Content Review see **Section 4.9 Prerequisites, Corequisites and Content Review**.

Recommended preparation: Also known as Basic skills advisories. See the college catalog for a full description of our system of recommended preparation/basic skills advisories. Through this system, those levels of Reading, Writing, and/or Math which are required for successful course completion are recommended for each course, when applicable. Advisories are not mandatory.

Course designation: This section lists the designation of the course (e.g. "Degree" or "Non-degree," "Credit" or "Non-credit," "Basic Skills") as well as any institutions awarding Transfer Credit for the course (CSU, UC) and any local degree or transfer requirements (e.g. CSU GE, IGETC) that the course fulfills.

Catalog description: The catalog description should consist of brief, direct statements of course purpose and content, preferably no more than 50 words. It should be written in concise language that is intelligible to the reader and should describe the course in terms of its primary objectives. Descriptive phrases rather than sentences are acceptable, the course title should not be repeated, and the description should employ the present verb tense.

Schedule of Classes description: The Class schedule description should be shorter than the Catalog description, and should employ the present verb tense.

Student Learning Outcomes: Student learning outcomes (SLOs) are the major observable and assessable knowledge, skills, abilities or attitudes to be demonstrated as a result of completing the course. Instructors should complete this section in a manner that demonstrates students' use of critical thinking, (e.g., apply principles to new situations,

formulate and assess problems and solutions, analyze, synthesize, evaluate, compare/contrast concepts/information learned). SLOs are required by the Accrediting Commission for Community and Junior Colleges (ACCJC) and must appear in both the COR and syllabus for all courses. SLOs may not be duplicated from one course to the next. They must be unique to a given course. In other words, no two courses may have identical or nearly identical SLOs. For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see **Section 6.2 Distinguishing Amongst Student Learning Outcomes, Specific Instructional Objectives and Course Content**. For model examples of this COR section, see **Section 6.3 Course Outline of Record Model Sections**.

Course objectives/Specific instructional objectives: These "are the key elements which must be taught each time the course is taught"(The Course Outline of Record: A Curriculum Reference Guide, 2008). These are the "things that must be taught to achieve …" the student learning outcomes described for the course (ACCJC Accreditation Notes, Spring 2009). For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see **Section 6.2 Distinguishing Amongst Student Learning Outcomes, Specific Instructional Objectives and Course Content**. For model examples of this COR section, see **Section 6.3 Course Outline of Record Model Sections**.

Course content: Course content is a detailed outline of the topical content covered in a course. When courses are submitted for approval by the California Community College Chancellor's Office, as well as for course-to-course articulation, transfer approval, general education (GE) approval, and/or C-ID approval, this section is closely scrutinized by reviewers. It is essential that faculty authors be as complete as possible in providing course content, as external reviewers want to see that the content covered justifies the units earned for the course, and (for articulation and transfer approval) to know exactly what is being taught in the course, in detail, before accepting that a student has completed an equivalent course. For lecture courses, it is important to demonstrate that that "the course treats subject matter with a scope and intensity that requires students to study independently outside of class time" (The Course Outline of Record: A Curriculum Reference Guide, page 28). For courses that include both a lecture and a laboratory component, both lecture content and lab content must be provided.

"Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline" (The Course Outline of Record: A Curriculum Reference Guide, page 28).

If a course will be submitted (or re-submitted) for GE approval, please note that, "[a]s a rule, no variable-topics courses (or directed-studies courses) are acceptable for IGETC or CSU GE-Breadth regardless of area, because they change too much from one term (and instructor) to the next" (Guiding Notes for General Education Reviewers, page 8). If faculty plan to submit (or re-submit) a course for GE approval, they are cautioned to develop the course content section of the COR such that it is explicit that it is not a course in which the content covered changes from semester to semester.

For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see **Section 6.2 Distinguishing Amongst Student Learning Outcomes, Specific Instructional Objectives and Course Content**. For model examples of this COR section, see **Section 6.3 Course Outline of Record Model Sections**.

Representative methods of instruction: These are types or examples of methodologies that will be used by instructors teaching the course. These should be appropriate to the specific instructional objectives of the course.

Representative assignments: Instructors should detail the kinds of reading, writing and other assignments given in the course and examples should be cited. The examples are especially important for courses to be submitted for CSU or UC articulation and C-ID approval.

Representative methods of evaluation: Methods of evaluation should describe the procedures used for evaluating student performance appropriate to the course. The procedures must be consistent with the objectives and content as

specified in the outline. Degree credit courses must base a student's grade on demonstrated knowledge or proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, through essays employing college-level standards. An essential component of evaluation is the demonstration of students' critical thinking skills.

In describing evaluation procedures, instructors should detail the kinds of assessments given and examples should be cited. The examples are especially important for courses to be submitted for CSU or UC articulation and C-ID approval. The COR should be clear regarding the standards students must meet and the methods used to determine if these standards have been met. Students should know what to expect, and there should be a reasonable degree of comparability of student outcomes across different sections of the same course.

Students will be graded, at minimum, in at least one of the following two categories. If category a) is not included in the evaluation, the initiator must explain why substantial writing assignments are an inappropriate basis for at least part of the grade (§55002(a)).

a) Substantial writing assignments, including essay exam(s), term or other paper(s), laboratory report(s), written homework, reading report(s), or other (specify).
b) Substantial writing assignments in this course is inappropriate because: (1) the course is primarily computational in nature; (2) the course primarily involves skills demonstration or problem solving; (3) other rationale (explain).

Representative Text(s): Include a short list of representative text materials using the APA or MLA method of citation. For courses which are transferable, texts should be comparable to those used at the transfer institutions. For articulation and C-ID approval, this section must include at least one representative textbook that is no more than 5 years old at time of approval.

APA Citation Method:
Author last name + initials (Year) *Title of text*. Place of publication: Publisher.
Example: Loudon, M.C. (1998) *Organic Chemistry*. Menlo Park, CA: Addison-Wesley Publishing.

MLA Citation Method:
Author last name, author first name. *Title of Work.* City of publication: Publisher, Year of publication. Medium
Example: Katz, Larry. *Activities for a Diverse Classroom: Connecting Students*. Denver: PEAK Parent Center, Inc., 1998. Print.

For more information on course outlines of record and their components, see The Course Outline of Record: A Curriculum Reference Guide.

4.2 Logging in to CurricUNET

1. Go to CurricUNET at http://www.curricunet.com/SMCCCD/
   a. **Note:** All steps below are case sensitive - use all lowercase letters
2. In the "User Name" box on the left side of the page, type your user name. Your user name is the first part of your district email address before the @ sign. For example, for the email address smithers@smccd.edu, the user name is **smithers**.
3. Type your password. If you are logging in for the first time, your default password is "**changeme**" (one word, all lowercase letters). For password retrieval, contact our Curriculum and Instructional Systems Specialist, Jose F. Peña, at (650) 306-3400 or penaj@smccd.edu.
   Note: You should immediately change your password the first time you use CurricUNET. On the left side of the page under "**Prefs**," click on "**Personal Info**." Type your new password in the two fields where it is requested, and click on OK. Then return to the CurricUNET home page by clicking on the home icon

(CurricUNET Home)on the left side of the page.

4. Under "College," make sure that "Cañada College" is selected.
5. Click on the "Log In" button found below the college selection area. You are now logged in to the CurricUNET home page.
6. Notice that question mark icons ( ) appear to the right of each data entry field on this screen. These are **Help icons** and they appear on all CurricUNET screens. When you are unclear about the information being requested for a given field, click on the corresponding **Help icon** for more information. Please note that not all of the help screens have been populated, while others have been populated with information specific to each SMCCCD campus.

4.3 Creating a New Course in CurricUNET

Prior to beginning your new course entry, determine whether a similar course to the one you're creating already exists in the San Mateo County Community College District (SMCCCD). You may do this by consulting with your instructional dean and discipline colleagues at College of San Mateo and Skyline. Alternatively, you can use the CurricUNET to search for similar courses.

1. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Search**," click on "**Course**."
2. On the page that comes up (entitled "Course Search"), on the drop-down menu in the "College" field, change the selection to "District." Type one or a few keywords from your course title into the "Course Title" box and click "OK."
3. The page that comes up gives the results of your search for your keywords in the Course Titles at all colleges in the San Mateo County Community College District. Entries in red type marked *Active* are those courses currently active in a college's catalog. Entries in blue type marked *Historical* are archives of previous versions of courses from each college. Entries in purple type marked *Pending* are those courses for which a proposal has been created in CurricUNET, but that proposal has not yet been submitted into the Curriculum Proposal Review and Approval Process queue. Entries in green type marked *Launched* are those courses for which a proposal has been created in CurricUNET and submitted into the Curriculum Proposal Review and Approval Process queue. Entries in black type marked *Approved* are those courses that have gone through the Curriculum Proposal Review and Approval Process in the past academic year. Entries in black type marked *Banked* or *Deletion* are those courses that have been deactivated and no longer appear in that college's catalog.
4. If you do not get results using keywords, navigate back to the "Course Search" page (using your browser's back buttons), clear your keywords from the "Course Title" field and select your discipline from the drop-down list in the "Discipline" field. Click "OK"
5. The page that comes up gives all of the courses in your discipline at all colleges in the San Mateo County Community College District. The designations of these courses (e.g. *Active*, *Historical*, etc.) is the same as described in step 3.
6. If, in your search, you find an entry for an *Active*, *Approved*, *Pending* or *Launched* course at another SMCCCD college (or in another department at Cañada) that appears to be similar to the one that you are creating, and you have not yet spoken about this to your division dean and the discipline faculty responsible for this other course, STOP. Contact your division dean to consult. Contact the faculty responsible for this similar course or ask your dean for assistance in initiating this consultation. In these consultations, please consider the following:
   - Is there a need for this course at Cañada given that it already exists at another college in the SMCCCD? How so?
   - Are there enough students to support this course at multiple colleges in the SMCCCD?
   - (for creation of a course that already exists in another department at Cañada) Is the discipline assignment of the existing course appropriate? Is it appropriate to create a cross-listing for the course such that faculty

from the originating discipline and the new discipline can teach it?

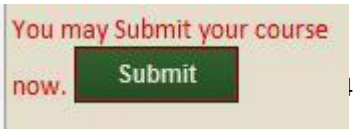
Once you have either (a) determined that no similar courses to the one you're creating already exist in the SMCCCD or in another department at Cañada, or (b) completed and documented the consultation process described above, you can continue your curriculum development in CurricUNET.

Please obtain an available course number from Jose Peña (306-3400) in the Office of Instruction prior to beginning your new course entry. If you cannot immediately do this, refer to section 4.1 for more information regarding course numbers.

7. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Build**," click on "**Courses**."
8. On the left navigation bar, under "**Courses**" click "**Create Course**."
9. The screen (or "page") that now appears is entitled "Create New Course." Complete the required information. In the "Proposal Type" field, be sure to select "Cañada College – Cañada New Course." When finished with this screen, click "**OK**."
10. CurricUNET will process the information you just provided and display it on a screen entitled "Course Construction Main Menu." Notice the "Course Checklist" in the right margin. This is a list of all the screens that you will be completing, one at a time.
11. Click on the first screen in the Course Checklist: "**Basic Course Information**." Complete all data fields in this screen, remembering to pay attention to any default settings and choices available via pull-down menus.
12. When finished completing the screen, click on "**Save**." Wait for CurricUNET to save your work. (This can take from 2 to 20 seconds.) When it has, it will usually display a statement at the top of the screen that reads "Page Last Saved on: Date, Time, [Your Name]." If this statement does not appear, wait for the Microsoft "spinning wheel" to stop spinning. When it stops, your information has been saved.
13. If no error message appears and you have ensured that your information has been saved, click "**Finish**."
    - If an error messages appears, it's probably because you did not complete one or more required data fields. Supply the requested information and click "**Save**" again. After correcting your errors and saving, click "**Finish**."
14. After clicking on "**Finish**," a screen appears that summarizes the information you've provided. This serves as a confirmation that you've provided all the necessary information for that screen. If you need to edit this screen again, click "**Unlock**."
15. Notice that as you complete each screen in the Course Checklist on the right margin, the title of that screen will be check marked and appear in bold green type. This is a visual cue that you have saved and finished that screen. (Remember, you can always go back later and "**Unlock**" and edit a screen of information.)
16. By completing all the relevant screens for your new course on the Course Checklist, you have entered all the necessary information for CurricUNET to create a Course Outline (see notes below).

    ☑ After completing each appropriate screen, remember to click "**Save**" and wait for CurricUNET to accept your changes and redisplay them. This may take from 2 to 20 seconds. When your changes have been saved, it will usually display a statement at the top of the screen that reads "Page Last Saved on: Date, Time, [Your Name]." If this statement does not appear, wait for the Microsoft "spinning wheel" to stop spinning. When it stops, your information has been saved. After the screen you're completing is redisplayed, click "**Finish**." If you need to go back and make changes to other screens you've already worked on, select the appropriate screen from the right margin, click on "**Unlock**" and make your edits or changes and save.

11. If your course has a Corequisite and/or Prerequisite, you will need to complete the "Content Review" area found in the Course Checklist directly below "Prerequisites/Corequisites." For more information on this process, see **Section 4.9 Prerequisites, Corequisites and Content Review**.
12. When you're certain you've completed all the relevant screens and are ready to submit your course proposal to your dean, click on the "**Submit**" button found



on the left side of the page (The "**Submit**" button should be displaying a message that reads "You may submit your course now."). Following submission your course will go through the Curriculum Committee Workflow process (for more information on this process, see **Section 2.1 Curriculum Proposal Review and Approval Process**). Please be sure to submit your course by the Curriculum Proposal Submission deadline #1 for your requested Curriculum Committee Meeting Date.

13. For information on Responding to requests for changes to your proposal, see **Section 4.14 Responding to Requested Changes in CurricUNET**.

Notes:

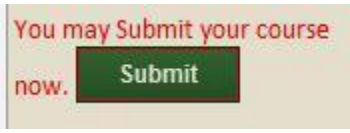
- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. If that doesn't answer your question, consult your dean or Curriculum Committee Division Representative.

4.4 Modifying an Existing Course in CurricUNET

1. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Build**," click on "**Courses**."
2. On the left navigation bar, under "**Courses**" click "**Revise Course**."
3. A screen will be displayed entitled "Course Search." Select the College (it should default to Cañada College), Discipline, and type the Course Number of the course you wish to revise, and click on OK. (It's not necessary to type the course title.)
4. When the "Course Search" results are displayed, under "Actions," click on the "**Copy**" icon ( ) next to the version of the course marked *Active*. This creates a new working copy of the course that – once modified and approved – will replace the original version (the original version will be archived for historical purposes).
   - If no "**Copy**" icon ( ) appears next to the version of the course marked *Active* this is likely because the course has already been modified in the current academic year. If this is the case, a version of the course marked *Approved* should also appear in your "Course Search" results. Contact Jose Peña (650-306-3400) and ask him to implement the *Approved* version of the course.
5. When the "Course Review Proposal" screen displays, select the College (it should default to Cañada), and using the pull-down menu for the Proposal Type, select "**Cañada Modified Course Proposal**." This is used to modify an existing active course. (You can also choose to reactivate, bank or delete a course - instructions for banking, reactivating and deleting existing courses can be found in sections 4.5, 4.6 and 4.7 of this document, respectively).
6. Click "**Next**." Wait for that command to be processed, and then click "**OK**." A window will appear that reads: "Your course is being created. Please wait." When the copying process is complete (usually less than one minute), a screen will appear entitled "Course Construction Main Menu." On the right side of the page is a list of screens called the "Course Checklist." Begin by clicking on "**Basic Course Information**." When that screen appears, scroll to the bottom (under the "Modification Information" Box) and click on the specific modification(s) you are proposing from the list provided. Under the "Rationale/Justification" Box, provide the rationale for the modification(s) you are proposing for this course. When you're finished, click "**Save**." Wait for that command to be processed (2 to 20 seconds), and then click "**Finish**." The "**Basic Course Information**" screen will again display with a summary confirming that you have completed all the necessary information for that screen.
7. When you're finished, click "**Save**." Wait for that command to be processed (2 to 20 seconds), and then click "**Finish**." The "**Basic Course Information**" screen will again display with a summary confirming that you have completed all the necessary information for that screen.
8. You may now select other screens (one at a time) from the "Course Checklist" in the right margin that need to be completed. The screens that need to be completed depend on the modification(s) you are making. However, it is good practice to take this opportunity to go through all the screens in the checklist and make certain that current, accurate information exists for your course.

- ☑ After completing each appropriate screen, remember to click "**Save**" and wait for CurricUNET to accept your changes and redisplay them. This may take from 2 to 20 seconds. When your changes have been saved, it will usually display a statement at the top of the screen that reads "Page Last Saved on: Date, Time, [Your Name]." If this statement does not appear, wait for the Microsoft "spinning wheel" to stop spinning. When it stops, your information has been saved. After the screen you're completing is redisplayed, click "**Finish**." If you need to go back and make changes to other screens you've already worked on, select the appropriate screen from the right margin, click on "**Unlock**" and make your edits or changes and save.

