CURRICULUM REVIEW SUBCOMMITTEE

HANDBOOK

FALL 2006
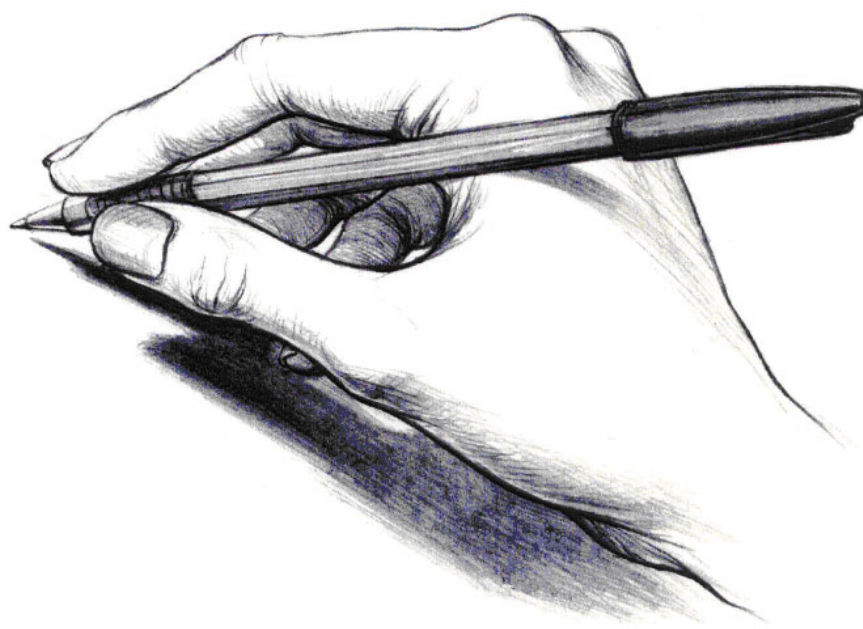
CRC NOTEBOOK
Table of Contents

SAN DIEGO MESA COLLEGE

Curriculum Review Subcommittee

Mission Statement
Adopted February 4, 1999

The mission of the San Diego Mesa College Curriculum Review Committee is to ensure that curriculum meets the standards and criteria defined by the mission statement of the college, the District guidelines, and the Education Code, especially the California Code of Regulations (Title 5, Section 5300.2)

Specific Goals:

1. To facilitate curriculum initiators in the origination and revision of curriculum.
2. To facilitate the development of general education requirements.
3. To facilitate the development of graduation and certificate requirements.
4. To ensure program and course alignment within the SDCCD
5. To ensure that new courses and programs do no duplicate approved programs.
6. To ensure that the curriculum presented is in the best interest of the students.

SAN DIEGO MESA COLLEGE

Curriculum Review Subcommittee
Organizational Chart

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          San Diego Mesa College Academic Senate
                          │
                          ▼
              Academic Affairs Committee
                          │
                          ▼
          Curriculum Review Subcommittee

                    Membership

  Faculty - 13   Administrators - 5   Classified Staff - 3   Students - 1
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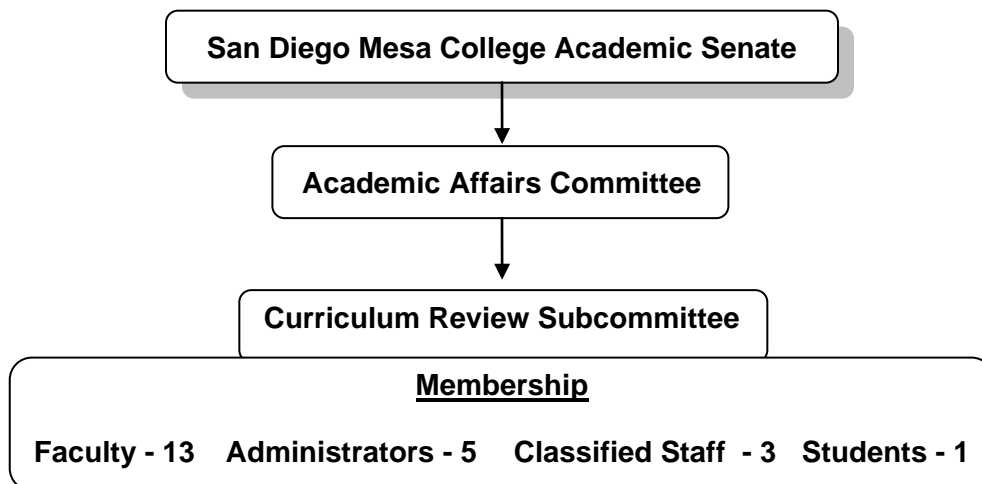
San Diego Mesa College
Curriculum Review Committee Members

2006-2007

Member	Liaison		Phone Extension	Mailbox Number
Elizabeth Armstrong *	Vice President of Instruction	Co-Chair	2755	A-104
Paula Gustin **	Chemistry	Co-Chair	2850	K-202
Yvonne Bergland *	Dean of Instructional Services, Resource Development and Research	Tech Review Coordinator	2509	A-109
Juliette Parker **	Articulation Officer		2639	I-426
Joi Blake *	Student Development/Matriculation	Dean Rep	2896	I3-202
Paula Christopher ***	Evaluator	Classified Senate Rep	2680	I3-202
John Crocitti **	History	Academic Senate Rep	2417	H-302
Christine DuPraw **	Nutrition	Academic Senate Rep	2208	B-103
Shirley Flor **	Counselor	Academic Senate Rep	2986	I-430
Joyce Carrigan *	Humanities and Languages	Interim Dean Rep	2797	G-103
Dwayne Gergens **	Chemistry	Academic Senate Rep	2609	I3-407
Andrew Hoffman **	English	Academic Senate Rep	2367	G-103
Larry Horsman **	Building Construction	Academic Senate Rep	2261	F-204
Lim Kaiser ***	Evaluator	Classified Senate Rep	2680	I3-202
Susheela Narayanan **	Child Development	Academic Senate Rep	2447	B-103
Susan Newell ***	Evaluator	Classified Senate Rep	2680	I3-202
Roger Olson **	Library – LRC	Academic Senate Rep	2548	LRC
Michelle (Toni) Parsons**	Math	Academic Senate Rep	2394	H-207
Alfonso Saballett **	Computer Studies	Academic Senate Rep	2270	F-204
Mike Sanchez **	Physical Education	Academic Senate Rep	2614	L-101
Will Tappen **	Chemistry	Academic Senate Rep	2661	K-202
Kai Wong **	Physics	Academic Senate Rep	2252	K-202
Arlis Svedberg		Staff - Admin Tech	2931	A-103
TBA ****	Associated Student	Associated Student Rep	2903	H-600

Membership: *Administrators – 3; ** Faculty – 15; *** Classified – 3; **** Students - 1

Revised: September 18, 2006

Section 1 - 2

SAN DIEGO MESA COLLEGE

Curriculum Review Subcommittee Meetings
Fall 2006 – Spring 2007

FALL 2006
Meetings are scheduled for 2:00 p.m. in A102

September 7, 2006
September 21, 2006

October 5, 2006
October 19, 2006

November 2, 2006
November 16, 2006

December 7, 2006

SPRING 2007
Meetings are scheduled for 2:00 p.m. in A102

February 1, 2007   Virtual Vote
February 15, 2007

March 1, 2007
March 15, 2007
March 29, 2007

April 19, 2007

May 3, 2007
May 17, 2007

CurricUNET
All Curriculum proposals (Course and Program) must be submitted via CurricUNET
For CurricUNET access information, contact the Curriculum Chair (Paula Gustin – 2850)

