

**Cañada College**  
**Curriculum Handbook**  
**2015-2016**

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**Cañada College**  
**Curriculum Handbook**  
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### Alphabetical List of Acronyms and Abbreviations

Acronym/Abbreviation	Definition
A.A.	Associate of Arts
A.A.-T	Associate in Arts for Transfer
ACCJC	<a href="#">Accreditation Commission for Community and Junior Colleges</a>
ADT	<a href="#">Associate Degree for Transfer</a>
A.S.	Associate of Science
A.S.-T	Associate in Science for Transfer
ASCCC	<a href="#">Academic Senate for California Community Colleges</a>
ASSIST	<a href="#">Articulation System Stimulating Interinstitutional Student Transfer</a>
C-ID	<a href="#">Course Identification Numbering System</a>
CCC	California Community Colleges
CCCCO	<a href="#">California Community Colleges Chancellor's Office</a>
COR	Course Outline of Record
CSU	<a href="#">California State University</a>
CSU-GE-Breadth	<a href="#">California State University General Education - Breadth</a>
CTE	Career Technical Education
FLC	Faculty Load Credit
IGETC	<a href="#">Intersegmental General Education Transfer Curriculum</a>
MIS	<a href="#">Management Information Systems</a>
PCAH	<a href="#">Program and Course Approval Handbook</a>
SB	Senate Bill
TBA	To Be Announced (formerly Hours By Arrangement)
TMC	<a href="#">Transfer Model Curriculum</a>
TOP	<a href="#">Taxonomy of Programs</a>

UC

[University of California](#)



# 1. Curriculum Committee Organization

## 1.1 Statement of Purpose

The Curriculum Committee, a standing committee of the Academic Senate, in consultation with the Vice President of Instruction and College President, acts as an advisory body to the Board of Trustees. 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. To these ends, the Curriculum Committee shall make recommendations to the Governing Council about general instructional policy and standards, degree and certification requirements, initiation and modification of programs and courses."*

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 (A.A./A.S./A.A.-T/A.S.-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
- Two faculty members from each of the academic and counseling divisions
- One Transfer Center Program Supervisor
- One Degree Audit Program Services Coordinator
- One student representative
- 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

- Curriculum and Instructional Systems Specialist (serves as Technical Review Committee Chairperson)
- Curriculum Committee Chairperson
- Library Representative
- Vice President of Instruction

When Distance Education/Honors addendum approval is required, the current Distance Education advisor/Honors Transfer Program Coordinator will be consulted during Technical Review.

### **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 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

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

The Curriculum Committee Chairperson and Vice President of Instruction 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 described above, 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 Instructional Planning Council and attend all meetings
- serve as a member of the San Mateo Community College District Curriculum Committee and attend all meetings

In addition to the tasks described above, the Vice President of Instruction 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 SMCCD Board of Trustees all new course and program approvals and banked and deleted courses actions 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), transfer, C-ID 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 at regular Division meetings to keep faculty apprised of updates to Curriculum Committee policies and procedures 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 the Chair of the Curriculum Committee 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 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 and Approval Procedure](#).

### 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.

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

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 and/or hours
  - change in course repeatability
  - change in prerequisites, corequisites and/or recommended preparation
  - addition/revision/deletion of Distance Education, Honors or Ethnic Studies addendums
- 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 Tuesday 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 and Approval Procedure

*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.*

Proposals for new courses/programs and modifications of curriculum must be authored by a faculty member. 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 faculty been consulted?
- Is the course content appropriate to the discipline proposing it?
- 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?

#### 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 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 Procedure*

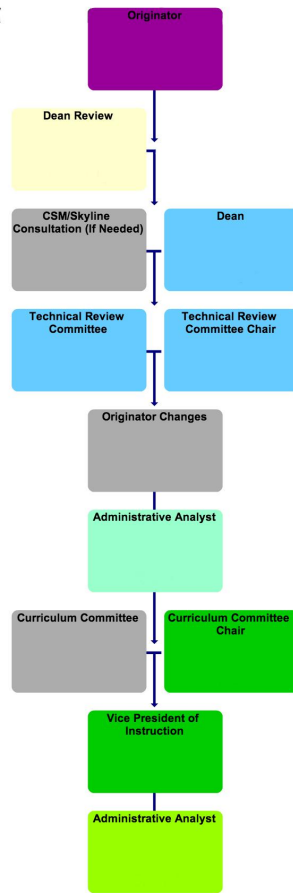
- Once a faculty member has prepared a proposal they will submit this to their division dean for review via the submission process in [CurricUNET \(Curriculum Proposal Submission deadline #1\)](#).
- Following this initial review, the division dean may return the proposal to the faculty author with requests 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 4.12 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 comments/requested changes will be submitted to the faculty author ([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 4.12 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](#).
- In those instances where a Committee member is the faculty member making the proposal or his/her program is under consideration, he/she shall not participate in the deliberations or in making the decision. If the Committee deems it necessary, another faculty member shall be selected to replace the excluded voting member; the member being replaced shall not participate in the selection of the replacement.

#### *Curriculum Approval Procedure*

- 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 dean and 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. Approved programs are submitted for ADT approval, where appropriate, by the Articulation Officer.



**Fig. 1 - Curriculum Proposal & Approval Procedure**

*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 originator(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, she/he 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**

- 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 during the 2015-2016 academic year will take effect at the beginning of the Fall 2016 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 2015 - 2016

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
1-year Extension Modifications Due	9/11/2015	8/7/2015	8/12/2015	8/19/2015	8/26/2015	9/2/2015
Deadline for UC TCA Final Appeals Submissions	9/25/2015	8/21/2015	8/26/2015	9/2/2015	9/9/2015	9/16/2015
	10/9/2015	9/4/2015	9/9/2015	9/16/2015	9/23/2015	9/30/2015
	10/23/2015	9/18/2015	9/23/2015	9/30/2015	10/7/2015	10/14/2015
	11/13/2015	10/9/2015	10/14/2015	10/21/2015	10/28/2015	11/4/2015
	11/27/2015	No meeting - Thanksgiving Recess				
Deadline for IGETC/CSU GE	12/11/2015	11/6/2015	11/11/2015	11/18/2015	11/25/2015	12/2/2015
	12/25/2015	No meeting - Winter Recess				
	1/8/2016	No meeting - Winter Recess				
Deadline for FALL 2016 Class Schedule**	1/22/2016	12/18/2015	12/23/2015	12/30/2015	1/6/2016	1/13/2016
	2/12/2016	No meeting - Lincoln's Birthday				
	2/26/2016	1/22/2016	1/27/2016	2/3/2016	2/10/2016	2/17/2016
	3/11/2016	2/5/2016	2/10/2016	2/17/2016	2/24/2016	3/2/2016
	3/25/2016	2/19/2016	2/24/2016	3/2/2016	3/9/2016	3/16/2016
	4/8/2016	3/4/2016	3/9/2016	3/16/2016	3/23/2016	3/30/2016
	4/22/2016	3/18/2016	3/23/2016	3/30/2016	4/6/2016	4/13/2016
Deadline for UC TCA Submissions & College Catalog	5/13/2016	4/8/2016	4/13/2016	4/20/2016	4/27/2016	5/4/2016
	5/27/2016	Meeting to address discussion items (no curriculum proposals to review).				