9. If your course has a Corequisite and/or Prerequisite, you will need to complete the "Content Review" area found in the Course Checklist directly below "Prerequisites/Corequisites." For more information on this process, see **Section 4.9 Prerequisites, Corequisites and Content Review**.
10. Return to the Basic Course Information screen by clicking on "**Basic Course Information**." When that screen appears, scroll to the bottom (under the "Modification Information" Box) and ensure that you have indicated all of the modifications you made to your proposal on the list provided. When you're finished, click "**Save**." Wait for that command to be processed (2 to 20 seconds), and then click "**Finish**." The "**Basic Course Information**" screen will again display with a summary confirming that you have completed all the necessary information for that screen.
11. Before submitting your proposal, run a Proposal Impact Report to determine whether your proposed modifications affect any other existing courses or programs. If your changes affect any other courses or programs these courses/programs must be modified concurrently with your course modification. See **Section 4.11 Proposal Impact Reports** for more information.
12. When you're certain you've completed all the relevant screens and are ready to submit your course proposal to your dean, click on the "**Submit**" button found on the left side of the page (The "**Submit**" button should be displaying a message that reads "You may submit your course now."). Following submission your course will go through the Curriculum Committee Workflow process (for more information on this process, see **Section 2.1 Curriculum Proposal Review and Approval Process**). Please be sure to submit your course by the Curriculum Proposal Submission deadline #1 for your requested Curriculum Committee Meeting Date.



13. For information on responding to requests for changes to your proposal, see **Section 4.14 Responding to Requested Changes in CurricUNET**.

Notes:

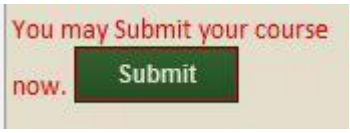
- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. Please note that not all of the help screens have been populated, while others have been populated with information specific to each SMCCCD campus. If that doesn't answer your question, consult your dean or Curriculum Committee Division Representative.

4.5 Banking an Existing Course in CurricUNET

1. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Build**," click on "**Courses**."
2. On the left navigation bar, under "**Courses**" click "**Revise Course**."
3. A screen will be displayed entitled "Course Search." Select the College (it should default to Cañada College), Discipline, and type the Course Number of the course you wish to revise, and click on OK. (It's not necessary to type the course title.)
4. When the "Course Search" results are displayed, under "Actions," click on the "**Copy**" icon ( ) next to the version of the course marked *Active*. This creates a new working copy of the course that – once modified and approved – will replace the original version (the original version will be archived for historical purposes).
   - If no "**Copy**" icon ( ) appears next to the version of the course marked *Active* this is likely because the course has already been modified in the current academic year. If this is the case, a version of the course

marked *Approved* should also appear in your "Course Search" results. Contact Jose Peña (650-306-3400) and ask him to implement the *Approved* version of the course.

5. When the "Course Review Proposal" screen displays, select the College (it should default to Cañada), and using the pull-down menu for the Proposal Type, select "**Cañada Course Banking**." This is used to bank an existing active course.
6. Click "**Next**." Wait for that command to be processed, and then click "**OK**." A window will appear that reads: "Your course is being created. Please wait." When the copying process is complete (usually less than one minute), a screen will appear entitled "Course Construction Main Menu." On the right side of the page is a list of screens called the "Course Checklist." Begin by clicking on "**Basic Course Information**." When that screen appears, scroll to the bottom (under the "Rationale/Justification" Box) and provide the rationale for the banking of this course. When you're finished, click "**Save**." Wait for that command to be processed (2 to 20 seconds), and then click "**Finish**." The "**Basic Course Information**" screen will again display with a summary confirming that you have completed all the necessary information for that screen.
   ☑ After completing each appropriate screen, remember to click "**Save**" and wait for CurricUNET to accept your changes and redisplay them. This may take from 2 to 20 seconds. When your changes have been saved, it will usually display a statement at the top of the screen that reads "Page Last Saved on: Date, Time, [Your Name]." If this statement does not appear, wait for the Microsoft "spinning wheel" to stop spinning. When it stops, your information has been saved. After the screen you're completing is redisplayed, click "**Finish**." If you need to go back and make changes to other screens you've already worked on, select the appropriate screen from the right margin, click on "**Unlock**" and make your edits or changes and save.
7. Before submitting your proposal, run a Proposal Impact Report to determine whether your proposed modifications affect any other existing courses or programs. If your changes affect any other courses or programs these courses/programs must be modified concurrently with your course modification. See **Section 4.11 Proposal Impact Reports** for more information.
8. When you're certain you've completed all the relevant screens and are ready to submit your course proposal to your dean, click on the "**Submit**" button found on the left side of the page (The "**Submit**" button should be displaying a message that reads "You may submit your course now."). Following submission your course will go through the Curriculum Committee Workflow process (for more information on this process, see **Section 2.1 Curriculum Proposal Review and Approval Process**). Please be sure to submit your course by the Curriculum Proposal Submission deadline #1 for your requested Curriculum Committee Meeting Date.



9. For information on responding to requests for changes to your proposal, see **Section 4.14 Responding to Requested Changes in CurricUNET**.

Notes:

- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. Please note that not all of the help screens have been populated, while others have been populated with information specific to each SMCCCD campus. If that doesn't answer your question, consult your dean or Curriculum Committee Division Representative.

4.6 Reactivating ("Un-banking") an Existing Course in CurricUNET

Prior to beginning your course reactivation, determine whether a similar course to the one you're reactivating already exists in the San Mateo County Community College District (SMCCCD). You may do this by consulting with your instructional dean and discipline colleagues at College of San Mateo and Skyline. Alternatively, you can use the CurricUNET to search for similar courses.

1. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Search**," click on "**Course**."

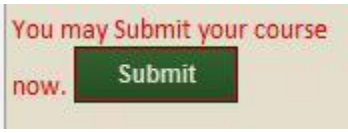
2. On the page that comes up (entitled "Course Search"), on the drop-down menu in the "College" field, change the selection to "District." Type one or a few keywords from your course title into the "Course Title" box and click "OK."
3. The page that comes up gives the results of your search for your keywords in the Course Titles at all colleges in the San Mateo County Community College District. Entries in red type marked *Active* are those courses currently active in a college's catalog. Entries in blue type marked *Historical* are archives of previous versions of courses from each college. Entries in purple type marked *Pending* are those courses for which a proposal has been created in CurricUNET, but that proposal has not yet been submitted into the Curriculum Proposal Review and Approval Process queue. Entries in green type marked *Launched* are those courses for which a proposal has been created in CurricUNET and submitted into the Curriculum Proposal Review and Approval Process queue. Entries in black type marked *Approved* are those courses that have gone through the Curriculum Proposal Review and Approval Process in the past academic year. Entries in black type marked *Banked* or *Deletion* are those courses that have been deactivated and no longer appear in that college's catalog.
4. If you do not get results using keywords, navigate back to the "Course Search" page (using your browser's back buttons), clear your keywords from the "Course Title" field and select your discipline from the drop-down list in the "Discipline" field. Click "OK"
5. The page that comes up gives all of the courses in your discipline at all colleges in the San Mateo County Community College District. The designations of these courses (e.g. *Active*, *Historical*, etc.) is the same as described in step 3.
6. If, in your search, you find an entry for an *Active*, *Approved*, *Pending* or *Launched* course at another SMCCCD college (or in another department at Cañada) that appears to be similar to the one that you are reactivating, and you have not yet spoken about this to your division dean and the discipline faculty responsible for this other course, STOP. Contact your division dean to consult. Contact the faculty responsible for this similar course or ask your dean for assistance in initiating this consultation. In these consultations, please consider the following:
   - Is there a need for this course at Cañada given that it already exists at another college in the SMCCCD? How so?
   - Are there enough students to support this course at multiple colleges in the SMCCCD?
   - (for creation of a course that already exists in another department at Cañada) Is the discipline assignment of the existing course appropriate? Is it appropriate to create a cross-listing for the course such that faculty from the originating discipline and the new discipline can teach it?

Once you have either (a) determined that no similar courses to the one you're reactivating already exist in the SMCCCD or in another department at Cañada, or (b) completed and documented the consultation process described above, you can continue your curriculum development in CurricUNET.

7. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Build**," click on "**Courses**."
8. On the left navigation bar, under "**Courses**" click "**Revise Course**."
9. A screen will be displayed entitled "Course Search." Select the College (it should default to Cañada College), Discipline, and type the Course Number of the course you wish to revise, and click on OK (It's not necessary to type the course title). To search all banked courses in your discipline, select the discipline and click the box next to "Banked."
10. When the "Course Search" results are displayed, under "Actions," click on the "**Copy**" icon ( ) next to the version of the course marked *Active*. This creates a new working copy of the course that – once modified and approved – will replace the original version (the original version will be archived for historical purposes).
    - If no "**Copy**" icon ( ) appears next to the version of the course marked *Active* this is likely because the course has already been modified in the current academic year. If this is the case, a version of the course

marked *Approved* should also appear in your "Course Search" results. Contact Jose Peña (650-306-3400) and ask him to implement the *Approved* version of the course.

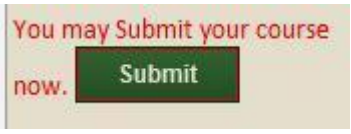
11. When the "Course Review Proposal" screen displays, select the College (it should default to Cañada), and using the pull-down menu for the Proposal Type, select "**Cañada Course Reactivation**." This is used to reactivate ("un-banked") a course that was previously banked.
12. Click "**Next**." Wait for that command to be processed, and then click "**OK**." A window will appear that reads: "Your course is being created. Please wait." When the copying process is complete (usually less than one minute), a screen will appear entitled "Course Construction Main Menu." On the right side of the page is a list of screens called the "Course Checklist." Begin by clicking on "**Basic Course Information**." When that screen appears, scroll to the bottom (under the "Modification Information" Box) and click on the specific modification(s) you are proposing from the list provided. Under the "Rationale/Justification" Box, provide the rationale for the modification(s) you are proposing for this course. When you're finished, click "**Save**." Wait for that command to be processed (2 to 20 seconds), and then click "**Finish**." The "**Basic Course Information**" screen will again display with a summary confirming that you have completed all the necessary information for that screen.
13. When you're finished, click "**Save**." Wait for that command to be processed (2 to 20 seconds), and then click "**Finish**." The "**Basic Course Information**" screen will again display with a summary confirming that you have completed all the necessary information for that screen.
14. You may now select other screens (one at a time) from the "Course Checklist" in the right margin that need to be completed. The screens that need to be completed depend on the modification(s) you are making. However, it is good practice to take this opportunity to go through all the screens in the checklist and make certain that current, accurate information exists for your course.
    - ☑ After completing each appropriate screen, remember to click "**Save**" and wait for CurricUNET to accept your changes and redisplay them. This may take from 2 to 20 seconds. When your changes have been saved, it will usually display a statement at the top of the screen that reads "Page Last Saved on: Date, Time, [Your Name]." If this statement does not appear, wait for the Microsoft "spinning wheel" to stop spinning. When it stops, your information has been saved. After the screen you're completing is redisplayed, click "**Finish**." If you need to go back and make changes to other screens you've already worked on, select the appropriate screen from the right margin, click on "**Unlock**" and make your edits or changes and save.
15. If your course has a Corequisite and/or Prerequisite, you will need to complete the "Content Review" area found in the Course Checklist directly below "Prerequisites/Corequisites." For more information on this process, see **Section 4.9 Prerequisites, Corequisites and Content Review**.
16. Before submitting your proposal, run a Proposal Impact Report to determine whether your proposed modifications affect any other existing courses or programs. If your changes affect any other courses or programs these courses/programs must be modified concurrently with your course modification. See **Section 4.11 Proposal Impact Reports** for more information.
17. When you're certain you've completed all the relevant screens and are ready to submit your course proposal to your dean, click on the "**Submit**" button found on the left side of the page (The "**Submit**" button should be displaying a message that reads "You may submit your course now."). Following submission your course will go through the Curriculum Committee Workflow process (for more information on this process, see **Section 2.1 Curriculum Proposal Review and Approval Process**). Please be sure to submit your course by the Curriculum Proposal Submission deadline #1 for your requested Curriculum Committee Meeting Date.



18. For information on Responding to requests for changes to your proposal, see **Section 4.14 Responding to Requested Changes in CurricUNET**.

Notes:

- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. Please note that not all of the help screens have been populated, while others have been populated with information specific to each SMCCCD campus. If that doesn't answer your question, consult your dean or Curriculum Committee Division Representative.



4.7 Deleting an Existing Course in CurricUNET

1. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Build**," click on "**Courses**."
2. On the left navigation bar, under "**Courses**" click "**Revise Course**."
3. A screen will be displayed entitled "Course Search." Select the College (it should default to Cañada College), Discipline, and type the Course Number of the course you wish to revise, and click on OK. (It's not necessary to type the course title.)
4. When the "Course Search" results are displayed, under "Actions," click on the "**Copy**" icon ( ) next to the version of the course marked *Active*. This creates a new working copy of the course that – once modified and approved – will replace the original version (the original version will be archived for historical purposes).
   - If no "**Copy**" icon ( ) appears next to the version of the course marked *Active* this is likely because the course has already been modified in the current academic year. If this is the case, a version of the course marked *Approved* should also appear in your "Course Search" results. Contact Jose Peña (650-306-3400) and ask him to implement the *Approved* version of the course.
5. When the "Course Review Proposal" screen displays, select the College (it should default to Cañada), and using the pull-down menu for the Proposal Type, select "**Cañada Course Deletion**." This is used to delete an existing active course.
6. Click "**Next**." Wait for that command to be processed, and then click "**OK**." A window will appear that reads: "Your course is being created. Please wait." When the copying process is complete (usually less than one minute), a screen will appear entitled "Course Construction Main Menu." On the right side of the page is a list of screens called the "Course Checklist." Begin by clicking on "**Basic Course Information**." When that screen appears, scroll to the bottom (under the "Rationale/Justification" Box) and provide the rationale for the deletion of this course. When you're finished, click "**Save**." Wait for that command to be processed (2 to 20 seconds), and then click "**Finish**." The "**Basic Course Information**" screen will again display with a summary confirming that you have completed all the necessary information for that screen.

   ☑ After completing each appropriate screen, remember to click "**Save**" and wait for CurricUNET to accept your changes and redisplay them. This may take from 2 to 20 seconds. When your changes have been saved, it will usually display a statement at the top of the screen that reads "Page Last Saved on: Date, Time, [Your Name]." If this statement does not appear, wait for the Microsoft "spinning wheel" to stop spinning. When it stops, your information has been saved. After the screen you're completing is redisplayed, click "**Finish**." If you need to go back and make changes to other screens you've already worked on, select the appropriate screen from the right margin, click on "**Unlock**" and make your edits or changes and save.
7. Before submitting your proposal, run a Proposal Impact Report to determine whether your proposed modifications affect any other existing courses or programs. If your changes affect any other courses or programs these courses/programs must be modified concurrently with your course modification. See **Section 4.11 Proposal Impact Reports** for more information.
8. When you're certain you've completed all the relevant screens and are ready to submit your course proposal to your dean, click on the "**Submit**" button found on the left side of the page (The "**Submit**" button should be displaying a message that reads "You may submit your course now."). Following submission your course will go through the Curriculum Committee Workflow process (for more information on this process, see **Section 2.1 Curriculum Proposal Review and Approval Process**). Please be sure to submit your course by the Curriculum Proposal Submission deadline #1 for your requested Curriculum Committee Meeting Date.

9. For information on Responding to requests for changes to your proposal, see **Section 4.14 Responding to Requested Changes in CurricUNET**.

4.8 Locating Not-yet-submitted Proposals in CurricUNET

To access a curriculum proposal that you have begun (but have not yet submitted) in CurricUNET to create/modify/bank/reactivate/delete a **course** …

1. For instructions on logging in to CurricUNET see **Section 4.2 Logging in to CurricUNET**. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Build**," click on "**Courses**."
2. The screen (or "page") that now appears has 2 fields: at the top is a field entitled "**My Courses**." The courses listed here are those that are currently in CurricUNET under your username. If you have begun working on a proposal for a course in CurricUNET but have not yet submitted it, it will appear in this list. At the bottom of this page is a field entitled, "**Co-Contributing Courses**." The courses listed here are those that are currently in CurricUNET under another faculty member's username, but to which you have been added as a co-contributor and to which you may have some access. If a course proposal has not yet been submitted into the Curriculum Proposal Review and Approval Process queue, under "Status," it will say "Pending."
   - Note: Once you submit a proposal into the Curriculum Proposal Review and Approval Process queue, you will still be able to return to this screen to find this proposal. Once submitted, the status will change to "Launched."
3. To continue editing and/or submit a proposal, click on the "Edit" icon, shaped like a pencil, directly to the left of the course number and title. This will take you back to your proposal for this course.
   - Note: If you are a co-contributor on a proposal, you may be able to edit that proposal but you will not be able to submit that proposal. Only the faculty member under whose username/CurricUNET account the proposal was created can submit the proposal into the Curriculum Proposal Review and Approval Process queue.
4. For step-by-step instructions on editing and submitting your proposal, please refer to **Section 4.4 Modifying an Existing Course in CurricUNET**, starting at step 6.

To access a curriculum proposal that you have begun (but have not yet submitted) in CurricUNET to create/modify/bank/reactivate/delete a **program** …

1. For instructions on logging in to CurricUNET see **Section 4.2 Logging in to CurricUNET**. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Build**," click on "**Programs**."
2. The screen (or "page") that now appears has 2 fields: at the top is a field entitled "**My Programs**." The programs listed here are those that are currently in CurricUNET under your username. If you have begun working on a proposal for a program in CurricUNET but have not yet submitted it, it will appear in this list. At the bottom of this page is a field entitled, "**Co-Contributing Programs**." The programs listed here are those that are currently in CurricUNET under another faculty member's username, but to which you have been added as a co-contributor and to which you may have some access. If a program proposal has not yet been submitted into the Curriculum Proposal Review and Approval Process queue, under "Status," it will say "Pending."
   - Note: Once you submit a proposal into the Curriculum Proposal Review and Approval Process queue, you will still be able to return to this screen to find this proposal. Once submitted, the status will change to "Launched."
3. To continue editing and/or submit a proposal, click on the "Edit" icon, shaped like a pencil, directly to the left of the course number and title. This will take you back to your proposal for this course.
   - Note: If you are a co-contributor on a proposal, you may be able to edit that proposal but you will not be able to submit that proposal. Only the faculty member under whose username/CurricUNET account the proposal was created can submit the proposal into the Curriculum Proposal Review and Approval Process queue.