DEADLINES for CRC Review*

CRC MEETING	PUBLICATION
February 2007	Summer Schedule - 2007
April 2007	Fall Schedule - 2007
May 2007	Spring Schedule - 2008
February 15, 2007	Mesa Catalog – 2007 - 2008

*Please note that all items submitted prior to and by these deadlines remain dependent upon subsequent CIC/Board of Trustee's and/or State approval. Until the appropriate subsequent approvals are given items cannot be included in the above publications. For updates and changes to deadlines please contact the Curriculum Chair (Paula Gustin – 2850)

Section 1 - 3

Website Resource: http://www.sdmesa.edu/instruction/curr-rev/index.html

SAN DIEGO MESA COLLEGE

Curriculum Review Committee Website
http://www.sdmesa.edu/instruction/curr-rev/index.html

Instruction at Mesa College - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back   »   Address   http://www.sdmesa.edu/instruction/curr-rev/index.html

Mesa San Diego College

Search Mesa

| Mesa Home Page | Instruction | Office of Instruction |

Curriculum Review Committee
CurricUNET
Agendas
Minutes
Meeting Dates and Timelines
CIC Approved Proposals
Membership
Mission Statement

© 2005 San Diego Mesa College
Content Manager: Elizabeth Armstrong
Last update: August 9, 2006 9:19
Website Disclaimer

W3C XHTML 1.0

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Curriculum Review Committee Process – 5300.2
http://instsrv.sdccd.edu/5300web.htm

Courses of Instruction and Educational Program Approval

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San Diego Community College District

Procedure 5300.2

COURSES OF INSTRUCTION AND EDUCATIONAL PROGRAM APPROVAL

1.0   PURPOSE AND DESCRIPTION
2.0   COLLEGE CURRICULUM COMMITTEE RESPONSIBILITIES
3.0   CONTINUING EDUCATION CURRICULUM COMMITTEE RESPONSIBILITIES
4.0   DISTRICT CURRICULUM INSTRUCTIONAL COUNCIL (CIC)
5.0   DISTRICT INSTRUCTIONAL SERVICES OFFICE
6.0   CONTINUING EDUCATION INSTRUCTIONAL SERVICES OFFICE
7.0   APPROVAL PROCESS FOR ALL COURSE AND PROGRAM PROPOSALS AND/OR MODIFICATIONS
8.0   EXPERIMENTAL/SPECIAL TOPICS COURSES
9.0   DISTANCE EDUCATION COURSES
10.0 CERTIFICATES OF COMPLETION
11.0 CONTINUING EDUCATION NEW NON-CREDIT COURSE APPROVAL AND CHANGE PROCESS
12.0 COMMUNITY COLLEGE TO UNIVERSITY ARTICULATION
13.0 HIGH SCHOOL TO COMMUNITY COLLEGE ARTICULATION / CREDIT BY EXAM PROCESS
14.0 MILITARY TO COMMUNITY COLLEGE ARTICULATION
15.0 FORMS AND REFERENCES

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Website Resource: http://instsrv.sdccd.edu/5300web.htm

Curriculum Review Committee Responsibilities
Policy – 5300.2

2.0   COLLEGE CURRICULUM COMMITTEE RESPONSIBILITIES

The responsibilities of the college curriculum committees include:

2.1   Review and approval of all courses and programs, review and approval of all curriculum proposals and catalog descriptions for new and revised courses and programs, including course activations and deactivations, for compliance with state and federal regulations and District policy to ensure the following:

2.1.1   Degree credit courses shall meet the standards for approval as defined in Title 5 (grading policy, units, intensity, prerequisites and corequisites, basic skills requirements, difficulty, and level). (Title 5: Section 55002 [a])

2.1.2   Non-degree credit and noncredit courses shall meet the standards for approval as defined in Title 5 (grading policy, units, intensity, prerequisites and corequisites). (Title 5: Section 55002 [b])

2.1.3   Courses and programs shall comply with the criteria as defined in the California Community Colleges Curriculum Standards Handbook (appropriateness to mission, need, quality, feasibility, and compliance).

2.1.4   Curriculum shall meet District policy regarding criteria for the Associate Degree, General Education, and courses that are appropriate to Associate Degree.   Curriculum shall adhere to the minimum requirements for the Associate Degree as set forth in state regulations and guidelines. (Title 5: Sections 55805, 55805.5, 55806)

2.1.5   Courses and/or sections delivered by Distance Education shall conform to state regulations and guidelines. (Title 5: Sections 55352-55380)

2.1.6   Special classes for the disabled shall conform to the state regulations and guidelines. (Title 5: Section 56028)

2.1.7   Courses that are not offered as part of an approved academic program shall be reviewed and approved.

2.1.8   Credit courses shall fulfill the requirements for submission as general education courses to Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU), University of California (UC) or meet the transfer standards for electives and major requirements to campuses of CSU, UC, and/or other postsecondary colleges and universities.

Section 2 - 2

Curriculum Review Committee Responsibilities - Continued

    2.1.9   Credit courses that fulfill District General Education, multicultural, American Institutions, and or health/and physical education requirements shall be reviewed and approved.

    2.1.10 New programs and program modifications shall be reviewed, including activations deactivations, and substantial changes to approved programs.

Further college curriculum committee responsibilities are to:

2.2   Review credit courses offered throughout the District to determine if there is duplication in content in order to comply with state regulations on course repetition. (Title 5: Section 58161 [c])

2.3   Review, for informational purposes only, new program and program modifications offered at other colleges.

2.4   Recommend policy/procedures regarding academic and professional matters.

2.5   Provide in-service training for college faculty on the curriculum development and approval process.

2.6   Provide a method for the emergency review of curriculum between the end of Spring semester and Fall semester.

2.7   Ensure that curriculum committee membership, as determined by the college, is in compliance with Title 5 guidelines and includes an articulation officer, a counseling representative and a balanced representation between arts and sciences and occupational and technical faculties. Campus evaluators and a special classes representative (Disabled Student Programs & Services-DSPS) should be available to serve as a resource as needed.

Section 2 - 3

CurricUNET
Curriculum Approval Flow Chart Examples
http://www.sdccdcurricu.net/SDCCD2/

Visual (Approval Flow)

The visual approval flow is only available for proposals that are in the approval process. To view flow charts use the icons shown below.

Icons used to show flow charts

Each flow chart is created specifically for every proposal ID number according to the proposal type selected by the originator. No flow chart is identical to another; therefore, the following examples represent only an approximation of flow for the proposal type listed.