**Fig. 2 - Sample Curriculum Proposal Submission Deadline Schedule, 2015-2016**

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 in 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 course modifications 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 first Curriculum Committee meeting of the Spring semester. For example, all new courses and course modifications that affect the Fall 2016 Class Schedule must be reviewed by the Curriculum Committee no later than the first Curriculum Committee meeting of the Spring 2016 semester. Course modifications that affect the Fall Class Schedule include:
  - change in Course Title
  - change in units
  - change in prerequisites, corequisites and/or recommended preparation
- **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) 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. It is the goal of this group 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. 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:

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

<b>Representative Instructional Methods</b>	All
<b>Representative Assignments</b>	All
<b>Representative Methods of Evaluation</b>	All
<b>Representative Texts</b>	Articulation Officer Library Representative
<b>Degree/Certificate Applicability</b>	Articulation Officer Curriculum and Instructional Systems Specialist
<b>Transferability/GE</b>	Articulation Officer Curriculum and Instructional Systems Specialist
<b>Distance Education</b> (where applicable)	Curriculum and Instructional Systems Specialist Distance Education advisor
<b>Distance Education Contact Types</b> (where applicable)	Curriculum and Instructional Systems Specialist Distance Education advisor
<b>Honors Addendum</b> (where applicable)	Curriculum and Instructional Systems Specialist Honors Transfer Program Coordinator
<b>Resources Needed</b>	Library Representative
<b>CB Codes</b>	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**

<p><i>Discipline</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For a new course, does the discipline assigned to the course reflect the body of knowledge required to teach the course content?</li> <li><input type="checkbox"/> For a new course, if the course exists elsewhere in the District, are you assigning the same discipline?</li> </ul>	<p><b>General Note:</b></p> <p>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.</p> <p>Courses may be assigned a single discipline, multiple disciplines, or designated as interdisciplinary.</p> <ul style="list-style-type: none"> <li>● Single discipline assignment: Requires minimum qualifications in the assigned discipline.</li> <li>● Multiple discipline assignment with an “and”: Requires minimum qualifications in <b>both</b> of the listed disciplines.</li> <li>● Multiple discipline assignment with an “or”: Requires minimum qualifications in at least one of the listed disciplines.</li> <li>● 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.</li> </ul> <p>For more information on assigning disciplines to a course, see <a href="#">Minimum Qualifications for Faculty and Administrators in California Community Colleges</a> and <a href="#">Qualifications For Faculty Service In The California Community Colleges: Minimum Qualifications, Placement Of Courses Within Disciplines, And Faculty Service Areas</a>.</p>
<p><i>Course Number</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For a new course, does the course number reflect the course numbering guidelines published in the college catalog?</li> <li><input type="checkbox"/> For a new course, if the course exists within the District, are you using the same course number?</li> <li><input type="checkbox"/> For a new course, if the course is part of a sequence of courses, is the course number assigned consistent with its prerequisites and corequisites if they are from the same discipline?</li> </ul>	<p><b>General Note:</b></p> <p>Course numbers for new courses are assigned in consultation with the Curriculum and Instructional Systems Specialist from the Office of Instruction.</p> <p>Course numbers for existing courses <u>cannot</u> 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.</p>

<p><i>Full Course Title</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the course title describe the course content while remaining succinct?</li> <li><input type="checkbox"/> Are all abbreviations/symbols used in the course title spelled-out?</li> </ul>	<p><b>General Note:</b> Banner allows only 30 characters to be entered in the system.</p> <p>To indicate that a course is part of a multi-course sequence, please use one of the following methods:</p> <ul style="list-style-type: none"> <li>● Roman numerals after the title (I, II, III)</li> <li>● Sequence words (beginning, intermediate; elementary, intermediate, advanced)</li> </ul>
<p><i>Cross Course</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If the proposed course is cross-listed with another existing active course on campus, is that course listed?</li> </ul>	<p><b>General Note:</b> 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.</p>
<p><i>Catalog Course Description</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the catalog description provide a global description of what will be covered in the course?</li> <li><input type="checkbox"/> Does the catalog description avoid the use of “marketing language” (i.e. language that attempts to sell students on the need for the course)?</li> <li><input type="checkbox"/> Is the catalog description written in the present tense?</li> <li><input type="checkbox"/> Does the catalog description avoid repetitive phrasing?</li> <li><input type="checkbox"/> Is the catalog description written for readers who are unfamiliar with/have only a cursory knowledge of the discipline?</li> </ul>	<p><b>General Note:</b> 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. <b>Do not use the future tense.</b></p>
<p><i>Class Schedule Course Description</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is the class schedule course description shorter than the catalog course description?</li> </ul>	<p><b>General Note:</b> This should be a concise, formal description of the course content. <b>Do not use the future tense.</b></p>

<p><i>Proposed Start Term</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is a proposed start term included?</li> <li><input type="checkbox"/> Does the proposed start term meet the deadlines noted in the Curriculum Proposal Submission Deadlines schedule?</li> </ul>	<p><b>General Note:</b></p> <p>All proposals are effective in the following Fall term. For example, all proposals reviewed by the Curriculum Committee during the 2015-2016 academic year will be effective Fall 2016. As such, the earliest possible Proposed Start Term for these courses is Fall 2016.</p> <p>The Curriculum Proposal Submission Deadlines schedule includes notes about the semester in which a course could first be offered. Please refer to this calendar to determine the appropriate effective term/proposed start date for your course. For more information about this schedule, see <a href="#">Section 2.2 Curriculum Approval Timelines</a>.</p>
<p><i>Justification for Board Report</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the description include a reasonable explanation for the course proposal? <ul style="list-style-type: none"> <li><input type="checkbox"/> for a new course, does the justification include a reasonable explanation of the need to offer the course and how the course will fit with the overall curriculum of the division/College?</li> </ul> </li> <li><input type="checkbox"/> Is the description free of grammatical errors?</li> </ul>	<p><b>General Note:</b></p> <p>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.</p> <p>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.</p>
<p><i>Modification Information</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has faculty checked the appropriate boxes to indicate all modifications made to the course?</li> </ul>	<p><b>General Note:</b></p> <p>These boxes do not automatically populate as information is entered into other screens in a proposal. These boxes must be clicked manually.</p> <p>Having this information is helpful to the Technical Review Committee in reviewing a proposal and the Curriculum Committee in assembling their agenda.</p> <p>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.</p>



### Materials Fee

<ul style="list-style-type: none"><li><input type="checkbox"/> If a fee is required, has a justification been provided?</li></ul>	<p><b>General Note:</b> Consult with your division dean regarding the validity of the fee and the amount to be charged.</p>
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### Student Learning Outcomes

<ul style="list-style-type: none"><li><input type="checkbox"/> Does the course have 3-5 SLOs?</li><li><input type="checkbox"/> Do the SLOs state what the student will learn from having completed the course?</li><li><input type="checkbox"/> Does the course content support the SLOs?</li><li><input type="checkbox"/> Are the SLOs measurable/assessable?</li></ul>	<p><b>General Note:</b> SLOs should be concise statements and should be understandable by students in the course. Begin SLOs with action verbs that reflect the level of learning in the course and avoid vague verbs (know, understand) that are not measurable/assessable.</p> <p>Be wary of including too many outcomes in a single statement (“stacked outcomes”).</p> <p>According to Cañada SLOAC policy, each SLO for a course must be assessed at least once every 4 years. If a course has more than 5 SLOs, the Technical Review Committee will ask the faculty initiator whether the course is offered with sufficient frequency to support assessment of all SLOs according to SLOAC’s assessment schedule.</p> <p>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:”.</p> <p>For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see <a href="#">Section 6.2 Distinguishing Amongst Student Learning Outcomes, Specific Instructional Objectives and Course Content</a>. For model examples of this COR section, see <a href="#">Section 6.3 Course Outline of Record Model Sections</a>.</p>
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### 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 must not 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).