4. For step-by-step instructions on editing and submitting your proposal, please refer to **Section 5.3 Modifying an Existing Program in CurricUNET**, starting at step 6.

4.9 Prerequisites, Corequisites and Content Review

According to §55003, terms regarding recommended preparation for a course are defined as follows:

"Advisory on recommended preparation means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

"Corequisite means a condition of enrollment consisting of a course in which a student is required to enroll in order to succeed in another course. The student acquires the necessary skills, concepts, and/or information in the corequisite course that supports success in the target course. Since the corequisite course provides skills or knowledge necessary for successful completion of another course, it is highly unlikely that the student can achieve a satisfactory grade in the course for which the corequisite is being established without the skills and knowledge provided in the corequisite course...

"Prerequisite means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. Meeting the prerequisite provides assurance that the student has the skills, concepts, and/or information to succeed in the target course. The prerequisite ensures that students possess the skills or knowledge necessary for success in a program or course. For example a course might establish completion of an English course (or placement into English at a specific level) as a prerequisite before the student may enroll in a Philosophy course that requires high-level reading and writing skills" (Program and Course Approval Handbook, 6th edition, page 84).

In order for a course to be approved by the Curriculum Committee, justification must be provided for all recommended preparation. This justification is provided on the "Prerequisites/Corequisites" and "Content Review" screens of the course proposal in CurricUNET.

Completing Prerequisite/Corequisite Justification in CurricUNET

1. From within your course in CurricUNET, click on the "**Prerequisites/Corequisites**" link from the Course Checklist on the right side of the screen. This will bring up the "Prerequisites/Corequisites" screen.
2. If this is a new course, or one for which no pre-/corequisites are currently defined, there will be a note that reads, *"You have no defined requisites."* To add pre-/corequisites for your course, choose the requisite type (Prerequisite or Corequisite) from the drop-down box and click "**Add**."
3. On the next screen, you will be asked to provide the course number, minimum grade, condition and any comment. You must also provide justification for the requisite course you are defining. Several justification statements are provided which may be check if they apply; if they do not, you must provide a written justification for the requisite course you are defining. When you have finished entering the information required on this screen, click "**Add**."
4. If you have additional requisite courses to define, continue this process by clicking "**Add**." When you are finished defining requisite courses, click "**Finish**." On the Course Checklist "Prerequisites/Corequisites" will now appear in green with a checkmark.
5. Click on the "**Content Review**" link from the Course Checklist on the right side of the screen. This will bring up the "Content Review" screen. In this section of your proposal you will show how each of the requisite courses you have defined aligns with your proposed course. From the "Requisite Course" drop-down menu, select your first requisite course.
6. On the following screen under "Content Review Type" you are then given a series of options with radio buttons:

Objective to Objective: You will justify the requisite course by aligning the Specific Instructional Objectives/Course Objectives of the requisite course to the Specific Instructional Objectives/Course Objectives of your proposed course. You will be provided with the Specific Instructional Objectives/Course Objectives for both courses. Click the boxes next to the Specific Instructional Objectives/Course Objectives that align.

Objective to Content: You will justify the requisite course by aligning the Specific Instructional Objectives/Course Objectives of the requisite course to the Course Lecture/Lab Content (as listed in the COR) of your proposed course. You will be provided with the Specific Instructional Objectives/Course Objectives for the requisite course and a blank box for your proposed course. Click the boxes next to the Specific Instructional Objectives/Course Objectives from your requisite course that align with your proposed course; use the dialogue box to list the applicable items from the Course Lecture/Lab Content of your proposed course that align.

Content to Content: You will justify the requisite course by aligning the Course Lecture/Lab Content (as listed in the COR) of the requisite course to the Course Lecture/Lab Content (as listed in the COR) of your proposed course. A blank box will be provided for each course; list the applicable items from each course's Lecture/Lab Content that align.

Content to Objective: You will justify the requisite course by aligning the Course Lecture/Lab Content (as listed in the COR) of the requisite course to the Specific Instructional Objectives/Course Objectives of your proposed course. You will be provided with a blank box for the requisite course and the Specific Instructional Objectives/Course Objectives for your proposed course. Use the dialogue box to list the applicable items from the Course Lecture/Lab Content of the requisite course that align with your proposed course. Click the boxes next to the Specific Instructional Objectives/Course Objectives from your proposed course that align with the requisite course.

Select a Content Review Type and indicate whether the requisite course you've selected is a Prerequisite or Corequisite. Complete the information required to align the requisite and proposed courses. When you have completed the fields, click "**Add**."

7. Repeat this process for each of the requisite courses you have defined for your proposed course. Once you have done this for all requisite courses, click "**Finish**." On the Course Checklist "Content Review" will now appear in green with a checkmark.

4.10 Distance Education and Honors Supplements

To include a Distance Education (DE) or Honors component for a new course, or to add it to an existing course as part of a modification, additional approvals must be obtained for the course by the initiating faculty member during the curriculum review and approval process.

Distance Education

Distance Education includes:

- Online courses - Courses where the instructor and student are separated by distance for the entire course and can interact exclusively (100%) through the assistance of communication technology. The course is conducted through a class website, which may include multimedia material and links to other online resources. Students interact with the instructor and other students through posted class discussions, direct individual communication and assignments (which may include group work). Testing may be done online, via proctoring arrangements, or other means. Instructors require no mandatory on-campus meetings. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance

education means of student participation.

- Hybrid courses - Courses that substitute a portion of face-to-face instructional hours with online work. The course may have some regularly scheduled on-campus meetings without alternative distance education means of student participation.

Any course that will or may be offered as hybrid and/or online must have a completed and approved DE Supplement as part of its CurricUNET entry. The DE Supplement within a CurricUNET entry includes two sections, "Distance Ed" and "DE Contact." Both of these sections must be completed and approved during the curriculum review and approval process, before the course is reviewed by the full Curriculum Committee, and before such a course can be offered in hybrid/online format.

The purpose of the DE Supplement is to outline the ways the online portion of the course will be different in either delivery or evaluation from an in-person version of the course. Otherwise, the portions of the COR for the in-person delivery and evaluation will be assumed to apply. Note that online offerings of the course cannot have different lecture or laboratory content from in-person versions, and must be evaluated using the same SLOs as the in-person versions. The DE Supplement should be course-specific, but not instructor-specific.

All courses submitted to the Curriculum Committee as part of the curriculum review and approval process that have DE Supplements shall be reviewed by the Coordinator of Online Instruction, whether the DE Supplement is new, revised, or existent without revision. All course proposals with DE Supplements require the Coordinator of Distance Education's approval to be placed on the Curriculum Committee's meeting agenda. A spreadsheet of courses with approved DE Supplements can be found in the Curriculum Committee's Public Document Library.

Creation of a DE Supplement for a new course, or for an existing course that did not previously have a DE Supplement

1. From within your course in CurricUNET, click on the "**Modes of Delivery**" link from the Course Checklist on the right side of the screen. This will bring up the "Modes of Delivery" screen.
2. Check the method of DE ("Online" or "Hybrid") that will be used in your course and click "Save." Once the screen has saved and refreshed, click "Finish." On the Course Checklist, you will now have a "Distance Ed" link (directly below "Transferability/GE") - this is the DE Addendum.

DE Supplement review

For a course that has a DE Supplement (new, revised, or existent without revision), the review process is as follows:

1. The faculty author will prepare the course proposal according to the steps described in Section 4.3 (for creation of a new course), Section 4.4 (for modification of an existing course) or Section 4.6 (for reactivation of an existing course). In addition, the faculty author will complete the screens that make up the DE Supplement. For more information on the components of the DE Supplement and how to complete each section, see **Section 6.4 Distance Education Addendum Guide**.
2. When the proposal is complete, the faculty author will submit this into the curriculum review and approval queue via the submission process in CurricUNET (Curriculum Proposal Submission deadline #1).
3. The DE Supplement will be reviewed when the proposal has been forwarded to the Technical Review Committee (Curriculum Proposal Submission deadline #3). As part of the Technical Review process, the Coordinator of Online Instruction may return the proposal to the faculty author with requests for changes/additional information. The faculty author must then make the requested changes/respond to the request (as well as any received from the other Technical Review Committee members) before resubmitting the proposal (Curriculum Proposal Submission deadline #4). For more information on this process, see **Section 4.12 Responding to Requested Changes in CurricUNET**.
4. Once the faculty author has responded to the changes requested by the Technical Review Committee

(Curriculum Proposal Submission deadline #4), the Coordinator of Online Instruction will review the revised proposal and, if satisfied that the requested changes have been made, the Coordinator of Online Instruction will notify both the faculty author and the Office of Instruction that the DE Supplement has been completed satisfactorily. As with all aspects of the Curriculum Proposal Review and Approval Process, it is the responsibility of the faculty author to make modifications to the proposal as necessary via CurricUNET according to the timeline set forth by the Curriculum Committee. If the author of a curriculum proposal does not respond to the feedback from the Coordinator of Online Instruction (either by making the requested changes to the DE Supplement or by providing justification for not making the requested changes to the DE Supplement), the Coordinator of Online Instruction may prevent the addition of their course proposal to the Curriculum Committee meeting agenda until changes are made/justification is provided.

Honors

Any course that will or may be offered as an honors section must have a completed and approved Honors Supplement as part of its CurricUNET entry. The Honors Supplement within a CurricUNET entry includes two sections, "Honors Content" and "Honors Addendum." Both of these sections must be completed and approved during the curriculum review and approval process, before the course is reviewed by the full Curriculum Committee, and before such a course can be offered for honors credit.

All courses submitted to the Curriculum Committee as part of the curriculum review and approval process that have Honors Supplements shall be reviewed by the Honors Transfer Program (HTP) Coordinator, whether the Honors Supplement is new or revised. All course proposals with new/modified Honors Supplements include the HTP Coordinator in the curriculum review and approval process as part of the Technical Review Committee and require the HTP Coordinator's approval to be placed on the Curriculum Committee's meeting agenda. A spreadsheet of courses with approved Honors Supplements can be found in the Curriculum Committee's Public Document Library.

To add an Honors Supplement to a Course Proposal:

1. From within your course in CurricUNET, click on the "**Basic Course Information**" link from the Course Checklist on the right side of the screen. If the "Basic Course Information" screen that comes up is currently locked, click "Unlock." Under "Proposal Information" check "Yes" under "Honors Course" and click "Save." Once the screen has saved and refreshed, click "Finish."
2. On the Course Checklist, you will now have "Honors Content" and "Honors Addendum" links (directly below "TBA Hours Content").

Courses that may be offered as Honors courses will contain the following text in the course outline of record in the "Honors Content" section. This text autopopulates into the "Honors Content" section when the screen is added to a proposal, so faculty authors are not required to enter or modify the "Honors Content" section in any way.

"This course may be offered at an honors level. While the class content remains the same and students can expect to achieve the same student learning outcomes, the students' experience in an honors section may be significantly different in the following ways:

1. Topics covered with greater breadth and depth than non-honors, lower division course work;
2. Research expectations are beyond non-honors course assignments;
3. Extensive reliance on primary source documents and more advance research methodology is required;
4. Greater critical thinking and extended analysis than in non-honors course work; and,
5. Creative projects and/or documentation beyond non-honors course requirements

The specific details about how honors-level work is implemented in this course are included in the Honors Course Addendum."

Honors Supplement review

For a course that has a new or revised Honors Supplement, the review process is as follows:

1. The faculty author will prepare the course proposal according to the steps described in Section 4.3 (for creation of a new course), Section 4.4 (for modification of an existing course) or Section 4.6 (for reactivation of an existing course). In addition, the faculty author will complete the screens that make up the Honors Supplement.
2. When the proposal is complete, the faculty author will submit this into the curriculum review and approval queue via the submission process in CurricUNET (Curriculum Proposal Submission deadline #1).
3. The Honors Supplement will be reviewed when the proposal has been forwarded to the Technical Review Committee (Curriculum Proposal Submission deadline #3). As part of the Technical Review process, the HTP Coordinator may return the proposal to the faculty author with requests for changes/additional information. The faculty author must then make the requested changes/respond to the request (as well as any received from the other Technical Review Committee members) before resubmitting the proposal (Curriculum Proposal Submission deadline #4). For more information on this process, see **Section 4.12 Responding to Requested Changes in CurricUNET**.
4. Once the faculty author has responded to the changes requested by the Technical Review Committee (Curriculum Proposal Submission deadline #4), the HTP Coordinator will review the revised proposal and, if satisfied that the requested changes have been made, the HTP Coordinator will notify both the faculty author and the Office of Instruction that the Honors Supplement has been completed satisfactorily. As with all aspects of the Curriculum Proposal Review and Approval Process, it is the responsibility of the faculty author to make modifications to the proposal as necessary via CurricUNET according to the timeline set forth by the Curriculum Committee. If the author of a curriculum proposal does not respond to the feedback from the HTP Coordinator (either by making the requested changes to the Honors Supplement or by providing justification for not making the requested changes to the Honors Supplement), the HTP Coordinator may prevent the addition of their course proposal to the Curriculum Committee meeting agenda until changes are made/justification is provided.

4.11 Proposal Impact Reports

When a course is modified, deleted or banked, this change may affect other existing courses which are linked to that course (e.g. as a prerequisite or corequisite), or to programs of which that course is a part. To determine whether the course modification/deletion/banking that you are proposing impacts other courses or programs, run a Proposal Impact Report each time you create a proposal.

To run a Proposal Impact Report while editing a proposal, find the **Edit Course** menu on the left side of the screen. Under this heading you will see the following icon: . When you hold your mouse pointer over this icon a menu will come up; from this menu select "Course Impact Report." The page that appears lists all courses and programs affected by your course proposal.

To run a Proposal Impact Report after submitting a proposal into the Curriculum Approval Process queue, under the **Build** menu on the left side of the screen choose "Course." The next page will show your "My Courses" list, which shows all of your course proposals that are currently in the Curriculum Approval Process. Find the course for which you want to run a Proposal Impact Report in your "My Courses" list, and hold your mouse pointer over the "Reports" button in the lower right corner of the course box. A menu will come up; select "Proposal Impact Report." The page that appears lists all courses and programs affected by your course proposal.

Affected courses/programs that appear on the Proposal Impact Report must also be modified to reflect the changes you are making to your course; these additional course/program modifications must be submitted into the Curriculum Approval Process queue at the same time as your original course proposal. For example, if you submit an original course proposal that includes a change in the Course Title, you must submit this course modification and also proposals to modify all programs (degrees and/or certificates) affected by this change in Course Title. The original course

modification as well as the modifications of affected courses/programs must be reviewed at the same Curriculum Committee meeting.

4.12 Co-contributors

When a faculty author creates a proposal in CurricUNET, that individual may allow other faculty members the ability to view/contribute to that proposal. To do this, that individual may add these other faculty members to the proposal as co-contributors.

To add other faculty members as co-contributors to a proposal,

1. From within your course in CurricUNET, click on the "**Main**" link from the Course Checklist on the right side of the screen. The screen that will come up is entitled "**Course Construction Main Menu**."
2. In the field marked "Co-Contributor(s)," click the link that reads, "Add a Co-Contributor." This will bring up a page entitled, "Create a Co-Contributor."
3. Use the drop-down list in the "Co-Contributor" field to select the faculty member you would like to add to your proposal as a co-contributor.
   - Note: If a faculty member's name does not appear on this list, that indicates that they do not currently have a CurricUNET account. Please contact the Curriculum Committee Chairperson or Curriculum and Information Systems Specialist for further assistance.
4. Once you have selected this faculty member's name, use the checkboxes in the "Screen Rights" field (directly underneath the "Co-Contributor" field) to indicate which parts of the proposal that co-contributor will be able to view and edit. If you want this co-contributor to have access to the entire proposal, click the link that says "Check All." When you have finished in this field, click, "OK." This will return you to the "**Course Construction Main Menu**" page. The name of the faculty member you just selected will now appear in the "Co-contributor(s)" field.
5. To add additional Co-contributors to the proposal, repeat this process, starting from step 2. Please note that you may grant different co-contributors access to different parts of the same proposal.

Please note the following regarding co-contributors to a proposal:

- When a faculty member is added to a proposal as a co-contributor, **they do not receive notification of this from CurricUNET**. Once you have added a co-contributor, please make contact with that faculty member to inform them of this.
- While co-contributors to a proposal are able to view and edit the parts of a proposal to which they have been granted access, they are not able to submit a proposal into the Curriculum Proposal Review and Approval Process queue. Only the main author of the proposal, under whose CurricUNET account the proposal was created, is able to submit that proposal into the Curriculum Proposal Review and Approval Process queue.
- While co-contributors to a proposal are able to view and edit the parts of a proposal to which they have been granted access, they are not able to indicate that action has been taken on a proposal following dean's review or Technical Review, as described in **Section 4.14 Responding to Requested Changes in CurricUNET**. Only the main author of the proposal, under whose CurricUNET account the proposal was created, is able to take action on a proposal as described in **Section 4.14 Responding to Requested Changes in CurricUNET**, steps 5 and 6.

4.13 Courses offered at more than one District College

If a new or modified course is taught at either the College of San Mateo or Skyline College, the instructional dean of that division will consult with his/her counterpart regarding the course prior to creation/modification.