Program Revision/New

Program Deactivation
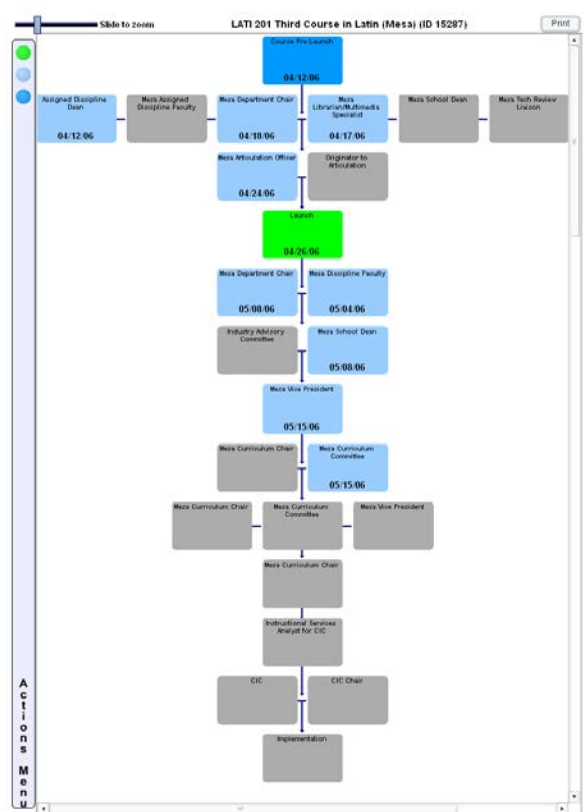

Section 2 - 4
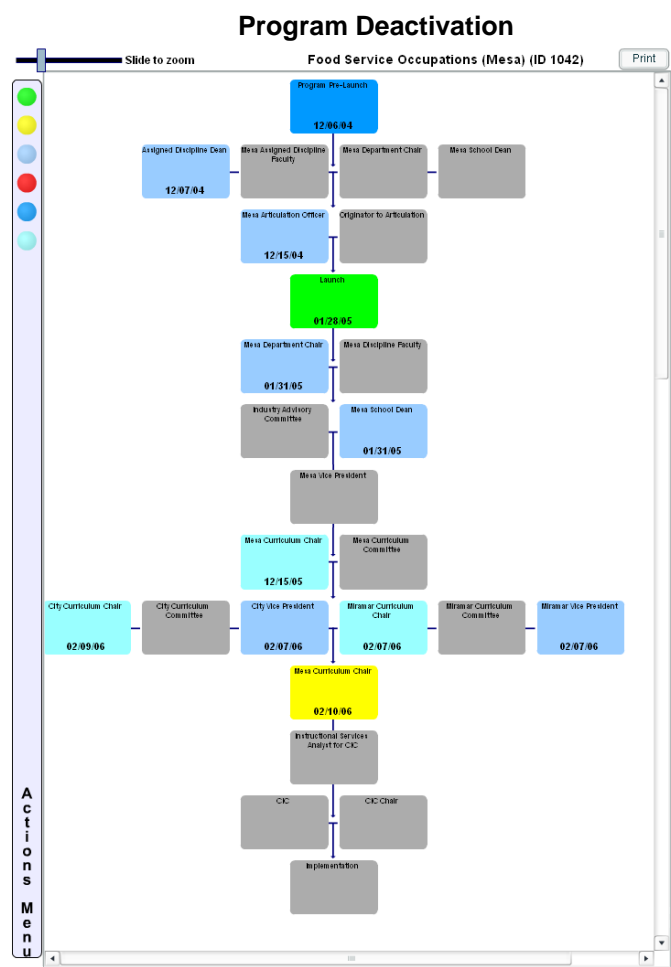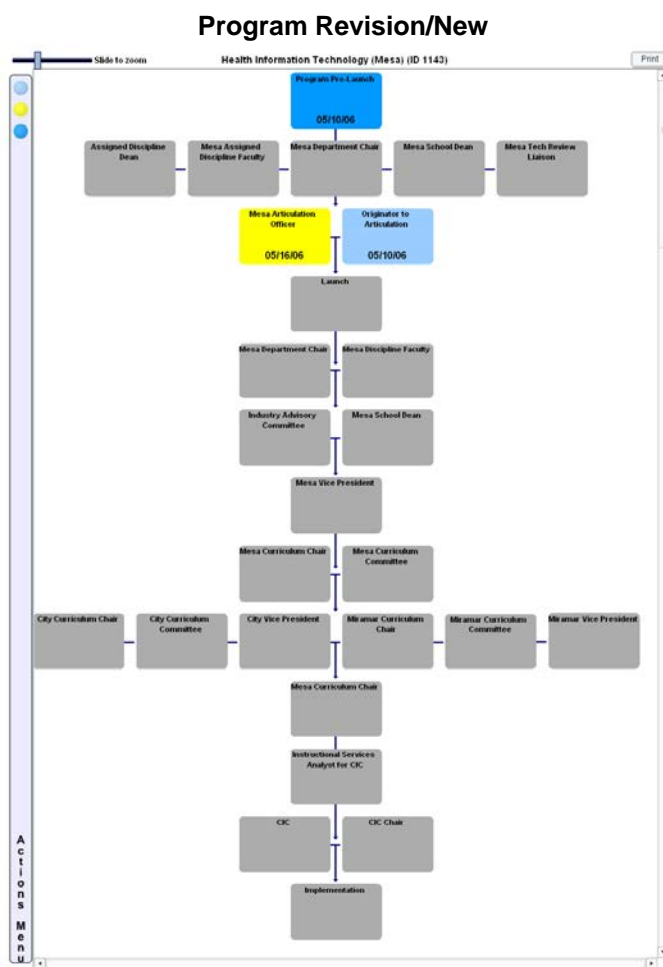
CurricUNET Curriculum Approval Flow Chart Examples - Continued

Aligned Course Revision
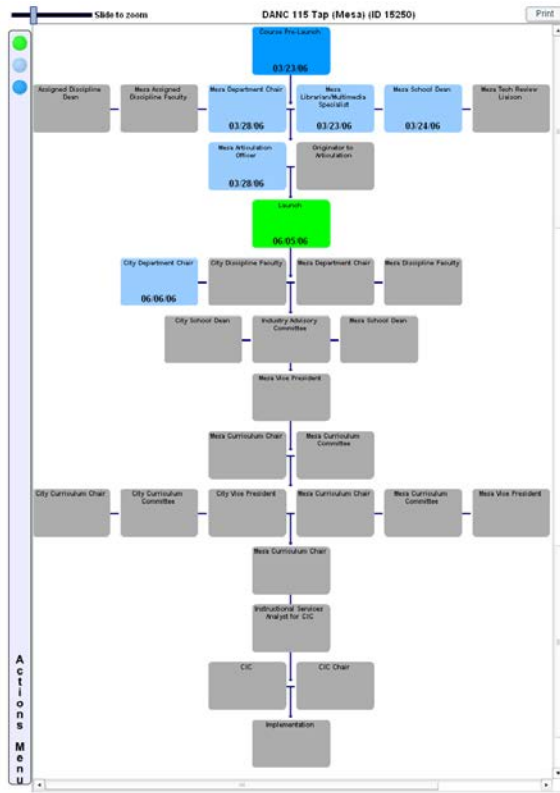
Non-Aligned Course Revision