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

<ul style="list-style-type: none"><li><input type="checkbox"/> Does the course lab content support learning addressed in the course content?</li><li><input type="checkbox"/> Does the course lab content support the student meeting the course objectives?</li></ul>	<p><b>General Note:</b> This section must be completed for laboratory courses, or for courses that have a laboratory component.</p> <p>For courses that do not have a laboratory component, this section does not have to be completed.</p> <p>For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see <a href="#">Section 6.2 Distinguishing Amongst Student Learning Outcomes, Specific Instructional Objectives and Course Content</a>. For model examples of this COR section, see <a href="#">Section 6.3 Course Outline of Record Model Sections</a>.</p>
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### TBA Hours Content

<ul style="list-style-type: none"><li><input type="checkbox"/> Is information provided about the work students will be expected to complete during TBA hours?</li><li><input type="checkbox"/> If course has TBA hours, has “lab” been selected on the <b>Representative Instructional Methods</b> and <b>Modes of Delivery</b> screens?</li></ul>	<p><b>General Note:</b> This section must be completed for courses that have TBA hours.</p> <p>For courses that do not have TBA hours, this section does not have to be completed.</p> <p>For model examples of this COR section, see <a href="#">Section 6.3 Course Outline of Record Model Sections</a>.</p>
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### Recommended Preparation

<p><i>Frequently Recommended Preparation</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Are recommended preparation courses indicated?</li></ul>	<p><b>General Note:</b> When recommended preparation courses are selected, information is then automatically provided about the reading and writing levels that are indicated by that level of recommended preparation.</p> <p>If recommended preparation is indicated for a course, the subsequent justification section must be completed.</p>
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<p><i>Justification for Frequently Recommended Preparation</i></p> <ul style="list-style-type: none"> <li>□ Is a justification provided that explains how skills provided by recommended preparation course(s) apply <b>specifically</b> to this course?</li> </ul>	<p><b>General Note:</b> The previous section shows the reading/writing level indicated by the chosen recommended preparation. Faculty should be sure that the justification written 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 that the justification provided for the courses selected illustrates how the skills obtained in those courses will be utilized in the course being proposed. For model examples of this, see <a href="#">Section 6.3 Course Outline of Record Model Sections</a>.</p>
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**Prerequisites/Corequisites**

	<p><b>General Note:</b> If a course has prerequisites or corequisites, it is recommended that the faculty member do the following:</p> <ul style="list-style-type: none"> <li>● if course will be submitted for C-ID approval, verify that prerequisites/corequisites for course descriptor is met for course</li> <li>● if course will be submitted for CSU/UC articulation, verify prerequisites/corequisites for articulating institution are met for course</li> <li>● if course is offered at other campuses in the district, coordinate with faculty to align prerequisites/corequisites</li> <li>● if course has non-sequential prerequisite(s), statistical validation will be required for justification</li> </ul> <p>If a course has prerequisites/corequisites defined, Content Review must be completed.</p>
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**Content Review**

<ul style="list-style-type: none"> <li>□ Has Content Review been completed for all prerequisites/corequisites for the course?</li> </ul>	<p><b>General Note:</b> For more information about completing Content Review, see <a href="#">Section 4.8 Prerequisites, Corequisites and Content Review</a>.</p>
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### Modes of Delivery

<ul style="list-style-type: none"><li><input type="checkbox"/> Has at least one mode of delivery been indicated for the course?</li><li><input type="checkbox"/> Is/are the mode(s) of delivery consistent with the course description/designation?</li><li><input type="checkbox"/> If the course includes TBA hours, has “lab” been indicated as a mode of delivery?</li><li><input type="checkbox"/> If modes of delivery indicated include Distance Education (online and/or hybrid/Web Assisted), has a Distance Education addendum been completed?</li></ul>	<p><b>General Note:</b> For more information about Distance Education addendums and approvals, see <a href="#">Section 4.9 Distance Education and Honors Addendums</a>.</p>
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### Representative Methods of Instruction

<ul style="list-style-type: none"><li><input type="checkbox"/> Has at least one method of instruction been indicated for the course?</li><li><input type="checkbox"/> Is/are the method(s) of instruction consistent with the course description?</li><li><input type="checkbox"/> If course has TBA hours, has “lab” been selected on the <b>Representative Instructional Methods</b> screen?</li></ul>	<p><b>General Note:</b> All courses must have at least one method of instruction indicated. The definition of each can be found in the <a href="#">California Community Colleges Management Information System Data Element Dictionary</a>.</p> <p>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.</p>
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### Representative Assignments

<ul style="list-style-type: none"><li>❑ Do the representative assignments allow students to meet the course objectives?</li><li>❑ Are the representative assignments listed all assignments that are completed <b>outside of class</b>?</li><li>❑ For degree-applicable and transferable courses, “is it clear that critical thinking is expected of students, taught to them in class, practiced in outside assignments, and evaluated as the basis for their grade in the class”?</li><li>❑ Is approximate length and frequency of each reading and writing assignment included?</li><li>❑ If the course has a lab or TBA component, have example lab/TBA assignments been given?</li></ul>	<p><b>General Note:</b> In accordance with Title V, <u>example</u> assignments must be included in course outlines of record regardless of the type of course (lecture, lab).</p> <p>Assignments used by instructors in the course are to be consistent with but are <u>not</u> limited to these types/examples. That is, instructors teaching a course are not required to use the specific example assignments given in this section.</p> <p>Example assignments included in the course outline of record must be assignments completed <b>outside of class</b>. 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 <b>Representative Methods of Evaluation</b>).</p> <p>For model examples of this COR section, see <a href="#">Section 6.3 Course Outline of Record Model Sections</a>.</p>
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### Representative Methods of Evaluation

<ul style="list-style-type: none"><li>❑ Do the representative methods of evaluation allow students to meet the course objectives?</li><li>❑ Do the representative methods of evaluation show an integration between the stated objectives and the method of instruction?</li><li>❑ Do the representative methods of evaluation consider different student learning modalities?</li><li>❑ Are specific types/examples of appropriate methods of evaluation provided?</li><li>❑ For degree credit courses, are students required to demonstrate proficiency, at least in part, through essays employing college-level standards?</li><li>❑ Do the representative methods of evaluation require students to demonstrate critical thinking skills?</li></ul>	<p><b>General Note:</b> 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.</p>
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### Representative Texts

<ul style="list-style-type: none"><li><input type="checkbox"/> Is at least one representative text listed no more than 4 years old?</li><li><input type="checkbox"/> Is the textbook appropriate for the course?</li><li><input type="checkbox"/> For laboratory courses, is a laboratory manual (no more than 4 years old) provided?</li></ul>	<p><b>General Note:</b> For articulation and C-ID approval, this section must include at least one representative textbook that is no more than 5 years old <u>at time of approval</u>.</p> <p>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.</p>
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### Degree/Certificate Applicability

<ul style="list-style-type: none"><li><input type="checkbox"/> Has the proper designation been given to the course (Degree credit, Nondegree credit, Non-credit and/or basic skills)?</li><li><input type="checkbox"/> Will the course be part of a state approved program (as a core or selective requirement)? Is so, which type of program(s) is it proposed for (A.A.-T/A.S.-T, A.A./A.S. Degree and/or Certificate of Achievement)?</li><li><input type="checkbox"/> What specific programs is this course part of?</li></ul>	<p><b>General Note:</b> Consult with your division dean.</p> <p>For existing courses, run the Proposal Impact Report to find out all of the programs that your proposal is part of as a core or selective requirement. For more information about Proposal Impact Reports, see <a href="#">Section 4.10 Proposal Impact Reports</a>.</p>
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### Transferability