If the course is taught at more than one college in the District and a modification is being proposed, agreement must be reached regarding the following items (or the college initiating the change must create a new course number and title and submit as a new course):

- Units/contact hours
- Course title
- Repeatability
- Course pre- or corequisites
- Significant changes in course objectives (i.e. changes that reduce the objectives below what was agreed as equivalent)
- Significant changes in course content (i.e. changes that reduce the content below what was agreed as equivalent)

4.14 Responding to Requested Changes in CurricUNET

Following submission, all curriculum proposals will go through the Curriculum Committee Workflow process (for more information on this process, see **Section 2.1 Curriculum Proposal Review and Approval Process**). There are 2 points during this process when faculty authors may receive requests to make changes to a proposal: following the dean's initial review of the proposal and following the Technical Review Committee's review of the proposal.

Responding to Requested Changes from Dean's Initial Review

Once a faculty author has submitted a curriculum proposal to his/her dean for initial review (Curriculum Proposal Submission deadline #1), the dean may return the proposal and request revisions be made to it. The faculty author will receive an email from system@governet.net notifying them of this and providing instructions on how to access the proposal to review comments and make changes (those instructions are the same as those provided here). The faculty author will review all comments made by the dean and address them either by making the requested changes or providing justification for not making them. This must be completed by Curriculum Proposal Submission deadline #2 for the requested Curriculum Committee Meeting date so that the dean may then forward the proposal to the Technical Review Committee.

To view and respond to a dean's comments for a proposal:

1. Log in to CurricUNET. On the left navigation bar on the homepage, under "**Track**," click on "**My Approvals**."
2. When the "Approval Process" screen displays, use the pull-down menu labeled "College" to select "**Cañada College**" and the pull-down menu labeled "Select Role" to select "**Course Author**." The page will automatically refresh to show all course and/or program proposals that require your attention.
3. To view the Comments Report for a proposal, find the course or program on your list and click the Comments Report icon (see illustration, right). You may want to open the Comments Report in a new tab/window so that you can refer to it while editing your proposal in another tab/window.

4. To access your proposal for editing, click the Edit icon (see illustration, right). You may want to open the edit screen in a new tab/window so that you can easily return to your approvals list.
5. Once you have reviewed your dean's comments for your proposal and made the requested changes, you must indicate that you have taken action on the proposal. Return to your approvals list and click on the green "**Action**" button for the course you are working on.

6. On the page that displays, select an appropriate action from the drop-down menu: if you made the requested changes, choose "Requested changes made;" if you did not make the requested changes, choose "Reviewed" and provide justification for not making the requested changes in the comments box. You may also provide any other necessary comments in this area. Click "**Save**." This places your proposal back in your dean's queue for a second review.

Responding to Requested Changes from Technical Review Committee

Once a curriculum proposal has been reviewed by all Technical Review Committee members (Curriculum Proposal Submission deadline #4), the Technical Review Committee Chairperson may return the proposal to the faculty author and request revisions be made to it. The faculty author will receive an email from system@governet.net notifying them

of this and providing instructions on how to access the proposal to review comments and make changes, if requested (those instructions are the same as those provided here). The faculty author will review all comments made by the Technical Review Committee and address them either by making the requested changes or providing justification for not making them. This must be completed by Curriculum Proposal Submission deadline #5 for the requested Curriculum Committee Meeting date.

To view and respond to the Technical Review Committee's comments for a proposal:

1. Log in to CurricUNET. On the left navigation bar on the homepage, under "**Track**," click on "**My Approvals**."
2. When the "Approval Process" screen displays, use the pull-down menu labeled "College" to select "**Cañada College**" and the pull-down menu labeled "Select Role" to select "**Course Author**." The page will automatically refresh to show all course and/or program proposals that require your attention.
3. To view the Comments Report for a proposal, find the course or program on your list and click the Comments Report icon (see illustration, right). You may want to open the Comments Report in a new tab/window so that you can refer to it while editing your proposal in another tab/window.

4. To access your proposal for editing, click the Edit icon (see illustration, right). You may want to open the edit screen in a new tab/window so that you can easily return to your approvals list.

5. Once you have reviewed the comments for your proposal and made the requested change, you must indicate that you have taken action on the proposal. Return to your approvals list and click on the green "**Action**" button for the course you are working on.

6. On the page that displays, select an appropriate action from the drop-down menu: if you made the requested changes, choose "Requested changes made;" if you did not make the requested changes, choose "Reviewed" and provide justification for not making the requested changes in the comments box. You may also provide any other necessary comments in this area. Click "**Save**." This places your proposal back in the Technical Review Chairperson's queue for review.

4.15 Resolution for ongoing review and update of prerequisites, corequisites, advisories and course outlines of record
All courses shall be updated according to the procedures outlined in the resolution below, adopted November 2013 and revised September 2015.

Whereas, Title 5, §55003 states that "at least **once each six years** all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed **every two years**. These processes shall also provide for the periodic review of advisories on recommended preparation."

Whereas, the University of California's *Policy on Course Transferability, Directions for Revising the UC Transferable Course Agreements and Special Regulations for Courses in Specific Subject Areas* states that for UC transferable course agreements, "Outlines should be current (not more than seven years old)." The CSU system also demands currency of course outlines in order to articulate the courses.

Whereas, the C-ID (Course Identification Numbering System) requires that course outlines submitted for C-ID designation be **no more than five years** old. Outlines that have not been reviewed within five years therefore cannot be assigned a C-ID designator.

Resolved, the Academic Senate of Cañada College requires a routine review and updating of Course Outlines of Record for CTE courses every two years and for all other courses at least once every five years. During the routine review of the required and recommended preparation, a department should:

1. Determine whether prerequisites, corequisites, and/or advisory courses are still appropriate
2. Add or delete prerequisite, corequisite, and/or advisory courses, as necessary
3. Make any other revisions in the course, such as updating textbooks to more recent editions
4. Submit the revised Course Outline of Record for approval
5. Review degrees and certificates in the discipline to determine if the courses included are still appropriate

Failure to update the Course Outline of Record within five years for non-CTE courses, and within two years for CTE courses, will result in the course being banked (deactivated) by the Curriculum Committee and removed from the schedule of classes and the college catalog as detailed in the following procedure.

Procedure

Each June the Office of Instruction will generate a list of all CTE courses that have reached their two-year review cycle and a separate list of all other courses that have reached their five-year review cycle. These lists will be distributed to all faculty, the Curriculum Committee, division deans, and posted online no later than the first week of July. Faculty will have 1 academic year to update all courses (and programs where necessary/appropriate) that will remain active. For example, in July 2016, a list of courses will be generated that must be updated for inclusion in the Fall 2017-Spring 2018 catalog. These courses (and associated programs, where necessary/appropriate) must be updated, reviewed and approved at one of the Curriculum Committee meetings during the 2016-2017 academic year to remain active in the Fall 2017-Spring 2018 catalog.

Departments will identify a faculty member with discipline expertise to be responsible for reviewing and updating the affected Course Outlines of Record (CORs) and programs, where necessary/appropriate.

If there are no discipline experts in the appropriate Faculty Service Area (FSA) at the college, an expert from the other two district colleges will be sought to consult with local faculty from related disciplines in updating the COR. In the event that no discipline experts are available within the district, the division dean may seek experts from other colleges or the private sector subject to the approval of the college's Academic Senate Governing Council.

In accordance with Title 5 and C-ID, the Office of Instruction will generate a list of any courses that have failed to meet the required review deadline and the programs affected. The Curriculum Committee will bank (deactivate) and remove from the schedule of classes and catalog those courses (and programs, as necessary). The Committee will provide a list of all affected courses to the Academic Senate Governing Council.

4.16 Suggested Curriculum Update Cycle Timeline for Instructional Deans

The Curriculum Committee suggests the following timeline for Instructional Deans to assist faculty through the 2017-2018 Curriculum Update Cycle.

July 2017

- following release of Curriculum Proposal Submission Deadline schedule and Curriculum Update Cycle documents, make initial contact with faculty in disciplines with 2- / 5-year updates during upcoming academic year

August 2017

- make time on Flex Day Division Meeting agenda for Curriculum Committee Chairperson to address division faculty regarding curriculum-related changes for coming academic year
- make announcement at Flex Day Division Meeting regarding disciplines with 2- / 5-year updates during upcoming academic year

October 2017

- check progress of disciplines with 2- / 5-year updates
- give progress report on disciplines with 2- / 5-year updates at monthly Division Meeting

- send reminders to those disciplines that have not yet begun updates
- remind all division faculty that any course proposals that impact Fall 2018 Schedule of Classes must be submitted in CurricUNET for Dean's initial review by 11/2/17

November 2017

- check progress of disciplines with 2- / 5-year updates
- give progress report on disciplines with 2- / 5-year updates at monthly Division Meeting
- encourage faculty in disciplines with 2- / 5-year updates to attend Flex Day Curriculum Work Session to begin/continue work on curriculum updates
- remind all division faculty that any course proposals that impact Fall 2018 Schedule of Classes must be submitted in CurricUNET for Dean's initial review by 11/2/17

December 2017

- **(first week of December)** remind all division faculty that any course proposals that impact Fall 2018 Schedule of Classes must be submitted in CurricUNET for Dean's initial review by 11/2/17
- give progress report on disciplines with 2- / 5-year updates at monthly Division Meeting
- send reminders to those disciplines that have not yet begun updates

January 2018

- check progress of disciplines with 2- / 5-year updates
- give Fall semester progress report on disciplines with 2- / 5-year updates at Flex Day Division Meeting
- remind all division faculty that last day to submit curriculum proposals for new courses in CurricUNET for Dean's initial review is 3/22/18

February 2018

- check progress of disciplines with 2- / 5-year updates
- give progress report on disciplines with 2- / 5-year updates at monthly Division Meeting
- send reminders to those disciplines that have not yet completed updates
- remind all division faculty that last day to submit curriculum proposals for new courses in CurricUNET for Dean's initial review is 3/22/18
- remind all division faculty that last day to submit curriculum proposals for 2017-2018 academic year in CurricUNET for Dean's initial review is 4/5/17

March 2018

- check progress of disciplines with 2- / 5-year updates
- give progress report on disciplines with 2- / 5-year updates at monthly Division Meeting
- send reminders to those disciplines that have not yet completed updates
- remind all division faculty that last day to submit curriculum proposals for 2017-2018 academic year in CurricUNET for Dean's initial review is 4/5/17

4.17 Policy on Removal of Items from Curriculum Proposal Review and Approval Process Queue at End of Academic Year

Approved May 2016

At the close of each academic year, curriculum proposals that remain in the Curriculum Review and Approval queue in CurricUNET (e.g. proposals that have been returned to faculty authors after Dean's Review or Technical Review but not acted upon) will be cleared from the queue. When such a proposal is cleared from the queue it will be retained in CurricUNET with a status of "Pending," and any comments that have been made (e.g. by instructional deans or members of the Technical Review Committee) will be saved as an attached file in the proposal. Faculty authors may submit the

proposal into the Curriculum Review and Approval Queue anew during the subsequent academic year.

For instructions on locating a "Pending" curriculum proposal, please see **Section 4.8 Locating Not-yet-submitted Proposals in CurricUNET**.

4.18 Updating 695 Courses

695 courses are independent study courses in various disciplines, "designed for students who are interested in furthering their knowledge via self-paced, individualized instruction provided in selected areas or directed study to be arranged with instructor and approved by the division dean using the Independent Study Form. Varying modes of instruction can be used -- laboratory, research, skill development, etc. For each unit earned, students are required to devote three hours per week throughout the semester. Students may take only one Independent Study course within a given discipline" (Cañada College 2016-2017 Catalog, page 144).

As with all other courses in the catalog, the CORs for all 695 courses must be reviewed, updated and approved as part of the Curriculum Update Cycle described in **Section 4.15 Resolution for ongoing review and update of prerequisites, corequisites, advisories and course outlines of record**. Unlike other courses in the catalog, the CORs for all 695 courses, regardless of discipline, are consistent in verbiage and any changes in this verbiage impact the CORs for all 695 courses. As such, these courses are reviewed, updated and approved simultaneously, during the same academic year (rather than during the academic year in which their individual disciplines review and update all courses).

During an academic year in which 695 courses are scheduled for curriculum review and update, the Technical Review Committee will review the consistent COR verbiage for these courses. If no changes are deemed necessary by this group, then the COR verbiage will be advanced to review by the full Curriculum Committee. If the Technical Review Committee decides changes are required to the 695 COR, then this change will be made to the verbiage for all 695 CORs, and will be advanced to the full Curriculum Committee for review.

5. Programs, Degrees and Certificates

5.1 Definitions

According to §55000(g), a **program** is "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."

There are four types of associate degrees: Associate in Arts for Transfer (AA-T), Associate in Science for Transfer (AS-T), Associate of Arts (AA), and Associate of Science (AS).

AA and AS Degrees

The Associate in Arts Degree (AA) and the Associate in Science Degree (AS) are designed for students who want a two-year degree or plan to transfer to another college or university and work towards a bachelor's degree.

AA-T and AS-T Degrees

The Associate in Arts Degree for Transfer (AA-T) and the Associate in Science Degree for Transfer (AS-T) both provide a pathway to the California State University (CSU). Students awarded an AA-T or AS-T degree are guaranteed admission with Junior standing in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses.

Certificates of Achievement

Title 5, section 55070 defines Certificate of Achievement as a credit certificate that appears by name on a student transcript, diploma, or completion award. Chancellor's Office approval is required. The college can develop and propose a Certificate of Achievement that includes coursework taken to satisfy transfer patterns established by the UC, CSU, or accredited public postsecondary institutions in adjacent states. Certificates of Achievement that consist solely of basic skills and/or ESL courses are not permitted.

Certificates of Achievement represent a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to career or GE. All certificate programs of 12 or more semester units of degree-applicable coursework must be submitted for Chancellor's Office approval.

Only those programs (degrees and certificates of achievement) which have been approved by the Chancellor's Office will be included in the official college catalog.

5.2 Creating a New Program in CurricUNET

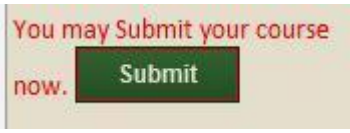
Prior to beginning your new program entry, determine whether a similar program to the one you're creating already exists in the San Mateo County Community College District (SMCCCD). You may do this by consulting with your instructional dean and discipline colleagues at College of San Mateo and Skyline. Alternatively, you can use the CurricUNET to search for similar programs.

1. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Search**," click on "**Program**."
2. On the page that comes up (entitled "Program Search"), on the drop-down menu in the "College" field, change the selection to "District." Type one or a few keywords from your program title into the "Program Title" box and click "OK."
3. The page that comes up gives the results of your search for your keywords in the Program Titles at all colleges in the SMCCCD. Entries in red type marked *Active* are those programs currently active in a college's catalog. Entries in blue type marked *Historical* are archives of previous versions of programs from each college. Entries in purple type marked *Pending* are those programs for which a proposal has been created in CurricUNET, but that proposal has not yet been submitted into the Curriculum Proposal Review and Approval Process queue. Entries in green type marked *Launched* are those programs for which a proposal has been created in CurricUNET and submitted into the Curriculum Proposal Review and Approval Process queue. Entries in black type marked *Approved* are those programs that have gone through the Curriculum Proposal Review and Approval Process in the past academic year. Entries in black type marked *Banked* or *Deletion* are those programs that have been deactivated and no longer appear in that college's catalog.
4. If you do not get results using keywords, navigate back to the "Program Search" page (using your browser's back buttons), clear your keywords from the "Program Title" field and select your discipline from the drop-down list in the "Discipline" field. Click "OK"
5. The page that comes up gives all of the programs in your discipline at all colleges in the San Mateo County Community College District. The designations of these entries (e.g. *Active*, *Historical*, etc.) is the same as described in step 3.
6. If, in your search, you find an entry for an *Active*, *Approved*, *Pending* or *Launched* program at another SMCCCD college (or in another department at Cañada) that appears to be similar to the one that you are creating, and you have not yet spoken about this to your division dean and the discipline faculty responsible for this other course, STOP. Contact your division dean to consult. Contact the faculty responsible for this similar program or ask your dean for assistance in initiating this consultation. In these consultations, please consider the following:
   - Is there a need for this program at Cañada given that it already exists at another college in the SMCCCD? How so?
   - Are there enough students to support this program at multiple colleges in the SMCCCD?
   - (for creation of a program that already exists in another department at Cañada) Is the discipline assignment

of the existing program appropriate?

Once you have either (a) determined that no similar programs to the one you're creating already exist in the SMCCCD or in another department at Cañada, or (b) completed and documented the consultation process described above, you can continue your curriculum development in CurricUNET.