Aligned New Course

Non-Aligned New Course

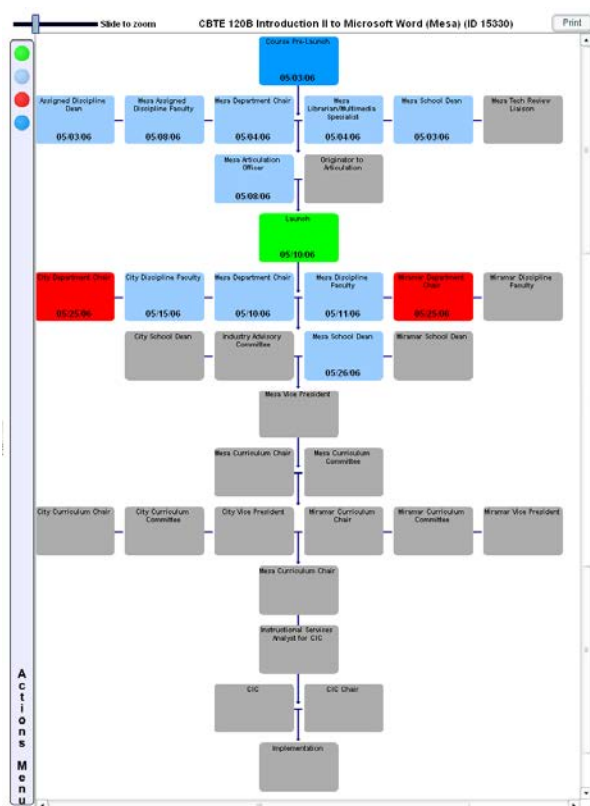**Section 2 - 5**

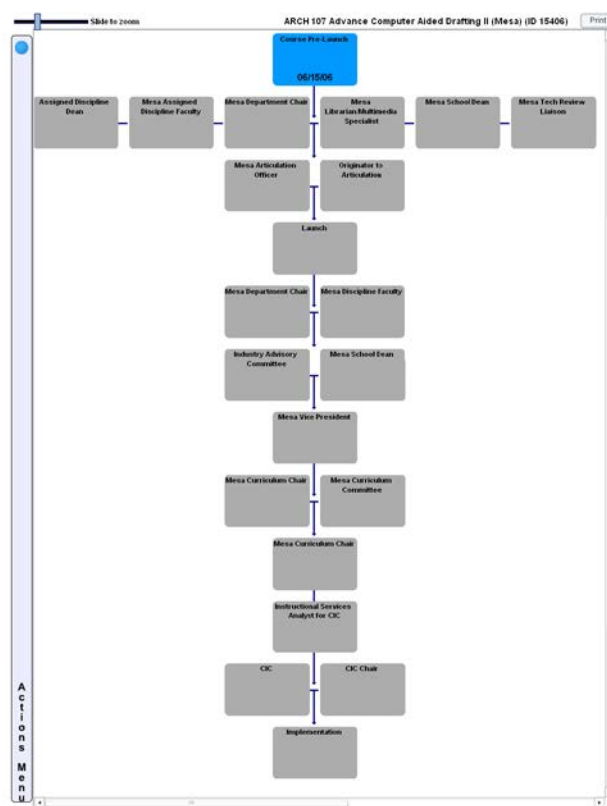Website Resource: http://www.sdccdcurricu.net/SDCCD2/
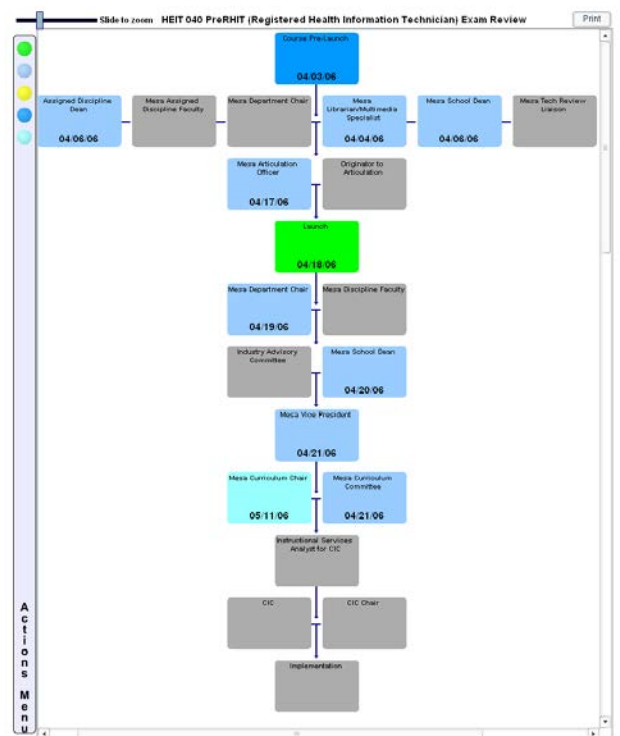
CurricUNET Curriculum Approval Flow Chart Examples - Continued
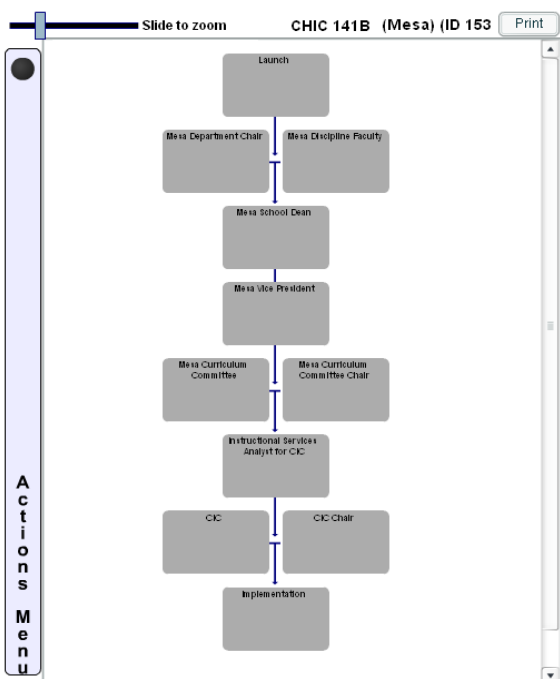
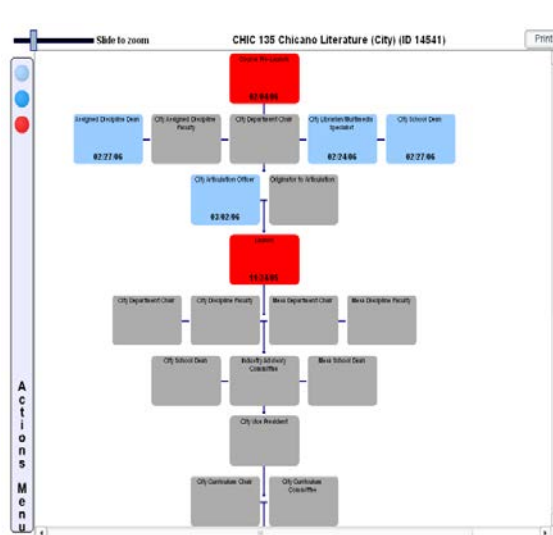### Aligned Course Integration

Non-Aligned Course Integration

Distance Education

Returned to Originator after 90 Days

CurricUNET's Three Phases

The Three Steps of the Curriculum Approval Process

In CurricUNET Version 2 the Curriculum Approval Process has three phases: ***Proposal Creation***, ***Proposal Audit***, and ***Proposal Approval Process***. The Proposal Approval Process has two stages within it, *pre-launch* and *launch*.

Step 1: Proposal Creation
Creating a proposal is the first phase of the Curriculum Approval Process. This is where you create a new course or program or create a proposal by modifying a course or program already in CurricUNET. There are detailed instructions to walk you through this process. See the user guide and on-screen help to guide you through this phase of the process. *Note: Throughout this guide, the person who creates a proposal is called an 'originator.'*

Step 2: Proposal Audit
The Proposal Audit function is the final step after creating the proposal to ensure all required data fields have been entered. The Audit is automatically done internally by the CurricUNET program. If the proposal passes the audit the originator is instructed how to go to the Approval part of the system to pre-launch the proposal. If the audit fails error messages instruct the originator what needs to be completed in order for the proposal to pass the audit. Because Version 2 has separated the proposal creation process from the approval process, this audit function also assigns the correct approval process to the proposal based on the proposal type selected by the originator. Assigning the correct approval process ensures that when pre-launched the proposal goes to the correct people involved in that process. There are detailed instructions in the user guide and on screen help to walk you through the audit phase of the process.