<ul style="list-style-type: none"><li><input type="checkbox"/> Has the faculty author indicated whether the course should transfer to the CSU and/or UC?</li></ul>	<p><b>General Note:</b> We, as California Community College faculty, determine whether the units for our degree-applicable courses transfer to the CSU system.</p> <p>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 <a href="#">Section 2.2 Curriculum Approval Timelines</a>.</p>
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### Resources Needed

<ul style="list-style-type: none"><li>❑ Does the library have adequate resources to support this course?</li></ul>	<p><b>General Note:</b> As part of the Technical Review process, the Library Specialist provides information on available resources for the course.</p> <p>If more resources are needed, the Library Specialist will reach out to the course author to purchase more resources.</p>
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### Comparable Transferable Courses

<ul style="list-style-type: none"><li>❑ For new courses that will be submitted for course-to-course articulation/GE approval, has a Comparable Transfer Course been listed?</li></ul>	<p><b>General Note:</b> 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.</p> <p>For guidelines about UC transfer, see the following website: <a href="http://ucop.edu/transfer-articulation/transferable-course-agreements/tca-update-process/outline-guidelines.html">http://ucop.edu/transfer-articulation/transferable-course-agreements/tca-update-process/outline-guidelines.html</a></p>
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### CB Codes, Codes/Dates

<ul style="list-style-type: none"><li>❑ See your dean for assistance with course CB codes.</li></ul>	<p><b>General Note:</b> Refer to the <a href="#">California Community Colleges, Taxonomy of Programs, Sixth Edition</a> for TOP Code information for both programs and courses. Refer to the <a href="#">California Community Colleges Course Data Elements Dictionary</a> for more information.</p>
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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. 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 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, 5th 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 2015-2016 Catalog](#), page 141.

### 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 and/or certificate). If a faculty member wishes to create a new stand-alone course, that initiator 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 A.A./A.S. degree.”

For more information, refer to the [Program and Course Approval Handbook, 5th edition](#), pages 73-75 and 77 and the [Cañada College 2015-2016 Catalog](#), page 141.

### **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).

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
- 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

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 third/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 Community College District in a student's academic record count toward this limitation. This includes withdrawals ("W").

For more information, refer to the [Cañada College 2015-2016 Catalog](#), pages 16-17, the [Program and Course Approval Handbook, 5th edition](#), page 78, the [California Community Colleges Guidelines for Title 5 Regulations on Repeats and Withdrawals](#) (2012) and the [Credit Course Repetition Guidelines 2013](#).

### **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)**

**This section currently undergoing further revision.**

### **3.7 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 content, rigor and comparability) 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) must first be submitted and approved for C-ID. For more information on ADTs, see [Section 3.8 Associate Degrees for Transfer \(ADTs\)](#).

### **3.8 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 will have priority admission to the local CSU campus and to his/her 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

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.

### 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.

**Semester units/hours:** For a lecture class, one unit is considered to be one hour of in class lecture time and two hours per week of homework. For the typical three-unit class, a student spends three hours per week in class and six hours per week of homework. To calculate total minimum semester hours for a course, multiply the hours in class per week by 16. To calculate total maximum semester hours for a course, multiply the hours in class per week by 18. For example, for a 3.0 unit lecture course, 3 hours in class per week = 48-54 semester hours. See [Section 6.1 Calculating Maximum and Minimum Semester Hours](#) for more information.

For a laboratory class, the hours per week are considered to be all in class with no outside assignments. Thus, one unit is three hours per week of in class laboratory time. To calculate total minimum semester hours for a course, multiply the hours in class per week by 16. To calculate total maximum semester hours for a course, multiply the hours in class per week by 18. For example, for a 1.0 unit lab course, 3 hours in class per week = 48-54 semester hours. See [Section 6.1 Calculating Maximum and Minimum Semester Hours](#) for more information.

Where a course includes by arrangement lab hours, these generally take the place of the hours assigned to homework, since the student is required to use supervised college facilities to do assignments related to homework. An example might be a 3-unit lecture course which requires the student also to work two hours per week in the computer lab. There would be only four hours per week of additional homework required.

Short 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 communication skills (English, reading, writing, 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 4.8 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).



**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).

**Course content:** Course content should consist of a detailed topical outline that shows how the students are led to reach the course objectives and that also shows the emphasis placed on the topics. For courses to be submitted for course-to-course articulation, be as complete as possible in providing course content. Faculty at the receiving institution want to know exactly what was in the course, in detail, before accepting that the students has completed a comparable course. For courses that include both a lecture and a laboratory component, both lecture content and lab content must be provided.

**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.

**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. The outline of record 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 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.

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/>

**Note:** All steps below are case sensitive - use all lowercase letters

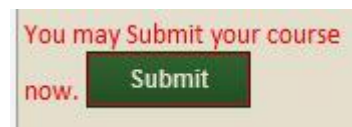
2. In the "User Name" box on the left side of the page, type your user name. Your user name is the first part of your district email address before the @ sign. For example, for the email address smithers@smccd.edu, the user name is **smithers**.
3. Type your password. If you are logging in for the first time, your default password is "**changeme**" (one word, all lowercase letters).  
**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 (  ) 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.

## 4.3 Creating a New Course in CurricUNET

**NOTE:** Please obtain an available course number from Jose Peña (306-3400) in the Office of Instruction prior to beginning your new course entry.

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 "**Create Course**."
3. 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**."
4. 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.
5. 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.



6. 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.
7. 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.”**
8. 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.
9. 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.)
10. 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 4.8 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 and Approval Procedure](#)). 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 4.12 Responding to Requested Changes in CurricUNET.](#)



**Notes:**

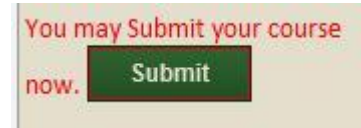
- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. If that doesn’t clear up your confusion, consult your dean or Curriculum Committee Division Representative.

#### 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).
  - o 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 and deleting existing courses can be found in sections 3.7 and 3.8 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 4.8 Prerequisites, Corequisites and Content Review](#).



10. 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 4.10 Proposal Impact Reports](#) for more information.
11. 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 and Approval Procedure](#)). Please be sure to submit your course by the [Curriculum Proposal Submission deadline #1](#) for your requested Curriculum Committee Meeting Date.
12. For information on Responding to requests for changes to your proposal, see [Section 4.12 Responding to Requested Changes in CurricUNET](#).



#### **Notes:**

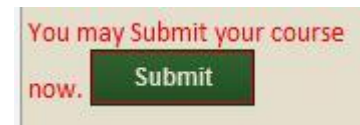
- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. If that doesn’t clear up your confusion, consult your dean or Curriculum Committee Division Representative.

#### **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 4.10 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 and Approval Procedure](#)). 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 4.12 Responding to Requested Changes in CurricUNET](#).



#### **Notes:**

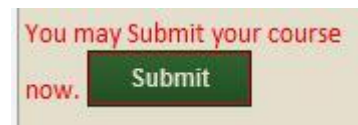
- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. If that doesn’t clear up your confusion, consult your dean or Curriculum Committee Division Representative.