7. For instructions on logging in to CurricUNET see **Section 4.2 Logging in to CurricUNET**. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Build**," click on "**Programs**."
8. On the left navigation bar, under "**Programs**" click "**Create New Program**."
9. The screen (or "page") that now appears is entitled "Create a New Program." Complete the required information. If you do not have any options available in the "Disciplines" field, please contact your division dean to obtain origination rights for your discipline. When finished with this screen, click "**OK**."
10. CurricUNET will process the information you just provided and display it on a screen entitled "Program Construction Main Menu." Notice the "Degree/Certificate Checklist" in the right margin. This is a list of all the screens that you will be completing, one at a time.
11. Click on the first screen in the Degree/Certificate Checklist: "**Basic Program Information**." Complete all data fields in this screen, remembering to pay attention to any default settings and choices available via pull-down menus. In particular, select the proposed Curriculum Meeting Date for your proposal and make note of the submission deadlines for the dean's queue and Technical Review Committee that correspond to this meeting date.
12. When finished completing the screen, click on "**Save**." Wait for CurricUNET to save your work. (This can take from 2 to 20 seconds.) When it has, it will usually display a statement at the top of the screen that reads "Page Last Saved on: Date, Time, [Your Name]." If this statement does not appear, wait for the Microsoft "spinning wheel" to stop spinning. When it stops, your information has been saved.
13. If no error message appears and you have ensured that your information has been saved, click "**Finish**."
    - If an error messages appears, it's probably because you did not complete one or more required data fields. Supply the requested information and click "**Save**" again. After correcting your errors and saving, click "**Finish**."
14. After clicking on "**Finish**," a screen appears that summarizes the information you've provided. This serves as a confirmation that you've provided all the necessary information for that screen. You can always go back later and "unlock" and edit a screen.
15. Notice that as you complete each screen in the Degree/Certificate Checklist on the right margin, the title of that screen will be check marked and appear in bold. This is a visual cue that you have saved and finished that screen. (Remember, you can always go back later and "unlock" and edit a screen of information.)
16. By completing all the relevant screens for your new program on the Degree/Certificate Checklist, you have entered all the necessary information for CurricUNET to create a Program Outline. (see notes below)
    ☑ After completing each appropriate screen, remember to click "**Save**" and wait for CurricUNET to accept your changes and redisplay them. This may take from 2 to 20 seconds. After the screen you're completing is redisplayed, click "**Finish**." If you need to go back and make changes to other screens you've already worked on, select the appropriate screen from the right margin, click on "**Unlock**" and make your edits or changes and save.
17. When you're certain you've completed all the relevant screens and are ready to submit your course proposal to your dean, click on the "**Submit**" button found on the left side of the page (The "**Submit**" button should be displaying a message that reads "You may submit your course now."). Following submission your course will go through the Curriculum Committee Workflow process (for more information on this process, see **Section 2.1 Curriculum Proposal Review and Approval Process**). Please be sure to submit your course by the Curriculum Proposal Submission deadline #1 for your requested Curriculum Committee Meeting Date.



18. For information on Responding to requests for changes to your proposal, see **Section 4.14 Responding to**

Requested Changes in CurricUNET.

Notes:

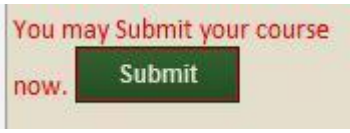
- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. Please note that not all of the help screens have been populated, while others have been populated with information specific to each SMCCCD campus. If that doesn't answer your question, consult your dean or Curriculum Committee Division Representative.
- The creation of new programs that are not AD-Ts requires a substantive change notice to be sent by the Accreditation Liaison Officer to the Accrediting Commission for Community and Junior Colleges (ACCJC).
- Programs (degrees and certificates of achievement) do not appear in the Cañada College Course Catalog until they are approved by the State Chancellor's Office.

5.3 Modifying an Existing Program in CurricUNET

1. For instructions on logging in to CurricUNET see **Section 4.2 Logging in to CurricUNET**. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Build**," click on "**Programs**."
2. On the left navigation bar, under "**Programs**" click "**Modify Program**."
3. A screen will be displayed entitled "Program Search." Select the College and Discipline of the program you wish to modify (if you do not have any options available in the "Disciplines" field, please contact your division dean to obtain origination rights for your discipline). If the program you are modifying is a currently active/approved degree or certificate, click the radio button next to "Active" under "Status." If you know the name of the program you may enter in the box labeled Program Title, or you may leave this blank. When finished with this screen, click "**OK**." If the program you are modifying is a banked/deactivated degree or certificate, please see **Section 5.5 Reactivating ("Un-banking") an Existing Program in Curricunet**.
4. When the "Program Search" results are displayed, under "Actions," click on the "**Copy**" icon ( ) next to the version of the program marked *Active*. This creates a new working copy of the program that – once modified and approved – will replace the original version (the original version will be archived for historical purposes).
   - If no "**Copy**" icon ( ) appears next to the version of the program marked *Active* this is likely because the program has already been modified in the current academic year. If this is the case, a version of the program marked *Approved* should also appear in your "Program Search" results. Contact Jose Peña (650-306-3400) and ask him to implement the *Approved* version of the program.
5. When the "Revise a Program" screen displays, modify the title of the program if applicable, and using the pull-down menu for the Proposal Type, select "**Cañada College Program Modification**." Click "**Save**."
6. When the copying process is complete (usually less than one minute), a screen will appear entitled "Program Construction Main Menu." On the right side of the page is a list of screens called the "Degree/Certificate Checklist." Begin by clicking on "**Basic Course Information**." When that screen appears, select the proposed Curriculum Meeting Date for your proposal and make note of the submission deadlines for the dean's queue and Technical Review Committee that correspond to this meeting date. Also, complete the "Justification for Proposal" section, keeping in mind that "This is not a new program" is not sufficient justification for modified program proposals. When you're finished with this screen, click "**Save**." Wait for that command to be processed (2 to 20 seconds), and then click "**Finish**." The "**Basic Course Information**" screen will again display with a summary confirming that you have completed all the necessary information for that screen.
7. You may now select other screens (one at a time) from the "Degree/Certificate Checklist" in the right margin that need to be completed. The screens that need to be completed depend on the modification(s) you are making. However, it is good practice to take this opportunity to go through all the screens in the checklist and make certain that the information is current and accurate for your program.
   - ☑ After completing each appropriate screen, remember to click "**Save**" and wait for CurricUNET to accept your changes and redisplay them. This may take from 2 to 20 seconds. After the screen you're completing is redisplayed, click "**Finish**." If you need to go back and make changes to other screens you've already worked

on, select the appropriate screen from the right margin, click on "**Unlock**" and make your edits or changes and save.

8. When you're certain you've completed all the relevant screens and are ready to submit your course proposal to your dean, click on the "**Submit**" button found on the left side of the page (The "**Submit**" button should be displaying a message that reads "You may submit your course now."). Following submission your course will go through the Curriculum Committee Workflow process (for more information on this process, see **Section 2.1 Curriculum Proposal Review and Approval Process**). Please be sure to submit your course by the Curriculum Proposal Submission deadline #1 for your requested Curriculum Committee Meeting Date.



9. For information on Responding to requests for changes to your proposal, see **Section 4.14 Responding to Requested Changes in CurricUNET**.

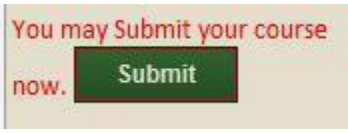
Notes:

- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. Please note that not all of the help screens have been populated, while others have been populated with information specific to each SMCCCD campus. If that doesn't answer your question, consult your dean or Curriculum Committee Division Representative.

5.4 Deactivating (Banking or Deleting) an Existing Program in CurricUNET

1. For instructions on logging in to CurricUNET see **Section 4.2 Logging in to CurricUNET**. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Build**," click on "**Programs**."
2. On the left navigation bar, under "**Programs**" click "**Deactivate Program**."
3. A screen will be displayed entitled **"Program Search."** Select the College and Discipline of the program you wish to modify (if you do not have any options available in the "Disciplines" field, please contact your division dean to obtain origination rights for your discipline). If you know the name of the program you may enter in the box labeled Program Title, or you may leave this blank. When finished with this screen, click "**OK**."
4. When the "Program Search" results are displayed, under "Actions," click on the "**Copy**" icon ( ) next to the version of the program marked *Active*. This creates a new working copy of the program that – once modified and approved – will replace the original version (the original version will be archived for historical purposes).
   - If no "**Copy**" icon ( ) appears next to the version of the program marked *Active* this is likely because the program has already been modified in the current academic year. If this is the case, a version of the program marked *Approved* should also appear in your "Program Search" results. Contact Jose Peña (650-306-3400) and ask him to implement the *Approved* version of the program.
5. When the "Revise a Program" screen displays, use the pull-down menu for the Proposal Type, select "**Cañada College Program Banking *OR* Deletion**." Click "**Save**."
6. When the copying process is complete (usually less than one minute), a screen will appear entitled "Program Construction Main Menu." On the right side of the page is a list of screens called the "Degree/Certificate Checklist." Begin by clicking on "**Basic Program Information**." When that screen appears, select the proposed Curriculum Meeting Date for your proposal and make note of the submission deadlines for the dean's queue and Technical Review Committee that correspond to this meeting date. Also, complete the "Justification for Proposal" section, keeping in mind that "This is not a new program" is not sufficient justification for deactivated program proposals. When you're finished with this screen, click "**Save**." Wait for that command to be processed (2 to 20 seconds), and then click "**Finish**." The "**Basic Course Information**" screen will again display with a summary confirming that you have completed all the necessary information for that screen.
7. You may now select other screens (one at a time) from the "Degree/Certificate Checklist" in the right margin and click on "finish" until the "submit" icon appears.

8. Once the "Submit" icon appears, click on it and your proposal will be submitted to your division dean for review and approval.
   - ☑ After completing each appropriate screen, remember to click "**Save**" and wait for CurricUNET to accept your changes and redisplay them. This may take from 2 to 20 seconds. After the screen you're completing is redisplayed, click "**Finish**." If you need to go back and make changes to other screens you've already worked on, select the appropriate screen from the right margin, click on "**Unlock**" and make your edits or changes and save.
9. When you're certain you've completed all the relevant screens and are ready to submit your course proposal to your dean, click on the "**Submit**" button found on the left side of the page (The "**Submit**" button should be displaying a message that reads "You may submit your course now."). Following submission your course will go through the Curriculum Committee Workflow process (for more information on this process, see **Section 2.1 Curriculum Proposal Review and Approval Process**). Please be sure to submit your course by the Curriculum Proposal Submission deadline #1 for your requested Curriculum Committee Meeting Date.



10. For information on Responding to requests for changes to your proposal, see **Section 4.14 Responding to Requested Changes in CurricUNET**.

Notes:

- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. Please note that not all of the help screens have been populated, while others have been populated with information specific to each SMCCCD campus. If that doesn't answer your question, consult your dean or Curriculum Committee Division Representative.

5.5 Reactivating ("Un-banking") an Existing Program in CurricUNET

Prior to beginning your program reactivation, determine whether a similar program to the one you're reactivating already exists in the San Mateo County Community College District (SMCCCD). You may do this by consulting with your instructional dean and discipline colleagues at College of San Mateo and Skyline. Alternatively, you can use the CurricUNET to search for similar programs.

1. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Search**," click on "**Program**."
2. On the page that comes up (entitled "Program Search"), on the drop-down menu in the "College" field, change the selection to "District." Type one or a few keywords from your program title into the "Program Title" box and click "OK."
3. The page that comes up gives the results of your search for your keywords in the Program Titles at all colleges in the SMCCCD. Entries in red type marked *Active* are those programs currently active in a college's catalog. Entries in blue type marked *Historical* are archives of previous versions of programs from each college. Entries in purple type marked *Pending* are those programs for which a proposal has been created in CurricUNET, but that proposal has not yet been submitted into the Curriculum Proposal Review and Approval Process queue. Entries in green type marked *Launched* are those programs for which a proposal has been created in CurricUNET and submitted into the Curriculum Proposal Review and Approval Process queue. Entries in black type marked *Approved* are those programs that have gone through the Curriculum Proposal Review and Approval Process process in the past academic year. Entries in black type marked *Banked* or *Deletion* are those programs that have been deactivated and no longer appear in that college's catalog.
4. If you do not get results using keywords, navigate back to the "Program Search" page (using your browser's back buttons), clear your keywords from the "Program Title" field and select your discipline from the drop-down list in the "Discipline" field. Click "OK"
5. The page that comes up gives all of the programs in your discipline at all colleges in the San Mateo County Community College District. The designations of these entries (e.g. *Active*, *Historical*, etc.) is the same as

described in step 3.

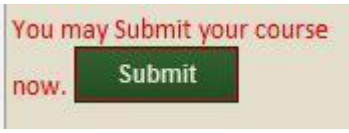
6. If, in your search, you find an entry for an *Active*, *Approved*, *Pending* or *Launched* program at another SMCCCD college (or in another department at Cañada) that appears to be similar to the one that you are reactivating, and you have not yet spoken about this to your division dean and the discipline faculty responsible for this other course, STOP. Contact your division dean to consult. Contact the faculty responsible for this similar program or ask your dean for assistance in initiating this consultation. In these consultations, please consider the following:
   - Is there a need for this program at Cañada given that it already exists at another college in the SMCCCD? Howso?
   - Are there enough students to support this program at multiple colleges in the SMCCCD?
   - (for reactivation of a program that already exists in another department at Cañada) Is the discipline assignment of the existing program appropriate?

Once you have either (a) determined that no similar programs to the one you're creating already exist in the SMCCCD or in another department at Cañada, or (b) completed and documented the consultation process described above, you can continue your curriculum development in CurricUNET.

7. For instructions on logging in to CurricUNET see **Section 4.2 Logging in to CurricUNET**. Once logged in to CurricUNET, on the left navigation bar on the home page, under "**Build**," click on "**Programs**."
8. On the left navigation bar, under "**Programs**" click "**Modify Program**."
9. A screen will be displayed entitled **"Program Search."** Select the College and Discipline of the program you wish to modify (if you do not have any options available in the "Disciplines" field, please contact your division dean to obtain origination rights for your discipline). To search all banked courses in your discipline, select the discipline and click the box next to "Banked." If you know the name of the program you may enter in the box labeled Program Title, or you may leave this blank. When finished with this screen, click "**OK**."
10. When the "Program Search" results are displayed, under "Actions," click on the "**Copy**" icon ( ) next to the version of the program marked *Active*. This creates a new working copy of the program that – once modified and approved – will replace the original version (the original version will be archived for historical purposes).
    - If no "**Copy**" icon ( ) appears next to the version of the program marked *Active* this is likely because the program has already been modified in the current academic year. If this is the case, a version of the program marked *Approved* should also appear in your "Program Search" results. Contact Jose Peña (650-306-3400) and ask him to implement the *Approved* version of the program.
11. When the "Revise a Program" screen displays, modify the title of the program if applicable, and using the pull-down menu for the Proposal Type, select "**Cañada College Program Reactivation**." This is used to reactivate ("un-bank") a program that was previously banked. Click "**Save**."
12. When the copying process is complete (usually less than one minute), a screen will appear entitled "Program Construction Main Menu." On the right side of the page is a list of screens called the "Degree/Certificate Checklist." Begin by clicking on "**Basic Course Information**." When that screen appears, select the proposed Curriculum Meeting Date for your proposal and make note of the submission deadlines for the dean's queue and Technical Review Committee that correspond to this meeting date. Also, complete the "Justification for Proposal" section, keeping in mind that "This is not a new program" is not sufficient justification for modified program proposals. When you're finished with this screen, click "**Save**." Wait for that command to be processed (2 to 20 seconds), and then click "**Finish**." The "**Basic Course Information**" screen will again display with a summary confirming that you have completed all the necessary information for that screen.
13. You may now select other screens (one at a time) from the "Degree/Certificate Checklist" in the right margin that need to be completed. The screens that need to be completed depend on the modification(s) you are making. However, it is good practice to take this opportunity to go through all the screens in the checklist and make certain that the information is current and accurate for your program.

- ☑ After completing each appropriate screen, remember to click "**Save**" and wait for CurricUNET to accept your changes and redisplay them. This may take from 2 to 20 seconds. After the screen you're completing is redisplayed, click "**Finish**." If you need to go back and make changes to other screens you've already worked on, select the appropriate screen from the right margin, click on "**Unlock**" and make your edits or changes and save.

14. When you're certain you've completed all the relevant screens and are ready to submit your course proposal to your dean, click on the "**Submit**" button found on the left side of the page (The "**Submit**" button should be displaying a message that reads "You may submit your course now."). Following submission your course will go through the Curriculum Committee Workflow process (for more information on this process, see **Section 2.1 Curriculum Proposal Review and Approval Process**). Please be sure to submit your course by the Curriculum Proposal Submission deadline #1 for your requested Curriculum Committee Meeting Date.



15. For information on Responding to requests for changes to your proposal, see **Section 4.14 Responding to Requested Changes in CurricUNET**.

Notes:

- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. Please note that not all of the help screens have been populated, while others have been populated with information specific to each SMCCCD campus. If that doesn't answer your question, consult your dean or Curriculum Committee Division Representative.

6. Resources

6.1 Calculating Maximum and Minimum Semester Hours

This section created by Jose Peña, Cañada College Curriculum and Information Systems Specialist

For an explanation of calculating maximum and minimum semester hours for a course, see **Section 3.7 The Relationship Between Hours and Units**. Figure 3, below, is intended to assist faculty authors in calculating the maximum and minimum semester hours for a course based on units and type of course. Please see Appendix F: Faculty Load Credit (FLC) Allocation of the current AFT 1493 contract for more information on FLCs.