Step 3: Proposal Approval Process
The approval process has two stages, pre-launch and launch. The approval process begins once the originator pre-launches his/her proposal. Pre-launching sends the proposal to a group of people who are meant to review the proposal before it continues through the process to make sure all the information is accurate and fulfills the college's intent. At this stage of the approval process the originator is able to make any changes to the proposal requested by the reviewers. *Please note that the originator still has another step to take in the approval process after pre-launch.* Once the people who review the proposal in pre-launch are satisfied with the proposal the originator is instructed to launch the proposal. Launch is the second stage in the approval process. Once the originator launches the proposal it is sent through the rest of the approval process and is signed off by the various people required for the proposal type. There are detailed instructions in the user guide and the on screen help to walk you through the approval process phase of the system. *Note: If the originator does not launch the proposal s/he will receive reminder messages to launch the proposal after 30 and 60 days. If the proposal has not been launched after 90 days the proposal will be sent back to the originator to start the approval process over again. If the proposal is not launched the proposal will never be approved.*

Course Proposal Approval Process

Pre-Launch (Level 1)

Originator, College Department Chair, College Dean, Discipline Faculty; Discipline Dean, Librarian, Articulation Officer, Technical Review Liaison/Committee

- Originator has pre-launched proposal into CurricUNET
- Proposal is listed in CurricUNET as a *Pending* proposal
- Proposal outline, Curriculum Report (CR), comments and flow chart status of proposal can be reviewed by all CurricUNET users
- Originator can make changes/adjustments to proposal outline and CR per reviewers' comments
- After being signed off by Librarian, the Technical Review Liaison may assign the Technical Review Committee to review proposal – *See Section 6 - 2, Technical Review Committee Guidelines*
- Without the Articulation Officer's approval the proposal **cannot** move forward from this level
- **Originator must launch proposal after Articulation Officer's approval**
- After a proposal is launched it cannot be adjusted by originator until it reaches the Curriculum Review Committee Level 7– *See Section 4 -10; User's Guide*
- Originator has a **time limit of 90 days** after Articulation Officer sign off date to launch proposal to move it forward – *See Section 4 - 1; Audit to Prelaunch*
- Proposals not launched within 90 days are returned to originator's inputting level
  - Returned proposals are no longer available for review in CurricUNET
  - Originator must resubmit proposal into Pre-launch Level 1
  - Returned proposals must again go through complete Pre-launch Level 1 approval process cycle

Launch (Levels 2 – 6)

Originator, Mesa, City & Miramar College Department Chairs, Mesa, City, & Miramar Discipline Faculty, Mesa, City & Miramar College Deans, Industry Advisory Committee, College Vice President

- Proposal begins formal approvals of designated personnel per flow chart determined by proposal type – *See Section 2 – 4: Flowcharts*
- Flow chart designated personnel review, comment and approve proposal
- College Dean inputs information into the Curriculum Report as necessary – *See Section 4 -22; Course Proposal Inputting*
- No adjustments/changes can be made by originator at Levels 2 - 6
- **There are time limits at Levels 2 – 6 so proposal will more forward using default dates** (usually a 10 day default at each level) - *See Section 2 - 4; Flow Charts*

Course Proposal Approval Process - Continued

College Curriculum Committee (Level 7)
Originator, Curriculum Committee Members, Tech Review Committee

- Originator attends Curriculum Review Committee (CRC) meeting when proposal is listed on the CRC agenda
- Proposal may be referred to Technical Review Committee
- Proposal may be placed on **hold** by Curriculum Chair
  - Originator can make recommended adjustments to proposal
  - Originator informs Curriculum Chair upon completion of adjustments
- **<u>An approved motion by Curriculum Review Committee is necessary for proposal to move forward</u>**
- **No time limit on Level 7 holds**

Other College Curriculum Committee (Level 8)
Originator, City and/or Miramar Vice Presidents, City and/or Miramar Curriculum Chairs, City and/or Miramar Curriculum Committees

- Unless requested originator does not attend meetings but may do so
- Further adjustments to proposal may be requested
- Originator cannot make requested adjustments to proposal at this level
- Proposal may be returned to originating college curriculum committee for further review if proposal is not approved/supported
- **An approved motion by City and/or Miramar Curriculum Committee(s) is necessary for an aligned proposal to move from Level 8**
- **Non-aligned proposal may be administratively moved forward**

College Curriculum Committee Chair (Level 9)
Originator, College Curriculum Committee Chair

- College Curriculum Chair reviews and may place proposal on **hold**
  - Originator makes recommended adjustments to proposal
  - Originator informs Curriculum Chair upon completion of adjustments
- College Curriculum Chair reviews proposal after completion of adjustments prior to submitting to District Curriculum Instructional Council
- **College Curriculum Committee Chair approval necessary for proposal to move forward**
- **No time limit on holds at Level 9**

Course Proposal Approval Process - Continued

Instructional Services Analyst for CIC (Level 10)
Originator, Instructional Services Analyst for CIC

- Instructional Services Analyst for CIC reviews proposal
- If proposal needs adjustments the Instructional Services Analyst places the proposal on **hold** and contacts the originator and College Curriculum Chair
  - Originator must make recommended adjustments to proposal
  - Originator must inform the Instructional Services Analyst upon completion of adjustments
  - The Instructional Services Analyst again reviews proposal for approval for placement on CIC agenda
- If proposal does not need adjustments the Instructional Services Analyst approves proposal and places the proposal on the CIC agenda
- **Approval necessary for proposal to move forward**
- **No time limit on holds at Level 10**

CIC – Curriculum Instructional Council (Level 11)
Originator, Curriculum Instructional Council (College Vice President, College Curriculum Chair & College Articulation Officer)

- Originator may be requested to attend meeting
- CIC committee members review proposal
  - May table proposal
  - May request further adjustments
  - May place proposal on **hold**
- Originator makes recommended adjustments to proposal
- Originator informs Instructional Services Analyst upon completion of adjustments
- **Approval necessary for proposal to move forward**
- **No time limit on holds at Level 11**

CIC Chair (Level 11)
CIC Chair

- CIC Chair informs CurricUNET of CIC approval and activation dates
- CIC Chair informs District Instructional Services of approval and activation dates

# Course Proposal Approval Process - Continued

Implementation (Level 12)

CurricUNET, District Instructional Services, College Vice President, College Curriculum Chair, College Articulation Officer, Originator/College Department Chair

- CurricUNET
  - Adjusts proposal from *Pending* to *Approved* on approval date
  - Adjusts proposal from *Approved* to *Active* on activation date
- District Instructional Services
  - Places approved proposal on Board of Trustees Docket
  - Notifies District Student Services of approved Board of Trustees' actions
  - Inputs course into ISIS
  - Activates ISIS section inputting for approved date
- College Vice President
  - Reviews Board of Trustees' actions
  - Assists College Dean in acquiring State approval if necessary
- College Curriculum Chair
  - Informs College Curriculum Committee of proposal approval
  - Posts approved CIC actions on CRC website
  - Posts Mesa summary of CIC actions on CRC website
- College Articulation Officer
  - Follows up on approved course articulation
  - Requests course articulation as necessary
- Originator/College Department Chair/Dean
  - Reviews CurricUNET after approved and activation dates to ensure course information is accurate and is listed correctly
  - Informs College Dean course sections can be scheduled