#### **4.6 Reactivating (“Un-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). To search all banked courses in your discipline, select the discipline and click the box next to **“Banked.”**
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 Reactivation.**” This is used to reactivate (“un-banked”) a course that was previously banked.
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 4.8 Prerequisites, Corequisites and Content Review](#).
10. 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 4.10 Proposal Impact Reports](#) for more information.
11. 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 and Approval Procedure](#)). Please be sure to submit your course by the [Curriculum Proposal Submission deadline #1](#) for your requested Curriculum Committee Meeting Date.
12. For information on Responding to requests for changes to your proposal, see [Section 4.12 Responding to Requested Changes in CurricUNET](#).



## Notes:

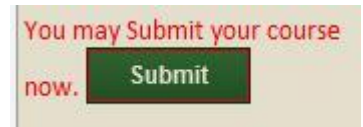
- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. If that doesn't clear up your confusion, consult your dean or Curriculum Committee Division Representative.

### 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 4.10 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 and Approval Procedure](#)). 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 4.12 Responding to Requested Changes in CurricUNET](#).

#### 4.8 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, 5th 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 checked 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 Student Learning Outcomes (SLOs) of the requisite course to the SLOs of your proposed course. You will be provided with the SLOs for both courses. Click the boxes next to the SLOs that align.

**Objective to Content:** You will justify the requisite course by aligning the SLOs 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 SLOs for the requisite course and a blank box for your proposed course. Click the boxes next to the SLOs 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 SLOs of your proposed course. You will be provided with a blank box for the requisite course and the SLOs 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 SLOs 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.

#### 4.9 Distance Education and Honors Addendums

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 proposal process.

### *Distance Education*

Distance Education includes:

- online courses - courses that take place entirely online and have no in-person meetings
- hybrid courses - courses that take place mostly (51-99%), but not entirely, online
- web-assisted courses - courses for which fewer than half of regular class meetings are replaced with online instruction

Courses delivered entirely or partially online must be approved for DE by the Curriculum Committee. 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 the Distance Education portion of their curriculum proposal. Faculty initiators are encouraged to contact the DE advisor as soon as possible in their curriculum-writing process.

To add a DE Addendum to a Course Proposal:

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. 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.
2. Once the DE Addendum is visible in your Course Checklist, click on the “Main” link in your Course Checklist. Under co-contributors click “Add a co-contributor” and choose the name of the current DE advisor from the drop-down menu. In the “Screen Rights” section check “Distance Ed,” “DE Hours” and “DE Methods.” Click “OK.”
3. The faculty initiator will then complete the DE Addendum in collaboration with the DE advisor. For more information on completing a DE addendum, see [Section 6.4 Distance Education Addendum Guide](#).

Notes:

- All course proposals with new/modified Distance Education components include the DE advisor as part of the Technical Review process and require that person’s approval to be placed on the Curriculum Committee’s meeting agenda. A spreadsheet of courses with approved DE components can be found in the Curriculum Committee’s Public Document Library.

### *Honors*

To add an Honors component to a new or existing course, the initiating faculty member must contact the Honors Program Coordinator (Jessica Kaven, [kavenj@smccd.edu](mailto:kavenj@smccd.edu)) for assistance in completing the Honors portion of their curriculum proposal. Faculty initiators are encouraged to contact the Honors Program Coordinator as early as possible in their curriculum-writing process.

Courses that may be offered as Honors courses will contain the following text in the course outline of record in the “Honors Content” section:

#### **“Honors Content:**

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.”

To add an Honors Addendum 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.” On the Course Checklist, you will now have “Honors Content” and “Honors Addendum” links (directly below “TBA Hours Content”).
2. Once the Honors Addendum is visible in your Course Checklist, click on the “Main” link in your Course Checklist. Under co-contributors click “Add a co-contributor” and choose Jessica Kaven from the drop-down menu. In the “Screen Rights” section check “Honors Content” and “Honors Addendum.” Click “OK.”
3. The faculty initiator will then complete the Honors Addendum in collaboration with Jessica Kaven. To arrange this, contact Professor Kaven at [kavenj@smccd.edu](mailto:kavenj@smccd.edu).

Notes:

- All course proposals with new/modified Honors components include the Honors Program Coordinator as part of the Technical Review process and require her approval to be placed on the Curriculum Committee’s meeting agenda. A spreadsheet of courses with approved Honors components can be found in the Curriculum Committee’s Public Document Library.

#### 4.10 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 number of units for a course, you must submit this course modification and also proposals to modify all programs affected by this change in units for the course. The original course modification as well as the modifications of affected courses/programs will be reviewed at the same Curriculum Committee meeting.

#### **4.11 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:

- Change in units
- Course title
- Repeatability
- Course pre- or corequisite
- Contact hours
- Objectives (significant change)
- Content (significant change)

#### **4.12 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 and Approval Procedure](#)). 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 with requested changes. The faculty author will receive an email from [system@governet.net](mailto: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 with requested changes. The faculty author will receive an email from [system@governet.net](mailto: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 Technical Review’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.

#### **4.13 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 2015, a list of courses will be generated that must be updated for inclusion in the Fall 2016-Spring 2017 catalogue. These courses (and

associated programs, where necessary/appropriate) must be updated, reviewed and approved at one of the Curriculum Committee meetings during the 2015-2016 academic year to remain active in the Fall 2016-Spring 2017 catalogue.

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.

#### **4.14 Suggested Curriculum Update Cycle Timeline for Instructional Deans**

The Curriculum Committee suggests the following timeline for Instructional Deans to assist faculty through the 2015-2016 Curriculum Update Cycle.

##### **July 2015**

- 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 2015**

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

##### **October 2015**

- 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 changes that impact Fall 2016 catalog must be submitted in CurricUNET for Dean's initial review by 12/18/15

##### **November 2015**

- 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 changes that impact Fall 2016 catalog must be submitted in



CurricUNET for Dean's initial review by 12/18/15

**December 2015**

- **(first week of December)** remind all division faculty that any changes that impact Fall 2016 catalog must be submitted in CurricUNET for Dean's initial review by 12/18/15
- 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

**January 2016**

- 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

**February 2016**

- 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 2015-2016 academic year in CurricUNET for Dean's initial review is 4/8/16

**March 2016**

- 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 2015-2016 academic year in CurricUNET for Dean's initial review is 4/8/16

## 5. Programs, Degrees and Certificates

### 5.1 Program Definition

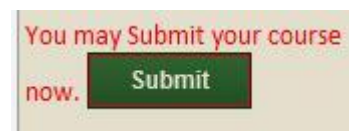
According to §55000(g), a **program** is "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."

### 5.2 Creating a New 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 "**Create New Program**."
3. 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**."
4. 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.
5. 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.
6. 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.
7. 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**."
8. 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.
9. 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.)
10. 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.

11. 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 and Approval Procedure](#)). Please be sure to submit your course by the [Curriculum Proposal Submission deadline #1](#) for your requested Curriculum Committee Meeting Date.





12. For information on Responding to requests for changes to your proposal, see [Section 4.12 Responding to Requested Changes in CurricUNET](#).

#### **Notes:**

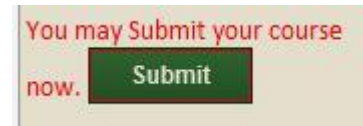
- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. If that doesn't clear up your confusion, consult your dean or Curriculum Committee Division Representative.

### **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 current, accurate information exists 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 and Approval Procedure](#)). 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 4.12 Responding to Requested Changes in CurricUNET](#).




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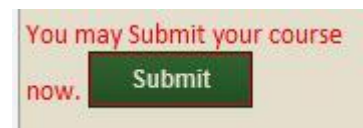
- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. If that doesn’t clear up your confusion, consult your dean or Curriculum Committee Division Representative.