LECTURE UNITS	FLC's (see note below)		FTE	Minimum Hours (@ 16 hours)		Maximum Hours (@ 18 hours)	
FLC's= Total minimum hours ÷ 16 weeks (See contract for English Composition Classes)							
0.5	0.5	FLC's	0.03	8	to	9	Hours
1.0	1.0	FLC's	0.07	16	to	18	Hours
1.5	1.5	FLC's	0.10	24	to	27	Hours
2.0	2.0	FLC's	0.13	32	to	36	Hours
2.5	2.5	FLC's	0.17	40	to	45	Hours
3.0	3.0	FLC's	0.20	48	to	54	Hours
3.5	3.5	FLC's	0.23	56	to	63	Hours
4.0	4.0	FLC's	0.27	64	to	72	Hours
4.5	4.5	FLC's	0.30	72	to	81	Hours
5.0	5.0	FLC's	0.33	80	to	90	Hours

LAB UNITS	FLC's (see note below)		FTE	Minimum Hours (@ 48 hours)		Maximum Hours (@ 54 hours)	
FLC's= Total minimum hours x FLC's/hour ÷ 16 weeks **See Faculty Load Credit Allocation, Appendix F of Faculty Contract.							
LAB (@.7)							
0.5	1.05	FLC's	0.07	24	to	27	Hours
1.0	2.10	FLC's	0.14	48	to	54	Hours
1.5	3.15	FLC's	0.21	72	to	81	Hours
2.0	4.20	FLC's	0.28	96	to	108	Hours
2.5	5.25	FLC's	0.35	120	to	135	Hours
3.0	6.30	FLC's	0.42	144	to	162	Hours
LAB (@.75) - P.E. ACTIVITY CLASSES							
0.5	1.13	FLC's	0.08	24	to	27	Hours
1.0	2.25	FLC's	0.15	48	to	54	Hours
1.5	3.38	FLC's	0.23	72	to	81	Hours
2.0	4.50	FLC's	0.30	96	to	108	Hours
2.5	5.63	FLC's	0.38	120	to	135	Hours
3.0	6.75	FLC's	0.45	144	to	162	Hours
LAB (@.8)							
0.5	1.20	FLC's	0.08	24	to	27	Hours
1.0	2.40	FLC's	0.16	48	to	54	Hours
1.5	3.60	FLC's	0.24	72	to	81	Hours
2.0	4.80	FLC's	0.32	96	to	108	Hours
2.5	6.00	FLC's	0.40	120	to	135	Hours
3.0	7.20	FLC's	0.48	144	to	162	Hours

Figure 3 - Lecture/Lab Minimum/Maximum Hours per FLC

6.2 Distinguishing Amongst Student Learning Outcomes, Specific Instructional Objectives and Course Content

Three sections of the course outline of record (COR) that faculty authors often find challenging are Student Learning Outcomes (SLOs), Specific Instructional Objectives/Course Objectives and Course Content (Lecture Content, Lab Content, TBA Content). In particular, faculty authors often have difficulty understanding the distinction amongst these sections, how each is used in evaluation and approval processes beyond the College, and what information is required in each.

For a description of each of these sections, see **Section 4.1 Contents of the Course Outline of Record**. For Technical Review recommendations for each of these sections, see **Section 2.3 Technical Review**. For model examples of each of these sections, see **Section 6.3 Course Outline of Record Model Sections**.

How are these sections used in evaluation and approval processes beyond the College?

The creation of CORs for degree-applicable and nondegree-applicable credit courses is required by Title 5. §55002; §55002a(3) and §55002b(3) state that CORs must contain course objectives and content. CORs are used by several organizations in processes outside the College to evaluate and approve courses. These include the review and approval

of each course by the California Community College Chancellor's Office (CCCCO) before it is added to the college catalog; the evaluation of courses for the Course Identification Numbering System (C-ID), course-to-course articulation and IGETC/CSU general education (GE) approval; and the accreditation process. The role of these COR sections in each of these processes is illustrated in Figure 4, below. Please note that this figure accounts only for these three sections and is not intended to illustrate fully any of the review processes listed.

COR Section	Title 5 requirement	Accreditation review	CCCCO course approval	C-ID approval	Course-to-course articulation	IGETC/CSU GE approval
Student Learning Objectives (SLOs)		√				
Specific Instructional Objectives / Course Objectives	√			√	√	√
Course Content	√			√	√	√

Figure 4 - Role of SLOs, Specific Instructional Objectives and Course Content

For information on each of the full approval processes, please see **Section 7. References** for links.

What information is required in each of these sections? How is each distinct from the others?
While the information contained in these COR sections is interrelated, it is not identical. Points of distinction between these sections include formatting, specificity and how the information is expressed.

Course Content (Lecture Content, Lab Content, TBA Content, as applicable) should contain "a complete list of all topics to be taught in the course" (The Course Outline of Record: A Curriculum Reference Guide, page 28), generally formatted as an outline of major and minor topic headings. In contrast to SLOs and Specific Instructional Objectives/Course Objectives, Course Content "is subject based so need not be expressed in terms of student capabilities or behavior" (The Course Outline of Record: A Curriculum Reference Guide, page 28). Course Content is expected to be narrowly-focused and specific.

Specific Instructional Objectives/Course Objectives "describe the goals and intentions of the instructor who teaches the course" (Objectives vs. Outcomes, Rensselaer Polytechnic Institute) and in this way, are written from an instructor-centered perspective. They describe "specific, discrete units of knowledge and skill" (What's the Difference Between Learning Outcomes and Learning Objectives?, TSPRM) and illustrate how the instructor will utilize the Course Content to guide students in the course toward achieving the Student Learning Outcomes (SLOs). In this way, Specific Instructional Objectives/Course Objectives are the critical link between Course Content and SLOs. They develop the topics listed in the Course Content to show how the instructor intends to teach that information such that students who have successfully completed the course may demonstrate the SLOs described. Specific Instructional Objectives/Course Objectives are expected to be broader than Course Content and more narrowly-focused/specific than SLOs.

Student learning outcomes (SLOs) "are the overarching products of the course" (Objectives vs. Outcomes, Rensselaer Polytechnic Institute) and "specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a program/activity/course/project. Outcomes are usually expressed as knowledge, skills, attitudes or values" (A Guide to Developing Measurable Student Learning Outcomes, page 1) and are generally written from a student-centered perspective. SLOs are expected to be broader than Specific Instructional Objectives/Course Objectives and Course Content.

While "... course objectives are like the nuts and bolts ... SLOs are what the students do with those nuts and bolts upon successfully completing the course" (How Does a Course Objective Differ from an SLO?, Chaffey College). As ASCCC's 2017 COR paper states, "Course objectives state the concepts or skills faculty introduce to students in a course or program in order to prepare students to meet a student learning outcome (SLO). Objectives are the means, not the ends. Course SLOs are the intended abilities and knowledge students can demonstrate after successfully completing the course objectives. SLOs must be written in measurable or observable terms and as actions that a student will perform in order to display the skills necessary to meet the SLO" (The Course Outline of Record: A Curriculum Reference Guide Revisited, pg. 22) Although not required by Title 5, SLOs are required by ACCJC, as stated in Standard IIA3:

"The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline." (ACCJC Accreditation Standards, pg. 5)

It should be noted that SLOs may not be duplicated from one course to the next. They must be unique to a given course. In other words, no two courses may have identical or nearly identical SLOs (Title 5, §55000(l)).

The relationship between SLOs, Specific Instructional Objectives/Course Objectives and Course Content is illustrated in Figure 5, below. As stated above, each section builds on the next, with the Course Content serving as a foundation. The topics listed in the Course Content are then developed into broader teaching goals/intentions in the Specific Instructional Objectives/Course Objectives section; these Specific Instructional Objectives then lead students to develop the skills necessary to demonstrate the broader/more overarching Student Learning Objectives.

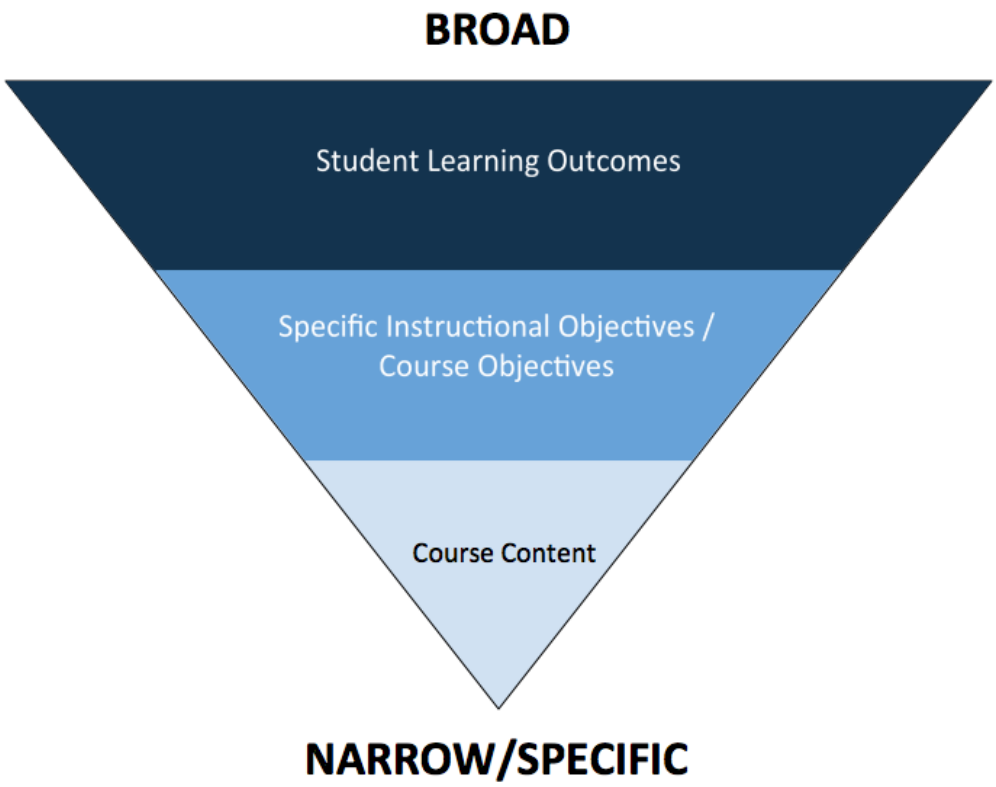


Figure 5 - Relationship between Student Learning Outcomes, Specific Instructional Objectives/Course Objectives and Course Content

6.3 Course Outline of Record Model Sections

The following entries are provided as model examples of sections of the Course Outline of Record (COR) with which faculty authors often have the most difficulty and receive the most feedback from the Technical Review Committee. For each example the Course Number, units and course format (lecture-only, lecture/lab, lecture/TBA) is provided. For a model example of a Distance Education (DE) supplement, please go to **Section 6.4 Distance Education Supplement Guide**.

We would like to acknowledge the following faculty authors who generously provided their course outlines of record as examples:

CHEM 220	General Chemistry II (5.0 units, lecture/lab)	Bob Tricca
COMM 127	Argumentation and Debate (3.0 units, lecture only)	Jessica Kaven
CRER 137	Life and Career Planning (1.0 unit, lecture only)	Sandra Mendez
ECON 100	Principles of Macro Economics (3.0 units, lecture only)	Paul Roscelli
KINE 308	Introduction to Fitness-Related Injuries (3.0 units, lecture only)	Cindy Jimenez
MART 325	Digital Painting (3.0 units, lecture/TBA)	Paul Naas

CHEM 220 (5.0 units, lecture/lab)

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Apply Ka, Kb, pKa, pKb, and pH concepts on complex equilibrium calculations
2. Construct simple voltaic cells and perform calculations involving reduction potentials
3. Describe enthalpy, entropy and free energy as it applies to spontaneous processes
4. Discuss chemical equilibrium and apply the concept to acid-base reactions and buffer solutions

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Derive the rate equation using the initial rates method.
2. Write rate laws and determine rate order.
3. Use integrated rate laws in calculations.
4. Draw qualitative energy diagrams and represent activation energy.
5. Predict reaction mechanisms.
6. Define chemical equilibrium and indicate the factors that affect it.
7. Analyze the meaning of reaction quotient and equilibrium constant.
8. Perform calculations using equilibrium constants.
9. Apply chemical equilibrium concepts to acid-base reactions.
10. Identify strong and weak acids and bases. Predict the outcome of acid-base reactions.
11. Use the concept of pH, pKa and pKb.
12. Calculate pH of buffer solutions.
13. Create acid-base titration curves.
14. Use solubility product constants in solubility calculations and to predict precipitation reactions.
15. Predict spontaneous processes in terms of entropy and free energy changes.
16. Use the relationship between free energy change and equilibrium constants to predict product-favored reactions.
17. Balance redox reactions in acid and basic solutions.
18. Construct simple voltaic cells and calculate cell potentials.
19. Recognize the difference between voltaic cells and electrolysis cells.
20. Use the Faraday's constant in electrolysis calculations.
21. Describe the chemistry of main group elements. List some of the preparation methods and uses.
22. Write formulas of coordination compounds. Determine their coordination number and geometry.
23. Describe the nature of nuclear chemistry. Write balanced nuclear reactions.
24. Predict the mode of radioactive decay based on the band of stability of isotopes.
25. Recognize some applications of nuclear chemistry.
26. Discuss the steps involved in the solution process, and indicate for each step whether energy is required or released.
27. Explain the meaning of the phrase "like dissolves like". Predict the solubility of a specified solute in a given solvent based on the "like dissolves like" rule.
28. Indicate what happens to the boiling point, the freezing point, and the vapor pressure of a solvent when a solute is added to it.
29. Determine the molar mass and the actual formula of a compound from the empirical formula and the freezing-point depression or the boiling point elevation of a solution in which the compound is the solute.

COMM 127 (3.0 units, lecture only)

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
   Upon successful completion of this course, a student will meet the following outcomes:
   1. Create and compose argumentative texts and/or oral presentations.
   2. Distinguish between factual statements and inferential reasoning in texts and oral rhetoric.
   3. Evaluate the validity and soundness of arguments.
   4. Classify and analyze common fallacies of language and thought in argumentative prose and/or oral presentations.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
   Upon successful completion of this course, a student will be able to:
   1. Research current events, philosophical, and ethical issues and apply the research in preparation for debates.
   2. Identify the components of arguments and their formal function within a debate; apply the knowledge as a skill in composing value and policy debates.
   3. Clearly present extemporaneous oral arguments, constructively and creatively respond to challenging questions, and refute arguments from their opposition.
   4. Attentively listen to and analyze the arguments of others, evaluate reasoning and evidence, and respond orally and in writing with critical questions and helpful suggestions.
   5. Demonstrate understanding of reasoning process and utilization of reasoning methods.
   6. Identify fallacies of reasoning, and use critical thinking skills in oral and written communication.

CRER 137 (1.0 units, lecture only)

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
   Upon successful completion of this course, a student will meet the following outcomes:
   1. Create an effective resume to be used for career-related opportunities.
   2. Evaluate career assessment results (interests, satisfying work skills, values and personality)
   3. Demonstrate knowledge of informational interviewing skills

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
   Upon successful completion of this course, a student will be able to:
   1. Define life stages and their relationship to career and life planning.
   2. Examine occupations, college majors and/or vocational programs that relate to identified interests.
   3. Analyze and integrate theories of personality as they relate to fields of study and career satisfaction
   4. Select and integrate satisfying transferable and self management skills into the career development process.
   5. Define and clarify life and career values.
   6. Summarize how motivated values can affect future career and life planning decisions.
   7. Identify and choose appropriate educational and career resources on-campus and on-line for career/ college major research.
   8. Analyze possible careers and/or majors as to appropriate personal fit based on all career assessment results.
   9. Explain how personal beliefs, social and cultural conditioning and workplace trends affect career choices and career planning.
   10. Demonstrate ability to appraise print and web-based information regarding labor market trends and careers.
   11. Examine individual decision-making process and goal setting strategies.
   12. Distinguish successful components of job search strategies, effective resume, cover letters and interview skills.

ECON 100 (3.0 units, lecture only)

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Define, measure and apply the principle of opportunity cost, recognizing the intended and untended consequences as it relates to macroeconomic ideas like trade theory, monetary policy and fiscal policy choices
2. Calculate measures of growth as well as name and describe the factors that correlate with economic growth and evaluate their effects of government policies on growth.
3. Identify and differentiate a normative from a positive statement as it relates to macroeconomic concepts like trade theory and macro measurements of an economy's health (e.g. GDP, inflation etc.)

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior.
2. Define, distinguish and analyze positive vs. normative statements. Define and distinguish inductive from deductive reasoning.
3. Define, distinguish, analyze fallacies of language and reasoning and anecdotal vs. statistical based reasoning.
4. Define, distinguish, apply, and analyze different rates of change using slope, graphs and linear equations.
5. Define and apply the concepts of supply, demand and equilibrium to make conclusions about market prices and production.
6. Define, classify, categorize, calculate, and interpret aggregate macroeconomic data such as: GDP, inflation, unemployment, budget deficits, debt and trade balances.
7. Identify and analyze the long run Classical Model of growth. Reach factual or judgmental conclusions based on sound inferences from the long run model assumptions
8. Identify and analyze the short run monetary and fiscal policies of the short run (Keynesian) macro stabilization model. Reach factual or judgmental conclusions based on sound inferences from the short run model.
9. Explain, draw conclusions about the role of saving, the market for loanable funds and long run interest rates.
10. Recognize and use private banking and Federal Reserve terminology and concepts such as fractional reserves and the money multiplier. Understand the Federal Reserve's role and its policy tools. Be able to predict the consequences of actions on the US banking system as a result of the use of The Federal Reserve's tools.
11. Derive and describe the factors that influence and predict the consequences of changing the market interest rate.
12. Derive the aggregate supply (AS) and demand curve (AD). Use the ASAD model graph to analyze the economic impacts of monetary and fiscal policy. Use the ASAD model to predict a change in prices and its consequences on the macro economy.
13. Synthesize the short run and long run models of the economy using the ASAD model. Be able to advocate and criticize the long run and short run model outcomes.
14. Use ASAD and AEAY economic models to explain the fluctuations in the parts of the Business Cycle
15. Be able to explain and use the Keynesian spending multiplier as well as the equation of exchange.