CurricUNET Home Page

Website: http://www.sdccdcurricu.net/sdccd2/
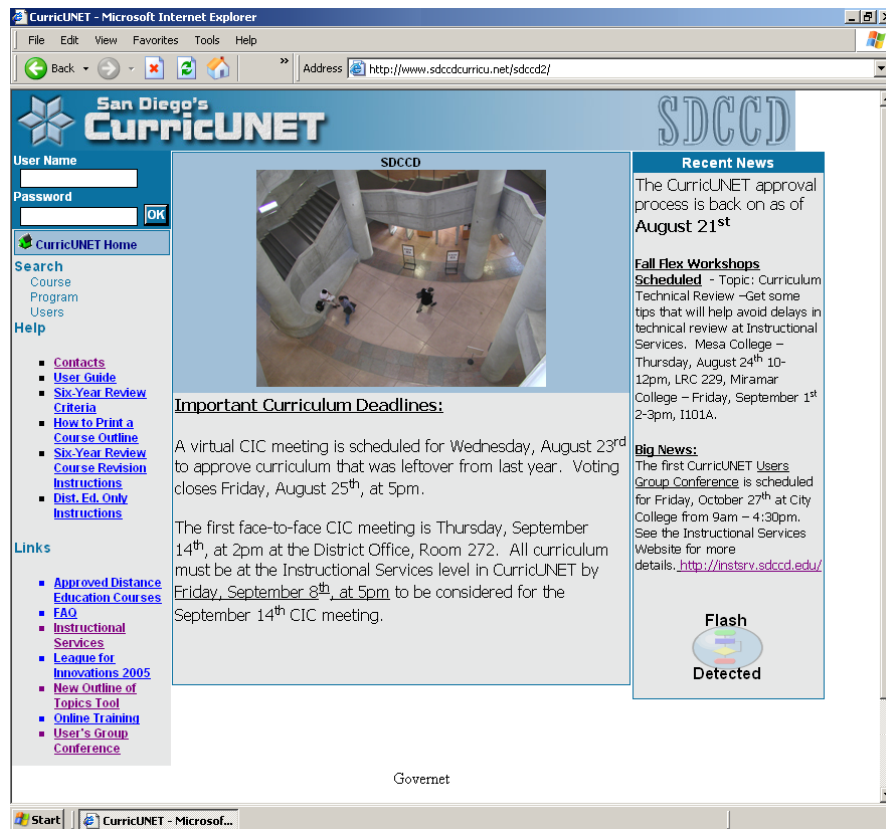
NEW - Recent News Column and Important Information section – NEW
NEW – New Outline of Topics Tool– NEW

CurricUNET Home Page Links
Search
       Course
       Program
       Users
Help
       Contacts
       User Guide
       Six-Year Review Criteria
       How to Print a Course Outline
       Six-Year Review Course Revision Instructions
       Dist. Ed. Only Instructions
Links
       Approved Distance Education Courses
       FAQ – Frequently Asked Questions with Answers
       Instructional Services Website
       League for Innovations 2005 (*Broken Link*)
       New Outline of Topics Tool - NEW
       Online Training (Camtasia Studio 2 Videos)
          - Getting Started
          - Course Search

Section 4 - 1

Website Resource: http://www.sdccdcurricu.net/SDCCD2/

Search Course Link

Website: http://www.sdccdcurricu.net/SDCCD2/search/course/

Search Program Link

Website: http://www.sdccdcurricu.net/SDCCD2/search/program/

Website Resource: http://www.sdccdcurricu.net/SDCCD2/

Search Users Link

Website: http://www.sdccdcurricu.net/SDCCD2/search/users/

Users Guide Link

Website: http://www.sdccdcurricu.net/SDCCD2/userguide.doc
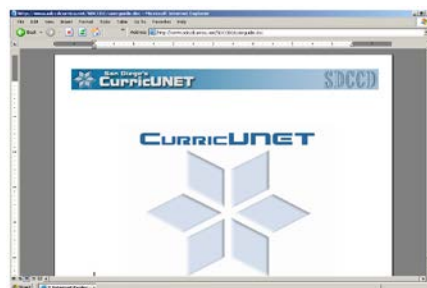
CurricUNET User Guide Table of Contents

Introduction

Website Resource: http://www.sdccdcurricu.net/SDCCD2/

CurricUNET User Guide Table of Contents (Continued)

Six Year Review Criteria Link

Website: http://www.sdccdcurricu.net/SDCCD2/Six-Year%20Review%20Criteria.doc

Six-year Review Criteria

You may want to print this document, the current course outline of record (see How to Print a Course Outline) and the Six-Year Review Course Revision Proposal Instructions as references.

Please use the criteria below in your assessment of the course.

Criteria

1. Is the course content current?

2. Does the catalog description still accurately describe course content? Does it include intended audience?

3. Are the prerequisite/co-requisite/advisory statements still appropriate?

4. Are all assignments still relevant? (Appropriate Readings, Writing Assignments, Appropriate Assignments that Demonstrate Critical Thinking, Outside Assignments)

5. Do the required texts have accurate citations and are the publications dates no older than 5 years?

For additional information contact your curriculum review committee co-chair. Follow the six-year review course revision proposal instructions. Even if the course changes are minor or no changes are made, a course revision proposal must be launched and complete the approval process in order to be officially recorded as a "Six-Year Review".

How to Print a Course Outline Link

Website: http://www.sdccdcurricu.net/SDCCD2/How%20to%20Print%20a%20Course%20Outline.doc

How to Print a Course Outline

1. Login to CurricUNET using your user name and password. If you do not have a user name and password contact your School Dean to request access.
2. From the menus on the left hand side select "course" under the "Search" menu.
3. From the Search Screen select the following:
   a. Status – Active
   b. Course number – enter the course number for the course outline you want to print
   c. Subject Area – select the discipline for the course outline you want to print.
4. Click "OK"
5. The active record for your course will display. Several icons are displayed to the left of the course information.
6. Click on the [CO] icon and the course outline will display.
7. Print the outline.

Website Resource: http://www.sdccdcurricu.net/SDCCD2/

Six-Year Review Course Revision Instructions Link

Website: http://www.sdccdcurricu.net/SDCCD2/Six-Year%20Review%20Course%20Revision%20Instr.doc

Dist. Ed. Only Instructions Link

Website: http://www.sdccdcurricu.net/SDCCD2/Distance%20Ed%20Only%20Instructions.doc

Section 4 - 6

Website Resource: http://www.sdccdcurricu.net/SDCCD2/

Approved Distance Education Courses Link
Website: http://instsrv.sdccd.edu/curriculum/de%20approved%20list.xls

http://instsrv.sdccd.edu/curriculum/de%20approved%20list.xls - Microsoft Internet Explorer

File Edit View Insert Format Tools Data Go To Favorites Help

Back ▾ ✕ ↻ 🏠   Address: http://instsrv.sdccd.edu/curriculum/de%20approved%20list.xls