**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 and Approval Procedure](#)). 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 4.12 Responding to Requested Changes in CurricUNET](#).





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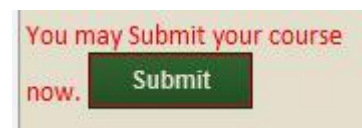
- If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. If that doesn’t clear up your confusion, consult your dean or Curriculum Committee Division Representative.

**5.5 Reactivating (“Un-banking”) 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). 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.”
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).
  - o 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 Reactivation.” This is used to reactivate (“un-bank”) a program that was previously banked. 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 current, accurate information exists 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 and Approval Procedure](#)). 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 4.12 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 clear up your confusion, 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 4.1 Contents of the Course Outline of Record](#). 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)
<b>FLC's= Total minimum hours + 16 weeks</b> <i>(See contract for English Composition Classes)</i>				
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)
<b>FLC's= Total minimum hours x FLC's/hour + 16 weeks</b> <i>**See Faculty Load Credit Allocation, Appendix F of Faculty Contract.</i>				
<b>LAB (@.7)</b>				
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
<b>LAB (@.75) - P.E. ACTIVITY CLASSES</b>				
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
<b>LAB (@.8)</b>				
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

Fig. 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.

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

**Fig. 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?*

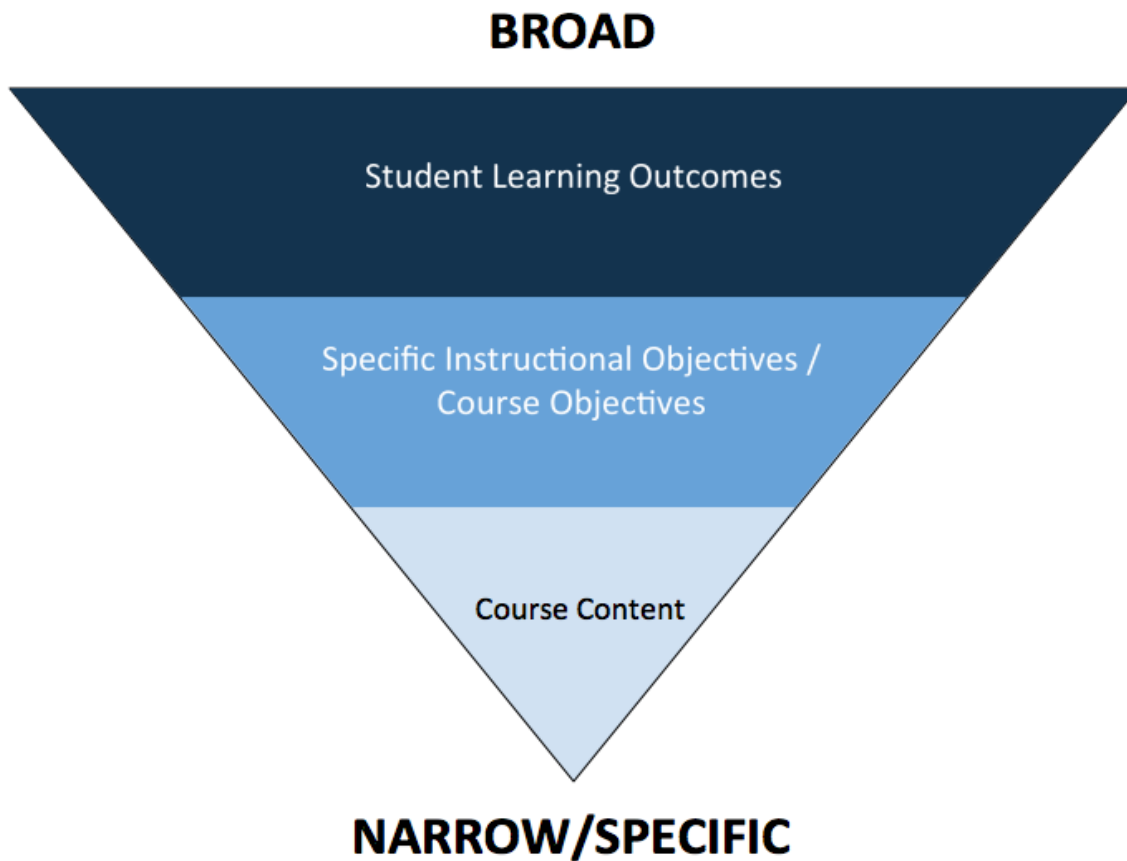
While the information contained in these COR sections is interrelated, it is not identical. Points of distinction between these sections include formatting, specificity and how the information is expressed.

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).

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.



**Fig. 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.

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

COMM 127	Jessica Kaven
HSCI 104, HSCI 105	Jenna Patton
ECON 100	Paul Roscelli
ENGR 270	Amelito Enriquez
KINE 308	Cindy Jimenez
MART 370	Hyla Lacefield

*Student Learning Outcomes vs. Course Objectives/Specific Instructional Objectives*

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.

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 unintended consequences.
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.

**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.

ENGR 270 (4.0 units, lecture/lab)

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

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

1. Explain the relationship between the internal structure of materials and their properties.
2. Describe different methods of altering the structure of materials by mechanical, chemical, or thermal means; and their effects on material properties.
3. Illustrate the various systems for classifying materials, and compare differences in properties among material classes resulting from differences in structure.
4. Gather and evaluate data from reference sources regarding the properties, processing and performance characteristics of materials, and make appropriate recommendations to meet engineering design criteria.
5. Measure material properties and/or evaluate processing treatments using standard materials testing equipment and techniques.

**5. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

1. Draw lattices and calculate atomic packing factor for face-centered cubic, body-centered cubic, and hexagonal close-packed unit cells.
2. Determine the Miller indices for planes and directions in cubic systems.
3. Calculate linear and planar densities of atoms in a given crystal structure.
4. Define point defects, line, and planar defects, and edge, screw and mixed dislocations.
5. Describe how dislocations affect mechanical properties.
6. Compare mechanical properties of different material classes
7. Generate a stress/strain diagram from experimental data and use diagram to determine yield point, ultimate strength, Young's modulus, ductility, resilience and toughness.
8. Explain strengthening mechanisms of coldworking, solid solution hardening, grain size reduction and their effects of mechanical properties.
9. Describe recovery, recrystallization, and grain growth from microstructure data and mechanical properties.
10. Recognize and describe isomorphous, eutectic and eutectoid phase diagrams, and calculate mole % and weight % using phase diagrams.
11. Identify the important microconstituents of steels: ferrite, pearlite, cementite, austenite and martensite and their properties.
12. State the purposes of and describe the procedures for the following heat treatments: annealing, normalizing, full annealing, tempering, austempering, and spheroidizing.
13. List properties and major applications of ceramic materials and factors involved in designing ceramics for those applications.
14. List properties, describe structures and major applications of elastomers, thermoplastics, and thermosets.
15. Describe energy band characteristics of conductors, insulators and semiconductors.
16. Differentiate intrinsic and extrinsic conductivity.
17. Describe magnetic, electrical, optical and thermal properties of engineering materials and how microstructure affects these properties.

HSCI 105 (1.0 unit, lecture only)

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

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

1. Compare and contrast the structure, reproduction and infectious cycles of viruses and bacteria
2. Identify and describe diseases caused by viruses and bacteria
3. Identify the cause, modes of transmission, symptoms, disease progression, and treatments for a variety of sexually transmitted infections.