KINE 308 (3.0 units, lecture only)

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Assess proper standing posture and be able to recognize abnormalities from a lateral view using a plumb line.
2. Develop prudent athletic injury management and rehabilitation programs for the extremities.
3. Perform three selected range of motion assessments.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Perform basic injury assessments for various athletic injuries using strength, range of motion, and special tests.
2. Design a comprehensive rehabilitative program for selected athletic injuries.
3. Identify and correct postural abnormalities that increase susceptibility of athletes to injuries.
4. Identify and correct poor movement patterns and mechanics that result in injuries.
5. Possess working knowledge of basic emergency response, including CPR, First Aid, and AED.
6. Possess understanding of etiologies and mechanisms of injuries.
7. Possess an understanding of the vocabulary and terminology associated with athletic injury management.

MART 325 (3.0 units, lecture/TBA)

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Define the aesthetic characteristics associated with digital painting.
2. Describe the difference between RGB and CYMK color space and how they apply to digital painting and printing preparation.
3. Understand and perform the steps necessary to prepare digital files for print output.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Demonstrate a working knowledge of painting software in terms of both the technical tools and creative media.
2. Develop and prepare digital files for output as fine art prints utilizing appropriate file formats.
3. Compare and contrast RGB and CYMK color space comparing ink output from the image created digitally.
4. Appraise, analyze and experiment with image correction.
5. Select and implement an appropriate service bureau for outputting museum quality prints.
6. Demonstrate a working knowledge of brushes used in painting.
7. Demonstrate ability to use type in painting software.

Course Content (The following section contains examples of 1, 2, 3, 4, and 5-unit courses, examples of lecture only, lab only, and lecture/lab courses, and courses with a TBA component. Note the degree of intensity and overall amount of course content for various different unit loads. Also note the comments above LIT 442 and RADT 418 addressing issues of the specificity of course content and academic freedom.)

CRER 137 (1.0 units, lecture only)

COURSE CONTENT:
Lecture Content:

1. Exploration of Career Development Theories: life span stages, social-psychological factors including Maslow's Herzberg's and Super's Theories.
2. Personality Assessment: Define Holland's work personality type theory (RIASEC); Understand the Myers-Briggs Type Indicator results in relation to possible career and life satisfaction.
3. Interests clarification: Interpretation of Strong Interest Inventory, Career Assessment Inventory and COPS; research and evaluation of interests and careers.
4. Career Resources and Research: research careers and college majors using any of the following resources: O*Net, Occupational Outlook Handbook, EUREKA (The California Career Information System) and web-based resources. Using these resources to explore labor market and projected career trends. Follow up with informational interview assignment.
5. Academic majors in relation to interests, values and abilities; Evaluation of myths related to majors and careers; Exploration of majors utilizing EUREKA, Project Assist and college catalogs.
6. Skills Identification through evaluation of self-management skills, transferable skills using EUREKA Micro Skills IV, and motivated skills card sort; assessment of strengths and areas to improve on the SCAN competencies for the 21st Century.
7. Values clarification using motivated values card sort; values checklist/activities.
8. Decisions and Goal-Setting: critical examination of all career assessments, research completed and integration of social and cultural decision-making implications.
9. Job Search Process: Examination of effective job search strategies; development of a resume and cover letter; techniques for effective networking and interview skills and critique of video-taped mock job interview.

INTD 276 (2 units, lecture only)

COURSE CONTENT:
Lecture Content:

1. Kitchen and Bath Residential Construction and Systems
    A. Codes and Permits
    B. Designing Healthy Homes
    C. Energy Efficiency
2. Kitchen and Bath Drawings: Presentation, Plans, and Perspectives
    A. Project Documents
    B. Set of Documents for Kitchen and Bath
3. Measuring the Design Space
    A. Remodeling Job
    B. New Construction
4. Preparing a Set of Drawings
    A. Mechanical Plan
    B. Construction Plan
    C. Countertop Plan
    D. Soffit Plan
    E. Perspective Drawings
5. Kitchen and Bath Project Management: Installation, Contractors, Cost Control
    A. Time management
    B. Concept Planning
    C. Estimating
    D. Material Selection and Specification
    E. The Job Project Management Forms
    F. Using Technology to Present Ideas
    G. Client Relationships
6. NKBA's Graphic and Presentation Standards
    A. Purpose of Graphic and Presentation Standards
    B. Specifications
    C. Design Statement
    D. Titling Project Documents
    E. Copyright and Ownership

COMM 127 (3.0 units, lecture only)

COURSE CONTENT:
Lecture Content:

1. Examination of the Nature of Argumentation
    A. Historical development of argumentation
    B. The usefulness, limitation, and ethical standards of argumentation
2. How is a Unit of Argumentation Created
    A. Presumption
    B. Burden of proof
    C. The model of an argument
        a. Claims
        b. Grounds
        c. Warrants
        d. Reasoning
        e. Qualifiers
        f. Rebuttal
3. Propositions
    D. Classification of propositions
    E. Proposition of fact, value, and policy
4. Evidence and Argumentation
    A. Research of evidence, which includes analysis and evaluation of evidence and sources
    B. Types and tests of evidence
    C. Methods of critical inquiry/reasoning
5. Reasoning and Argumentation
    A. Argument from cause
    B. Argument from generalization
    C. Argument from parallel case
    D. Argument from analogy
    E. Argument from authority
6. What to Avoid in Argumentation
    A. Fallacies in reasoning
    B. Fallacies in research
    C. Fallacies in appeal
    D. Fallacies in language
7. Presenting, analyzing, and evaluating oral and writing arguments
    A. Audience analysis
    B. Language choice and style
    C. Delivery and argumentation technique
    D. Building credibility with an audience
    E. Critical analysis of discourse
8. Forming a Proposition of Policy
    A. Advocating policy propositions
        a. Establish a need
        b. Providing a solution
        c. Projecting outcomes
    B. Opposing policy propositions
        a. Examine definitions
        b. Refute reason for change
        c. Refute consequences of change
        d. Offer a counterproposal

COURSE CONTENT:
Lecture Content:

1. Fundamentals of Economic Thinking
    A. Scarcity and tradeoffs
    B. Opportunity Costs, rates of change, increasing, diminishing and decreasing functions
    C. Production Possibilities
    D. Marginal Analysis
    E. Rational Behavior
    F. Positive v. Normative Distinction
    G. Fallacies of composition: correlation, association, causation;
    H. Reason inductively vs. deductively
    I. Simplifying and critical assumptions built in to model
2. How Markets Operate
    A. Definition of a market
    B. Factors of production
    C. Supply and demand; equilibrium and disequilibrium analysis.
    D. Price mechanism as a signaling and allocation device.
    E. The Role of profit
    F. Producer and consumer surplus
    G. Price control
3. Measuring the economy
    A. National output and productivity
    B. Price level
    C. Business cycle
    D. Unemployment
4. Modeling the business cycle
    A. Recessions and recoveries
5. Monetary system
    A. Money creation and banking
    B. Role and function of central banks
    C. Money demand and velocity
    D. Inflation
6. The financial system
    A. Saving and the loanable funds market
    B. Investment
    C. Role of interest rate
7. The role of the government in the macro economy
    A. Stabilization policy
    B. Aggregate Expenditure and Aggregate Income
    C. Deficit and debt
    D. Fiscal and monetary policy
    E. Keynesian multipliers and MPC
    F. AS/AD Mode
8. Economic growth and development
    A. Long Run Classical Model
    B. The role of Saving
    C. The roles of technology, labor, capital and natural resource
9. Balance of payments and trade
    a) Exports and Imports

b) Trade Balance
c) Specialization and gains from trade
d) Specialization and division of labor
e) Absolute Advantage
f) Comparative Advantage

LIT 442 (3 units, lecture only) Note the introductory description that acknowledges the potential variation in specific lecture content depending on the particular focus of the course. Also note the flexibility of the content description – in this case, an example of a possible film genre is given (film noir) – to allow for the academic freedom of instructors.

COURSE CONTENT:
Lecture Content:

Focuses on different topics in film study each semester. Topics may be the films of a specific era, a specific nationality, a particular genre, or a particular director. The course may focus on social topics such as the civil rights era, the cold war, the portrayal of ethnic minorities in film.
For each topic the course examines:

A. the stylistic elements of the films studied;
B. the directors, actors, writers represented in the study topic
C. important social and political contexts of the films studied;
D. relevant works of film criticism.

For example, a course focusing on *film noir* might contain the following specific topics:

A. Earlier film styles which influenced *film noir*
    1) German Expressionism
    2) Soviet montag
    3) Gangster movie
    4) Pre-code films
B. Philosophical influences on *film noir*
    1) Existentialism
    2) Freudian psychology
C. Literary influences on *film noir*
    1) Detective fiction
    2) Naturalistic fiction
D. Distinctive stylistic elements of *film noir*
    1) chiriascuro lighting
    2) odd angles in lighting and setting
    3) moving camera
    4) urban landscape
    5) flashback
    6) voice over narration
E. Important *noir* creators
    1) director
    2) actor
    3) Cinemaphotographers
F. Social contexts
    1) the Hayes Cod
    2) the great depression
    3) WWI
G. After *noir*
    1) neo *noir* films – ("Chinatown", "Pulp Fiction"
    2) the French 'New Wave'
    3) Italian neo realism

COURSE CONTENT:
Lecture Content:

- Painting styles: traditional and digital
  - Traditional media types vs. digital approximations
  - Combining both styles for a hybrid product
  - Working consideration
    - Support media
    - Drying times
    - Brush types and support materials
- Digital painting tools
  - Standard tablets (Intuous, Bamboo)
  - Video tablets (Cintiq)
  - Portable tablets (Surface, iPad, Android)
    - Tool-specific software (Sketchbook, Photoshop Elements)
- Managing and manipulating digital files
  - Naming conventions
  - File types: advantages/disadvantages
  - Alpha channels
  - Layers
- User interface
  - Interface layout
  - Interface customization
  - Maximizing screen space
  - Keyboard shortcuts
- Color theory
  - Primary, secondary, and tertiary
  - Complimentary colors
  - Analogous
  - Triads
  - Tetradic
- Selection techniques
  - Lasso tool
  - Marquee tool
  - Magic wand tool
  - Quick select tool
- Content, context, form, technique and the creation of successful paintings
  - Golden ratio
  - Rule of thirds
  - Center of interest
  - Color and contrast
  - Lights vs darks
  - Texture as a tool
- Scanning and digital input
  - Resolution considerations
  - File format
  - Importing into your project

        - Layers/layer types
    - Special effects
        - Layer modes (Multiply, hard light, etc)
        - Layer styles (drop shadows, stroke, glows)
    - Additive vs subtractive color
        - RGB
        - CMYK
        - Color space gammas
        - Projected light vs. reflected light
        - The limitations of a computer monitor
        - Proper monitor calibration
    - Working with type
        - Font types
        - Font selection
        - Text placement
        - Color/texture considerations
    - Printing digitally painted images
        - Color space
        - Output resolution
        - Standard print sizes
        - Paper/ink quality
        - Offset vs. digital printing

TBA Hours Content:

1. Painting styles: traditional and digital
2. Digital painting tools
3. Managing and manipulating digital files
4. Selection techniques
5. Natural media and brushes and their translation in the digital realm
6. Communicating with imagery
7. Content, context, form, technique and the creation of successful paintings
8. Scanning and the digital input (including digital camera images)
9. Special effects
10. Additive vs. Subtractive color

BIOL 250 (4 units, lecture/lab)

COURSE CONTENT:

Lecture Content:

1. Organizational Anatomy
    A. anatomical planes
    A. anatomical regions
    B. body cavities and membranes
2. Epithelia and Connective Tissues
    A. types
    B. histology
    C. characteristics
3. Integumentary system
    A. skin
    B. accessory structures
4. Bones/skeletal system
    A. surface anatomy of bones
    B. gross anatomy of skeletal elements
    C. microscopic structure of compact bone
    D. ossification and remodeling
5. Joints
    A. joint movements
    B. classification of joints
    C. synovial joints
6. Muscle
    A. surface anatomy of muscles
    B. gross anatomy of skeletal muscle
    C. microanatomy of skeletal muscle
7. Nervous System
    A. anatomy and classification of neurons
    B. glial cells
    C. gross anatomy of spinal cord and brain
    D. blood-brain barrier
    E. meninges and cerebrospinal fluid
    F. cranial and spinal nerves
    G. sensory organs
8. Endocrine system
    A. pituitary gland
    B. other endocrine organs – specific examples may vary between instructors/course sections
9. Heart
    A. gross anatomy of heart
    B. microscopic anatomy of heart
    C. blood path
    D. blood supply to heart
10. Blood vessels
    A. surface anatomy of vasculature
    B. structure of arteries, capillaries and veins
11. Lymphatic system
    A. lymphatic vessels
    B. lymphatic organs/tissues
12. Respiratory system

A. gross anatomy of the conducting zone
B. microanatomy of the respiratory tract
C. gross anatomy of the respiratory zone
D. muscles of ventilation

13. Digestive system
    A. gross anatomy and microanatomy of gastrointestinal tract
    B. gross anatomy and microanatomy of accessory digestive organs
    C. mesenteries
    D. nerve supply of gastrointestinal tract
14. Urinary system
    A. gross anatomy of urinary system
    B. microanatomy of kidneys
15. Reproductive systems
    A. gross anatomy of male reproductive system
    B. gross anatomy of female reproductive system
    C. embryologic development of reproductive systems
16. Embryological origins of tissues and effects of aging and pathologies. Specific examples covered may vary between instructors/course sections.

Lab Content:

In the laboratory, students will identify the microscopic and gross anatomical structures of the major human organ systems. This hands-on work will occur primarily using human cadavers, prosected specimens, and bones. Specific content includes:

1. Identification of bones, their landmarks and foramina
    A. axial skeleton
    B. upper appendicular skeleton
    C. lower appendicular skeleton
2. Identification of superficial musculature
    A. head and neck muscles
    B. upper limb muscles
    C. torso muscles
    D. lower limb muscles
3. Identification of gross and microscopic features of organs and systems
    A. central nervous system
    B. peripheral nervous system
    C. integumentary system
    D. circulatory system
    E. respiratory system
    F. digestive system
    G. urinary system
    H. reproductive systems

RADT 418 (4.5 units, lab only – field experience) Note the introductory description that acknowledges the potential variation in specific lab content depending on the particular clinical setting.

COURSE CONTENT:
Lab Content:

This course provides students with real-life experience in a clinical setting. Each clinical setting is different and students are exposed to a variety of radiologic exams depending on the clinic. The number of hours for the clinical experience, and thus units, correspond with the time needed for students to gain knowledge and skills in the clinical setting as they work towards being job ready.

1. Observe radiographic examinations observing correct positioning, image receptor placement, and central beam alignment.
2. Perform with assistance radiographic examinations observing correct positioning, image receptor placement, and central beam alignment.
3. Perform radiographic examinations demonstrating correct positioning, image receptor placement, and central beam alignment.
4. Describe and demonstration radiation safety for patient and personnel.
5. Relate appropriate projections to demonstrate specific anatomy.
6. Identify required radiographic anatomy on images.
7. Demonstrate safe operation of radiographic equipment while performing various radiographic examinations.
8. Describe medical conditions that affect performance of various radiographic examinations.

COURSE CONTENT:
Lecture Content:

1. Solutions and Colligative Properties

   A. Saturated, supersaturated and unsaturated solutions.
   B. Factors affecting solubility.
   C. Expressing concentration e.g., molality, mole fraction, %mass, etc.
   D. Colligative properties, e.g., freezing pt. depression, boiling pt. elevation, vapor pressure lowering & osmotic pressure.
   E. Effect of intermolecular forces on solubility.

2. Chemical Kinetics

   A. Factors affecting reaction rates
   B. Instantaneous rate versus average rate
   C. Reaction order
   D. Rate constant
   E. Differential rate laws
   F. Integrated rate laws
   G. Reaction half-life
   H. Activation energy
   I. Arrhenius equation
   J. Catalysis

2. Chemical equilibrium

   A. Writing mass action expressions, K_c, K_p
   B. Relationship between K_c and K_p
   C. Writing mass action expressions for heterogeneous reactions
   D. Calculating the reaction quotient Q
   E. Calculating K or final product concentrations using an ICE table
   F. Le Chatelier's Principle

3. Acids and Bases

   A. Arrhenius definition
   B. Bronsted-Lowry definition
   C. Autoionization of water
   D. pH scale
   E. pH calculations for strong acids & bases
   F. pH calculations for weak acids & bases
   G. Hydrolysis of salts
   H. Relationship between K_a & K_b
   I. Lewis acid base theory

4. Aqueous Ionic Equilibrium

   A. The common ion effect
   B. Buffer solutions
   C. Henderson-Hasselbach equation
   D. Strong acid-strong base titrations
   E. Weak acid or weak base titrations
   F. Polyprotic acids

G. K_{sp}
H. Calculating K_{sp} using ICE tables
I. Factors affecting solubility of salts
J. Precipitation and separation using K_{sp} and ion product Q

5. Thermodynamics

A. Spontaneous and nonspontaneous processes
B. Entropy change for phase change
C. 2nd Law
D. Microstates
E. Boltzmann's equation
F. Calculating ΔS and ΔG for chemical reactions
G. Gibbs free energy equation
H. Relationship between ΔG and K
I. Calculating ΔG under nonstandard conditions.