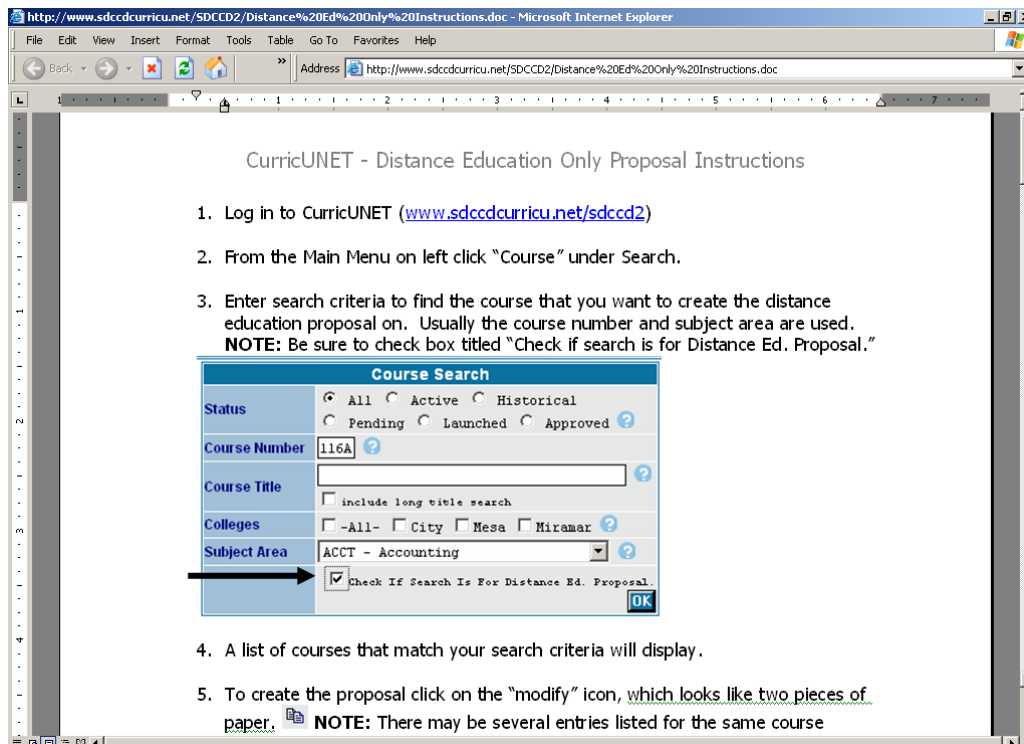|	CIC DATE (FYI only)	COURSE	NUMBER	APPROVED CAMPUS			EFFECTIVE TERM/ COMMENTS
				C	M	MM	Last Revised 08/10/06
4	4/11/2002	ACCT	116A	X	X	X	022 (M,MM), 052 (C)
5	5/24/2001	ACCT	116B	X	X	X	014 (MM), 052 (C), 054 (M)
6	11/11/2004	ACCT	120			X	052 (C)
7	11/11/2004	ACCT	150	X	X	X	051 (M), 052 (C, MM)
8	5/23/2002	ADJU	101			X	024 (MM)
9	5/23/2002	ADJU	102			X	024 (MM)
10	9/9/2004	ADJU	106			X	051 (MM)
11	9/11/2003	ADJU	160			X	034 (MM)
12	5/27/2004	ADJU	161			X	044 (MM)
13	9/23/2004	ADJU	201			X	051 (MM)
14	9/23/2004	ADJU	210			X	051 (MM)
15	5/11/2006	ALLH	049		X		071 (M)
16	2/23/2006	AMSL	104		X		064 (M)
17	5/13/2004	ANTH	102	X	X		044 (M), (062 C)
18	12/8/2005	ANTH	103	X	X		062 (C), 062 (M)
19	12/8/2005	ANTH	107	X	X		062 (C), 062 (M)
20	12/8/2005	AODS	150	X			062 (C)
21	12/8/2005	AODS	152	X			062 (C)
22	12/8/2005	AODS	154	X			062 (C)
23	5/27/2004	ARCH	105		X		044 (M)
24	5/27/2004	ARCH	106		X		044 (M)
25	5/25/2000	ARTD	051A			X	004 (MM)
26	5/25/2000	ARTD	051B			X	004 (MM)
27	4/25/2002	ARTF	100			X	022 (MM)
28	3/9/2006	ARTF	110			X	062 (MM)
29	2/23/2006	ARTF	111		X	X	062 (MM), 064 (M)
30	4/14/2005	ARTF	265A		X		054 (M)
31	8/17/2005	ARTG	100	X			061 (C)
32	10/25/2001	ARTG	118	X			021 (C)
33	8/17/2005	ARTG	124	X			061 (C)

DE Audit Report

FAQ – Frequently Asked Questions with Answers Link
Website: http://instsrv.sdccd.edu/CurricUNET/Links/CurricUNET%20FAQs.htm

1 - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back ▾ ✕ ↻ 🏠   Address: http://instsrv.sdccd.edu/CurricUNET/Links/CurricUNET%20FAQs.htm

CurricUNET Frequently Asked Questions

1. **Do I have to log into CurricUNET to get a course outline?**
   No, anyone can get an outline from CurricUNET for a course offered by the San Diego Community College District by going to http://www.sdccdcurricu.net/SDCCD2/. Under the SEARCH heading select COURSE which will display the COURSE SEARCH page. Enter the criteria for the course for which you want the outline. For a broader search select "All". Once you locate the desired course click on the "CO" icon to display the Course Outline.

2. **How do I log on to CurricUNET?**
   Go to http://www.sdccdcurricu.net/SDCCD2/ then log on by entering your user name and password. Please note that user names and passwords are case sensitive. Your user name and password are assigned by the district when you are first set up as a user, but you have the option to change them at any time by going to the Personal Info screen from the CurricUNET Main Menu. If you have lost or forgotten your user name or password call the CurricUNET help line at 619-388-6502.

3. **I've never used CurricUNET before can you help me?**
   It is highly recommended that attend one of the training sessions planned for your campus. There is also a user guide available on the CurricUNET Main Menu that can help you through the process as well as on screen help buttons. If you still have questions please contact the CurricUNET help line at 388-6502. Also look for online video tutorials that will be available in the future to guide you through CurricUNET.

4. **How do I get reports from CurricUNET other than an outline?**
   From the CurricUNET Home Page select REPORTS. From the REPORTS TYPE drop down menu select the type of report you want. To view the report click on the report number.

5. **What are entry skills and how do I match them?**
   Entry skills are skills that the student will need to have in order to succeed in the course you are proposing. They are required when you intend to have a requisite (i.e. prerequisite, co-requisite or advisory) for your course. The entry skills are generally the student learning outcomes of the course you are requiring as the requisite. To add an entry skill click on the entry skills page. Under the ADD AN ENTRY SKILL heading in the ENTRY SKILL text box enter the skill required then select the ADD button. Continue adding the skills you require using the same procedure. After all skills have been entered you will need to match each skill with course(s) that fulfill the skill requirements. The course(s) selected will ultimately be the requisite(s) for the course. For example if you know you want an advisory of ENGL 051 you could enter one of the student learning outcomes as the entry skill from ENGL 051 (or write your own) in the ENTRY SKILL text box then click on the ADD button. To match the entry skill to the ENGL 051 course click the MATCH OUTCOMES button next to the skill. Select ENGL from the drop down menu then select 051 from the next drop down menu. On the next page that appears you have the option to select any or all of the student learning outcomes listed by clicking the box next to the outcome. Once you've selected all the

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Instructional Services Website Link
Website: http://instsrv.sdccd.edu/

New Outline of Topics Tool Link
Website: http://instsrv.sdccd.edu/CurricUNET/Outline%20of%20Topics.pdf

Website Resource: http://www.sdccdcurricu.net/SDCCD2/

Online Training Series Link

Website: http://instsrv.sdccd.edu/Training_Tutorials/Training_Splash/CurricUNET%20Online%20Training.htm