**5. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

1. Define a minimum of 40 words associated with communicable disease
2. Describe characteristics of bacteria versus viruses
3. Describe how the work of Louis Pasteur and Robert Koch contributed to the understanding of the relationship between bacteria and the development of disease
4. Give a description, mode of action and examples of diseases for each of the 4 major pathogen groups
5. Discuss the stages of developing a communicable disease
6. Explain five factors required for transmitting a communicable disease
7. Identify at least six communicable diseases controlled by immunizations in the U.S.
8. Discuss the natural defenses of the body against communicable disease
9. Identify and discuss the pathogen group, symptoms, complications and treatment for sexually transmitted diseases.
10. Identify high risk sexual practices and compare to practices that help prevent spread of STDs

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 370 (1.5 units, lecture/TBA)

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

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

1. Write CSS using proper syntax.
2. Use CSS to style original web pages through an external stylesheet.
3. Assess and troubleshoot implementation of CSS styles in extant webpages.

**5. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

1. Identify and apply appropriate Document Type specifications for CSS.
2. Analyze and apply correct syntax for Cascading Style Sheets.
3. Incorporate effective CSS styles to HTML or XHTML structured web pages.
4. Utilize CSS formatting for text, lists, links and other elements utilized in web design.
5. Implement CSS layout techniques to create both static and liquid layouts that are compatible with multiple browsers.
6. Critically evaluate peer work and provide effective and positive feedback.
7. Research and implement new CSS techniques as presented in online sources.
8. Troubleshoot, debug and standardize the Cascading Style Sheet and its implementation to display correctly or degrade gracefully in older browsers.
9. Analyze and implement the "Box Model" using CSS for layout and formatting.
10. Articulate and exemplify the importance of utilizing CSS in terms of Usability and Accessibility guidelines and standards.

## Course Content

COMM 127 (3.0 units, lecture only)

### 6. 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
  - A. Classification of propositions
  - B. 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



## ECON 100 (3.0 units, lecture only)

### 6. COURSE CONTENT:

#### Lecture Content:

1. A. 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 models
2. A. 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 controls
3. A. Measuring the economy
  - a. National output and productivity
  - b. Price level
  - c. Business cycle
  - d. Unemployment
4. A. Modeling the business cycle
  - a. Recessions and recoveries
5. A. Monetary system
  - a. Money creation and banking
  - b. Role and function of central banks
  - c. Money demand and velocity
  - d. Inflation
6. A. The financial system
  - a. Saving and the loanable funds market
  - b. Investment
  - c. Role of interest rates
7. A. 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 Model
8. A. Economic growth and development
  - a. Long Run Classical Model
  - b. The role of Saving
  - c. The roles of technology, labor, capital and natural resources
9. A. 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

ENGR 270 (4.0 units, lecture/lab)

**6. COURSE CONTENT:**

**Lecture Content:**

1. Atomic Bonding
2. Crystal Structures
3. Imperfections in Solids
4. Diffusion
5. Elastic and Plastic Deformation in Metals
6. Mechanical Properties and Testing
7. Stress-Strain Analysis
8. Dislocations and Strengthening Mechanisms
9. Failure and Fracture Mechanics
10. Phase Diagrams
11. Phase Transformations
12. Microstructures and Properties
13. Applications and Processing of Metal Alloys
14. Forming and Fabrication
15. Structures and Properties of Ceramics
16. Applications and Processing of Ceramics
17. Polymer Structures
18. Characteristics, Applications, and Processing of Polymers
19. Composites
20. Electrical and Magnetic Properties
21. Thermal and Optical Properties
22. Properties of Semiconductors
23. Corrosion and Degradation of Materials
24. Economic, Environmental, and Societal Issues in Materials Science and Engineering
25. Selection of Materials in Engineering Design

**Lab Content:**

1. Metallic Crystal Structures: BCC, FCC, HCP
2. Crystallography: Analysis of X-Ray Diffraction Data to Characterize Crystal Structure Mechanical Properties
3. Hardness Testing of Materials
4. Tensile Properties of Materials: The Stress-Strain Diagram
5. Plastic Behavior and the True Stress-True Strain Diagram
6. Notched Bar Impact Testing of Materials
7. Failure Mechanisms, Fatigue, Creep
8. Mechanical Working, Recrystallization and Grain Growth
9. Precipitation Hardening in 2024 Al
10. Hardenability of Steel: Jominy End-Quench Test
11. Electrical Properties of Materials
12. Thermal and Optical Properties
13. Analyzing Viscoelastic Creep in Polymers

HSCI 105 (1.0 unit, lecture only)

**6. COURSE CONTENT:**

**Lecture Content:**

For each class of pathogen covered (viruses, bacteria, parasitic infections, sexually transmitted infections) the specific examples of pathogen covered may vary between instructors/course sections.

1. Introduction to Communicable Disease
  - A. Communicable vs. non-communicable disease
  - B. Stages of communicable disease
  - C. Major pathogen groups
2. Viruses
  - A. Overview of viruses
  - B. Pathogenesis, symptoms, spread and treatment for at least one virus. Examples may include: Measles, HIV, Influenza, Hepatitis
3. Bacteria
  - A. Overview of bacteria
  - B. Pathogenesis, symptoms, spread and treatment for at least one type of bacteria. Examples may include: Pertussis, Cholera, Tuberculosis, Bubonic Plague, Botulism
4. Parasitic Infections
  - A. Overview of parasitic infections
  - B. Pathogenesis, symptoms, spread and treatment for at least one type of parasite. Examples may include: Malaria, Amoebiasis, Tapeworm, Ringworm, Athlete's Foot
5. Sexually Transmitted Infections
  - A. Overview of sexually transmitted infections
  - B. Viral STIs
  - C. Bacterial STIs
6. Protection/prevention
  - A. Immune system function
  - B. Immunizations
  - C. Other methods of prevention

KINE 308 (3.0 units, lecture only)

**6. COURSE CONTENT:**

**Lecture Content:**

1. Emergency response skills
  - A. Recognition of medical emergency situations such as shock, diabetic coma, asthma, seizures, and heat illnesses.
  - B. CPR, First Aid, and AED
  - C. Emergency Action Plans
  - D. Activating emergency medical services
2. Rehabilitation program design principles and techniques:
  - A. The inflammatory process
  - B. Cardiovascular training
  - C. Muscular strength, power, and endurance
  - D. Flexibility training
  - E. Stability and balance
  - F. Neuromuscular activation
  - G. Functional training
  - H. Activity modifications
3. Musculoskeletal injury assessment and recognition for the:
  - A. Arm and hand
  - B. Shoulder
  - C. Torso and spine
  - D. Hip and thigh
  - E. Knee
  - F. Lower leg, ankle, and foot
4. Overview of modality use in rehabilitation setting, including:
  - A. Cryotherapy
    - a. Ice packs
    - b. Ice cups
    - c. Ice massage
    - d. Vapocoolant sprays
  - B. Thermotherapy
    - a. Moist heat packs
    - b. Ultrasound
  - C. Hydrotherapy
    - a. Hot whirlpool
    - b. Cold whirlpool
    - c. Cryokinetics
5. Basic introduction to pharmaceuticals and ergogenic aids used in athletics
  - A. NSAIDs
    - a. Ibuprofen
    - b. Naproxen sodium
    - c. Aspirin
  - B. Analgesics - Acetaminophen
  - C. Corticosteroids
  - D. Topical creams
  - E. Ergogenic aids
    - a. Caffeine
      - i. Coffee
      - ii. Energy drinks
    - b. Amphetamines
    - c. Anabolic steroids
    - d. Human Growth Hormone
    - e. Blood doping
  - F. Sports drinks
  - G. Supplements
    - a. Protein bars and powders
    - b. Creatine
    - c. Glucosamine