6. Electrochemistry

A. Balancing redox equations in acid - base solutions.
B. Intro to voltaic cells
C. Calculating cell EMF under standard conditions
D. Calculating cell EMF under nonstandard conditions
E. Relationship between cell EMF and ΔG
F. Calculations with the Nernst equation (non-standard conditions)
G. Concentration cells
H. Electrolysis

7. Nuclear Chemistry

A. Types of radioactive decay
B. Writing nuclear equations
C. Belt of stability
D. Nuclear transmutations
E. Rates of nuclear decay
F. Nuclear binding energies
G. Fission
H. Fusion

8. Transition Metals & Coordination Compounds

A. Properties of transition metals
B. Oxidation states
C. Ligands & chelating agents
D. Structure & isomerization

Lab Content:

1. Solubility of Organic and Inorganic Compounds
2. Colligative Properties: Freezing Point Depression
3. Introduction to UV Spectroscopy
4. Kinetics of the Decomposition of Crystal Violet Dye
5. Determination of an Equilibrium Constant

6. Le Chatelier's Principle
7. The pH of Salts, Acids and Bases
8. Base Standardization & Titration of Unknown Acid
9. Determination of Ka and Concentration of an Unknown Acid
10. Preparation of a Buffer
11. Qualitative Analysis
12. Determination of Solubility Constant, Ksp for Calcium Iodate
13. Determination of ΔH, ΔS and ΔG for Ionic Salt
14. Determination of Thermodynamic Values for Dissolution of Borax
15. Constructing Electrochemical Cells
16. Electrolysis, the Faraday and Avogadro's Law

CHEM 220 (5.0 units, lecture/lab)

Frequently Recommended Preparation	
Frequently Recommended	Eligibility for ENGL 100. **Writing** 1. Use complex sentences as well as correct punctuation and mechanical conventions. 2. Demonstrate basic knowledge of essay requirements. **Reading** 1. Read material at the 11th grade level applying literal and inferential comprehension skills. 2. Determine word meanings of vocabulary used in material at this level.
Justification for Frequently Recommended Preparation	
Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)	
Acceptable written and oral communication skills are required for: 1) comprehension of written reading material for lecture and class 2) preparing clear and concise lab reports 3) engaging in scientific discussions with faculty and peers	

COMM 127 (3.0 units, lecture only

Frequently Recommended Preparation	
Frequently Recommended	Eligibility for ENGL 100. **Writing** 1. Use complex sentences as well as correct punctuation and mechanical conventions. 2. Demonstrate basic knowledge of essay requirements. **Reading** 1. Read material at the 11th grade level applying literal and inferential comprehension skills. 2. Determine word meanings of vocabulary used in material at this level.
Justification for Frequently Recommended Preparation	
Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)	
Students who do not yet possess the basic skills to construct a solid paper and/or outline with components such as a thesis, introduction, body, and conclusion, as well as the ability to logically support main ideas with credible evidence gathered through different research methods, will be highly unlikely to succeed in this course.	

CRER 137 (1.0 units, lecture only)

Frequently Recommended Preparation	
Frequently Recommended	Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400. **Writing** 1. Write complete sentences and unified paragraphs. 2. Use correct basic punctuation, grammar and syntax. **Reading** 1. Read material at 9th grade level accurately and with good comprehension. 2. Determine word meanings of vocabulary used in material at this level.

Justification for Frequently Recommended Preparation
Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)
1. Because this course is designed to prepare students for the work environment, they must use proper grammatical structure while completing written research projects and career portfolio. 2. Because this course is designed to prepare students for the work environment must use proper punctuation, grammar, and syntax while completing required research papers. 3. Students must be able to read at the 9th grade level in order to understand the required textbooks and course materials.

ECON 100 (3.0 units, lecture only)

Frequently Recommended Preparation	
Frequently Recommended	Eligibility for ENGL 100. Writing 1. Use complex sentences as well as correct punctuation and mechanical conventions. 2. Demonstrate basic knowledge of essay requirements. Reading 1. Read material at the 11th grade level applying literal and inferential comprehension skills. 2. Determine word meanings of vocabulary used in material at this level.

Justification for Frequently Recommended Preparation
Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)
Exams are essay based. Both the textbook and assigned in class readings expect the student to be able to make literal and inferential references. Students will be reading and writing with online materials that use complex sentence structures. Finally, social sciences in general, at Canada College have moved toward more uniformity with respect to recommended preparation. This change is in line with that move.

MART 325 (3.0 units, lecture/TBA)

Frequently Recommended Preparation	
Frequently Recommended	Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400. **Writing** 1. Write complete sentences and unified paragraphs. 2. Use correct basic punctuation, grammar and syntax. **Reading** 1. Read material at 9th grade level accurately and with good comprehension. 2. Determine word meanings of vocabulary used in material at this level.
Justification for Frequently Recommended Preparation	
Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)	
Reading skills necessary to understand course materials, handouts, homework and TBA assignment instructions, and any ancillary materials as provided by instructor. Writing skills necessary for completing class writing assignments, and creating text-based materials for homework and TBA assignments.	

CHEM 220 (5.0 units, lecture/lab)

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- Weekly laboratory reports (5-6 pages)

Reading Assignments:

A. Approximately 1 chapter per week from the textbook (approximately 20-30 pages)
B. Materials in preparation for laboratory exercises (one per week, approximately 7-10 pages in lenght)

Other Outside Assignments:

- None.

To be Arranged Assignments:

- Not applicable.

COMM 127 (3.0 units, lecture only)

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

A. Compose full-sentence outlines (2-5 outlines, approximately 2-10 pages each)
B. Prepare written peer feedback and self-critique (2-5 assignments, 2-4 pages each
C. Research paper on fact, value, and/or policy propositions (2-3 papers/outlines, 3-5 pages each)
D. Analyze current issues through written, oral, and video components (2-4 assignments, 5-8 pages each)

Reading Assignments:

A. Study required text assignments (1 chapter per week, approximately 20-30 pages in length)
B. Research and gather supporting materials (4-10 academic sources per speech, approximately 10-30 pages each)
C. Review sample outlines (5-8 reviews, approximately 2-10 pages each)
D. Analyze current issues via news, internet, and media outlets (2-5 critiques, approximately 3-5 pages each)

Other Outside Assignments:

A. Rehearse and deliver speeches (2-4 speeches, approximately 2-10 minutes each)
B. View and analyze live or past debate (i.e., Presidential debates, collegiate debates) (2-5 critiques, approximately 2-5 pages each)
C. Apply critical listening to analyze media content (2-3 papers, approximately 2-3 pages each)
D. Conduct appropriate research (4-10 academic sources per speech/paper, approximately 10-30 pages each)

To be Arranged Assignments:

- Not applicable

CRER 137 (1.0 units, lecture only)

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

A. Personal History Paper- students prepare a 2-3 page report that summarizes their background, education, work, and leisure activities.
B. Putting It All Together Paper - students prepare a 3-5 page paper that summarizes their assessment results and describes their best fit in a job or career.
C. Career Exploration Assignment- students research 3 careers/occupations and write a 4-6 page paper which summarizes their results.

Reading Assignments:

A. Textbook Reading: Read one chapter per week, approximately 15 pages per chapter
B. Career Articles: Read one article per week, approximately 5-7 pages per week
C. College Catalog: Read approximately 10 pages per week

Other Outside Assignments:

- Informational Interview Report/Presentation- Students arrange and conduct an interview, prepare a 3-5 page written report, and make a class presentation.

To be Arranged Assignments:

- Not applicable.

ECON 100 (3.0 units, lecture only)

8. **REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

A. Bimonthly written homework sets that review and analyze economic principles (4-8 pages)
B. Online weekly assignments of schedulued material (2-3 pages)
C. Economic puzzle paper that applies economic principle (once) 2-3 pages
D. Optional research paper 11-15 pages

Reading Assignments:

A. Chapter readings in text book (16 chapters)
B. Reading of economic "novel" (e.g. Price of Everything)
C. Articles from Economist magazine, New York Times and Wall Street Journal etc...

Additional detail: textbook chapter readings (approximately 20 pages per chapter) and additional readings (approximately 10 pages per week).

Other Outside Assignments:

- Articles on various economic topics.
- Economist articles
- Wall Street Journal Articles
- Blog articles

To be Arranged Assignments:

- Not applicable

KINE 308 (3.0 units, lecture only)

8. **REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

A. A professional interview assignment where the student is asked select a person who has experienced a serious musculoskeletal injury and was able to recover successfully. A detailed account of their rehabilitation process will culminate in a 5-page essay.

Reading Assignments:

A. Designated chapter readings for each lecture topic at approximately 15-20 pages per chapter.
B. Supplemental readings as assigned, such as 3-4 pages per peer-reviewed journal articles.

Other Outside Assignments:

- Comprehensive rehabilitation design project in the form of a 10-15 minute in-class presentation using presentation software such as PowerPoint. A hard copy of the presentation will be submitted in 15-20 slides.

To be Arranged Assignments:

- Not applicable.

MART 325 (3.0 units, lecture/TBA)

8. **REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

A. Short answer and essay answers to 5-6 questions per assignment (4-5 assignments per topic), approx. 25-100 words per answer.
B. Written short answer and short paragraphs incorporated in the 10-15 assignments and 5-6 projects, approx. 25-100 words per answer.

Reading Assignments:

- Weekly reading from course textbook (1-2 chapters) approx. 30-50 pgs./week

Other Outside Assignments:

- Completion of 5-15 homework assignments

To be Arranged Assignments:

A. Introduction to Painter (4 hours)
B. Assignment 1: Dry Media (10 hours)
C. Assignment 2: Water Color (10 hours)
D. Assignment 3: Oil/Acrylic (12 hours)
E. Assignment 4: Trompe L'oeil Painting (12 hours)

6.4 Distance Education Supplement Guide

This section written by Attila Elteto, Distance Education Curriculum Coordinator

To add a Distance Education component to a new or existing course, the initiating faculty member must contact the current DE advisor for assistance in completing this portion of their curriculum proposal. This section is intended to serve as a guide for faculty completing a DE Addendum. For information on Distance Education and how to add Distance Education to a course, see **Section 4.10 Distance Education and Honors Supplements**.

Once Distance Education has been added as a Mode of Delivery for a course, 2 new screens will be created for the course and the corresponding links will appear on the Course Checklist: "Distance Ed" and "DE Contact."

Distance Ed screen

Distance Ed Supplement: Please select whether the supplement material is New or a Revision. Do not check both. (Note that making changes to the DE Contact screen is considered a "Revision" to the Distance Education Supplement.)

Distance Education: The faculty author or the discipline expert in charge of the online delivery of the course should have some training or experience in online education. Please specify where the individual(s) responsible for online delivery of the course received training or experience.

Method of Distance Education:

> Online/Hybrid: This is for courses that can be either delivered fully online, or a combination for online and in-person (hybrid). If the course is hybrid-only (i.e. there is a portion of the delivery or evaluation that cannot be conducted online but must be in person) you must take additional steps. See section below ("Hybrid-only courses") for guidelines.
>
> Other methods: If the course requires options that are different from either online, or in-person delivery or evaluation you must check this box, and specify below ("Other Methods") with an explanation.

Online Method Limitations: This section must explain any limitations to the online delivery and evaluation that may require the student to take action in addition to the implied nature of the course (e.g. internet access, use of word processing software are already understood as part of common online courses, but video recording by the student is not necessarily). This section must be completed if the course if "Hybrid-only". Even for fully online courses this section should list limitations if the delivery, or evaluation require additional actions by the student (e.g. If a required part of the course is video by the student, you will want to list here the need by the student to acquire the necessary video recording hardware). If there are no substantial limitations, you may leave this section blank.

Other Methods: This section applies only if you checked the "Other methods" box under Method of Distance Education. Otherwise, you may leave it blank. Provide an explanation as to what methods other than online or in-person delivery or evaluation must be used to conduct the course.

Course Content and Methodology: This is a quick checklist for the author whether all the parts of the DE supplement are satisfactory. Only when all parts are checked is this section complete.

Instructional Methodologies: This item is a selection list of possible instruction delivery. You will need to click on one item, then Ctrl+click (or Command+click for Macs) all other relevant items to add additional delivery methods. Some methods may introduce considerations for Online Method Limitations (see above) or Accessibility (below).

Representative Courseware/Textbooks/Materials: List items here only if they are different from the in-person version of the course. If the online and in-person versions of the course use the same textbook and materials, you should write "No

additional textbooks and materials apply." Also, listing basic software (e.g. Internet Explorer or equivalent, Microsoft Office) is not necessary, as they are implied by the nature of the course.

Methods of Evaluation of Student Performance: List, and describe evaluation (including frequency) of student performance not necessarily required by the in-person version of the course. For example, weekly online quizzes, and discussion boards are commonly necessary for online versions of the course, but not necessary in all in-person deliveries. However, submitting papers or homework through e-mail is not substantially different between the two versions, and hence needs not be listed here.

Again, certain evaluation methods (e.g. video presentations by the student) may introduce Online Method Limitations or Accessibility considerations.

If any of your assignments require authorized supervision (e.g. specific field trips) that cannot be substituted by alternate assignments, your course is a "hybrid-only" course (see section below for additional requirements). If you are able to offer alternate assignments to such requirements, and hence can offer the course fully online, you should specify them here.

How are you ensuring that students with disabilities can access your course in accordance with Section 508? This section must be completed in accordance with federal law (Rehabilitation Act of 1973, section 508) for equivalent delivery of instruction and evaluation. You must specify what the *instructor* will do to their instructional methodology and evaluation material that ensures equal access by students with disability. For example, if the course requires reading of handouts, they should be formatted through ADA guidelines with clear sections and headings. If the course requires the student to watch certain videos, these must have captioning provided by the instructor (auto-captioning is not sufficient). If the student is required to view figures or images, the instructor must provide alternate texts for these.

Note that this section does not require listing of accessories or accommodations *by* the student or ones provided by the DRC (e.g. you need not list the need for text-reading software, or recording devices used by the student).

<u>DE Contact screen</u>

This section should list the means, and frequency of contact types by which the instructor and student can communicate their concerns about the course, student progress, etc. This is not meant to list ways of instructional delivery or evaluation (e.g. don't list "weekly homework and feedback" here). State guidelines specify that instructors of online courses must be able to respond to student concerns within a 24-48-hour time frame. SMCCCD guidelines ask for a response time within 24 hours. You should list at least one of your contact methods (usually e-mail, or a discussion forum set up for this purpose) that abide by these guidelines.

<u>Note on hybrid-only courses</u>

A hybrid-only course is one that is delivered and evaluated partially online, but has portions that for justifiable reasons can only be delivered through in-person supervision by the instructor of record.

Note that courses that are approved for fully online delivery may be offered in hybrid format without modifying the COR, as the fully online approval allows the course to be taught in the hybrid format as well. If, however, a course is meant to be offered in hybrid format *only* (and not ever fully online), this must be specified in the DE Supplement of the COR for that course.

Courses that will be offered hybrid-only must complete all parts of the Distance Ed. and DE Contact sections as detailed above. In addition, the following applies for these hybrid-only courses:

- The "Online Method Limitations" portion of the Distance Ed. section must declare that the course is hybrid only, and explain the reasons why. (i.e. answer the question: "what instructional or evaluation methods require person-to-person contact that cannot be delivered through online methods?").
- On the “Basic Course Information” screen, in the “Justification For Board Report OR Curriculum Inventory update” field, the faculty author must state that "The DE supplement is meant for hybrid-only offerings of the course." This will help the Technical Review Committee review the course appropriately.

The following entry is provided as a model example the Distance Education Supplement. We would like to acknowledge the following faculty author who generously provided her course outline of record as an example:

LING 200 Introduction to Linguistics: A Survey of Language Sarah Harmon

Introduction to Linguistics: A Survey of Language Distance Education	**DE Approval Date:**
LING 200 Introduction to Linguistics: A Survey of Language	
Modes of Delivery • Lecture • Online • Hybrid and/or Web Assisted	
Distance Ed Supplement • New distance education supplement	
Distance Education Training Distance education component was developed by an instructor with training in online pedagogy. **Training:** I have participated in both STOT I and II sessions, in addition to having training in graduate schoo with respect to instructional design and best practices in pedagogy for distance education and online learning.	
Method of Distance Education • Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below) • Other of Modes of Delivery (describe below)	
Online Method Limitations Students need to acquire the necessary audio/video equipment on their end.	
Course Content and Methodology: • The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. • If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. • The instructional equipment and materials are sufficient. • The preparation and training of faculty are sufficient. • Regular personal contact between students and instructor is sufficient. • Methods of student evaluation are designed to maintain examination security. • Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.	
Instructional Methodologies (How will you deliver the course content?): • Announcements/Bulletin Boards • E-mail • Electronic Forum • Online Presentations • Resource Links • Two-Way Video conferencing (Two-way interactive video and audio)	
Representative Courseware/Textbooks Materials: No additional texts or materials apply.	

Methods of Evaluation of Student Performance:

Online quizzes
Weekly homework, either submitted via digital drop box or online forums
Online discussion forums with required interaction between students
Submission of final term paper online
Collaborative work on projects online, such as wikis and analysis of materials
Submission of presentation of final paper via video link

How are you ensuring that students with disabilities can access your course in accordance with Section 508?

All videos will be captioned. All documents will be formatted so as to comply with technology. All images and additions to the LMS will be properly tagged and described.

Contact Types

DE Contact

- Announcements/Bulletin Boards - All course announcements would be posted on the announcements board, along with being emailed to students.
- Chat Rooms - Office hours would be conducted using chat rooms or similar technology, such as 3CMedia's CCC-Confer.
- Discussion Boards - There would be discussion boards utilized for both student work and general 'questions and answers'.
- Email Communication - For more personal communication, email would be employed.
- FAQ - FAQs would be provided to discuss course policy, elements of the course, and best practices.
- Resource Links - Resource links would be provided for a number of types of resources, both directly related to the lecture and for the term paper project.
- Scheduled Face-to-Face Meetings - Office hours on campus would be provided on a weekly basis.

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