MART 370 (1.5 units, lecture/TBA

**6. COURSE CONTENT:**

**Lecture Content:**

1. What is CSS?
2. Document types (DOCTYPES), rendering modes and validation
3. Structure of selectors and declaration blocks
4. Difference between selectors
5. Using styles for hyperlinks
6. Formatting color, type and style of text
7. Creating navigation menus using CSS
8. Margins and alignment using the box model
9. Different types of layout techniques using static and liquid elements
10. Converting deprecated table layouts to CSS layouts
11. Debugging, troubleshooting and solving CSS discrepancies and validation errors

**TBA Hours Content:**

- Validation and modern CSS including DOCTYPES and standards
- Structure of selectors and declaration blocks
- Assessing a webpage for CSS update and writing proposal/SOW for revising website
- Pseudo-class project & Using styles for hyperlinks
- Formatting color, type and style of text
- Creating navigation menus using CSS
- Restructured website

*Recommended Preparation - Justification for Frequent Requisites*

COMM 127 (3.0 units, lecture only)

## Recommended Preparation

**Frequent Requisites:**

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.

**Why is the knowledge of the recommended course, skill 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.)**

**Justification:**

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.

ECON 100 (3.0 units, lecture only)

## Recommended Preparation

### **Frequent Requisites:**

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.

**Why is the knowledge of the recommended course, skill 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.)**

### **Justification:**

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.

HSCI 104 (1.0 unit, lecture only)

## Recommended Preparation

### **Frequent Requisites:**

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.

Eligibility for MATH 110 or 111.

1. Use the whole number system and perform arithmetic computations.
2. Perform division, multiplication, addition and subtraction of fractions.
3. Solve problems involving ratio, proportion, and percent.

**Why is the knowledge of the recommended course, skill 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.)**

### **Justification:**

Reading materials for this course require students to read at at least the 9th grade level. These include textbooks as well as databases students will use to reference nutritional information. In working with and evaluating nutritional information and other current health recommendations, students must perform basic arithmetic computations and comparisons.

KINE 308 (3.0 units, lecture only)

## Recommended Preparation

### Frequent Requisites:

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.

**Why is the knowledge of the recommended course, skill 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.)**

### Justification:

Students should have a basic grasp of the English language. They will be expected to complete readings of scholarly research, news articles, and other selected texts. Students will also need to complete written assignments demonstrating the ability to express themselves clearly by incorporating research in clear, well-structured paragraphs.

MART 370 (1.5 units, lecture/TBA)

## Recommended Preparation

### Frequent Requisites:

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.

**Why is the knowledge of the recommended course, skill 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.)**

### Justification:

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 (such as business cards and letterhead).

## Representative Assignments

### 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

### 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 scheduled 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

### ENGR 270 (4.0 units, lecture/lab)

#### 8. REPRESENTATIVE ASSIGNMENTS

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

##### Writing Assignments:

- A. Weekly laboratory report (5-20 pages per report; 8-12 reports total) for each laboratory experiment summarizing objectives, procedures, results and conclusions
- B. Research paper on contemporary topics in Materials Science and Engineering (5-10 pages)

##### Reading Assignments:

- A. Weekly textbook readings (one chapter per week).
- B. Reading of laboratory handouts (2-20 pages)
- C. Reading articles on materials science and engineering topics

##### Other Outside Assignments:

Research paper on contemporary topics in Materials Science and Engineering



HSCI 105 (1.0 unit, lecture only)

**8. REPRESENTATIVE ASSIGNMENTS**

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

**Writing Assignments:**

- A. Written questions from textbook on weekly readings (1-2 pages)
- B. Communicable Disease Pamphlet - students investigate in depth one communicable disease and using a variety of sources, compile and analyze information on this topic. Final product is a trifold pamphlet that tells about this disease. (5-10 hours of work)

**Reading Assignments:**

- Selected readings from textbook (5 pages per week) and handouts

**Other Outside Assignments:**

- None.

**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 370 (1.5 units, lecture/TBA)

**8. REPRESENTATIVE ASSIGNMENTS**

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

**Writing Assignments:**

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

**Reading Assignments:**

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

**Other Outside Assignments:**

- Completion of 12-20 homework assignments

**To be Arranged Assignments:**

- A. Validation and modern CSS including DOCTYPES and standards (2 hours)
- B. Structure of selectors and declaration blocks (2 hours)
- C. Assessing a webpage for CSS update and writing proposal/SOW for revising website (2 hours)
- D. Pseudo-class project & Using styles for hyperlinks (2 hours)
- E. Formatting color, type and style of text (2 hours)
- F. Creating navigation menus using CSS (2 hours)
- G. Final, restructured website (4 hours)

## 6.4 Distance Education Addendum Guide

*This section written by Jane Rice, Cañada College Instructional Designer*

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 in collaboration with the DE advisor. For information on Distance Education and how to add Distance Education to a course, see [Section 4.9 Distance Education and Honors Addendums](#).

Once Distance Education has been added as a Mode of Delivery for a course, 3 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:** Indicate whether the DE supplement is new for this course.

**Distance Education:** If the instructor submitting the course has had training in online pedagogy, provide details (e.g., SMCCD STOT training, @One courses completed, or training through a different online teaching program).

**Method of Distance Education:** Select " Online, Hybrid, Web Assisted Course." For definitions of these terms see [Section 4.9 Distance Education and Honors Addendums](#).

**Online Method Limitations:** An example of a limitation to delivering a course online might be the need for an on-campus lab, in which case the course would only be offered as hybrid or web-enhanced. Another limitation might be the need for special software.

**Other Methods:** Cañada does not normally offer other types of DE courses, such as telnet or independent study.

**Course Content and Methodology:** Use checkmarks to certify that your department has reviewed this course for online delivery according to the criteria listed.

**Instructional Methodologies:** Select each of the methodologies you will use on a regular basis in delivering the course online. If you will use a particular method only occasionally, do not select it. (To select multiple methodologies, click on one and then hold down the control (command for Mac) key and select the additional options.)

**Representative Courseware/Textbooks Materials:** This section is for any materials you will use in addition to the textbook and other materials required for face-to-face delivery, such as an e-book, a publisher's supplemental online materials, or online versions of videos.

**Methods of Evaluation of Student Performance:** Indicate any methods of evaluation that will be different for the online version of the course (online discussion forums, quizzes, etc.).

**How are you ensuring that students with disabilities can access your course in accordance with Section 508?:** Whereas face-to-face classes only need to provide accommodation for students with disabilities, distance education courses must have accessibility built into them from the start. WebAccess is generally accessible, but if you use a different online platform or technology to deliver your course, you will need to verify that it is Section 508 compliant. You must also ensure that your course materials are accessible, in that: all images have text descriptions (in PDFs, Word files, web pages, etc.); all videos are closed-captioned; all audio files have text transcriptions; and all documents are structured using styles for headings and lists.

#### *DE Contact Screen*

The purpose of this screen is to explain how the course will comply with the Title 5 requirement for "regular and effective contact" with students in distance education. It is the responsibility of the instructor to initiate regular contact (section 54204). For this section, therefore, you should select the methods the instructor will use to initiate contact with students on a regular basis. In some cases, students may be interacting with each other, or with the material you have created. For each type of contact, describe how it will be used it and with what frequency, and then click Add.

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