Online Training - Camtasia Studio 2 Links
Getting Started Video

Website: http://instsrv.sdccd.edu/Training_Tutorials/Modules/gstart.html

Website Resource: http://www.sdccdcurricu.net/SDCCD2/
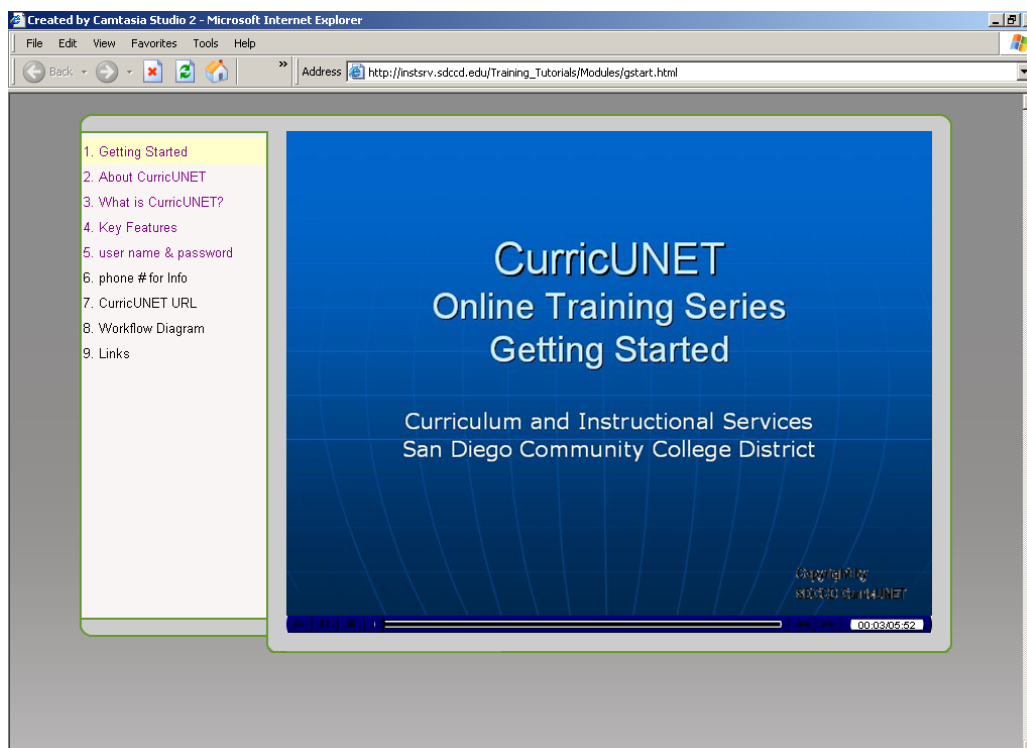
Online Training - Camtasia Studio 2 Links
Course Search Video
Website: http://instsrv.sdccd.edu/Training_Tutorials/Modules/coursesearchfnl.html
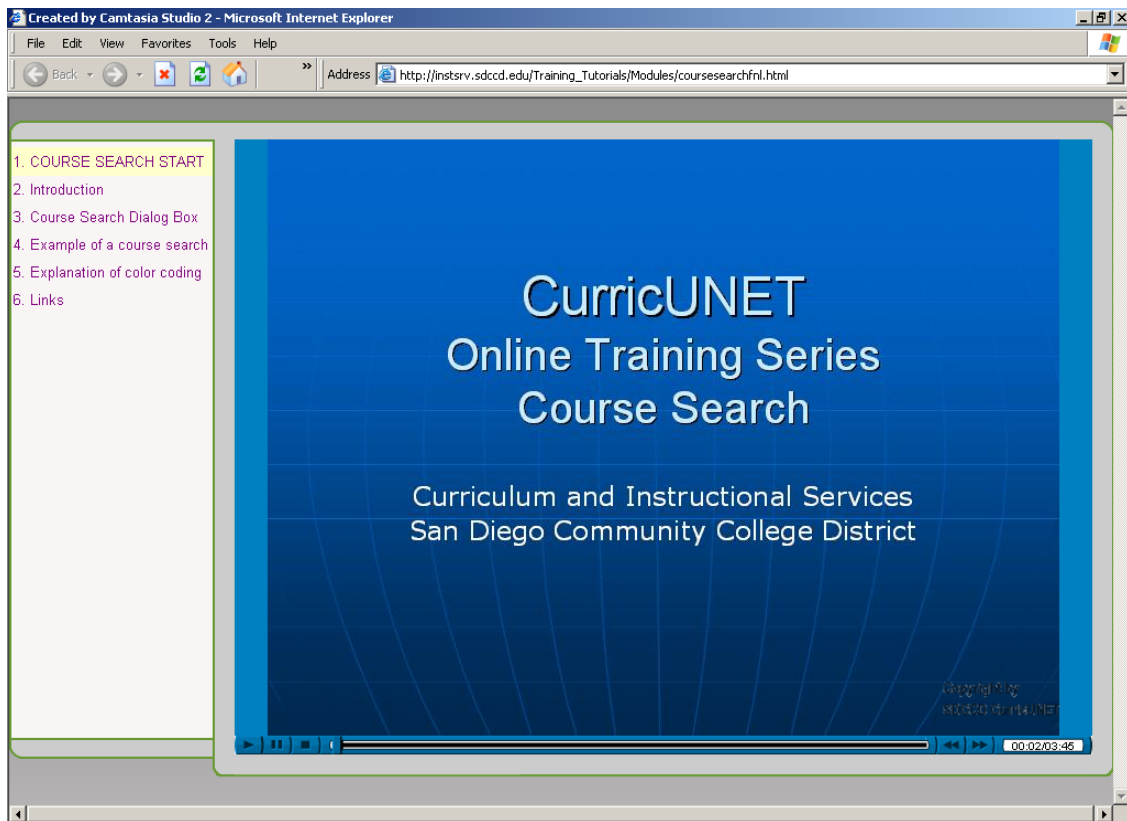
Coming Soon
Online Training - Camtasia Studio 2
New Outline of Topics Tool Video

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CurricUNET User Guide

Website: http://www.sdccdcurricu.net/sdccd2/

CurricUNET User Guide
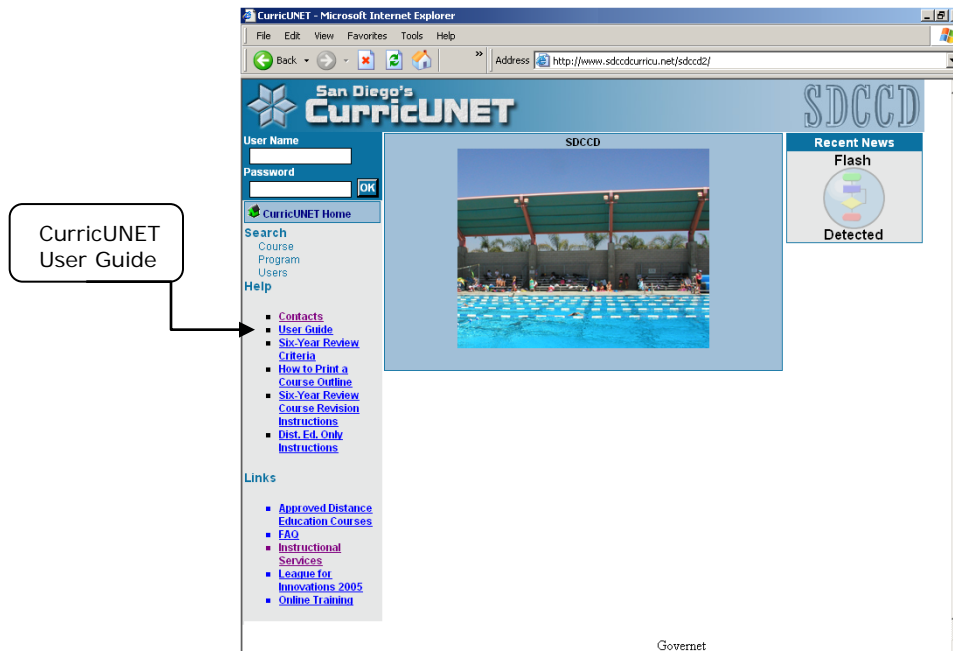
User Guide Direct Link

Website: http://www.sdccdcurricu.net/SDCCD2/userguide.doc

Website Resource: http://www.sdccdcurricu.net/SDCCD2/userguide.doc
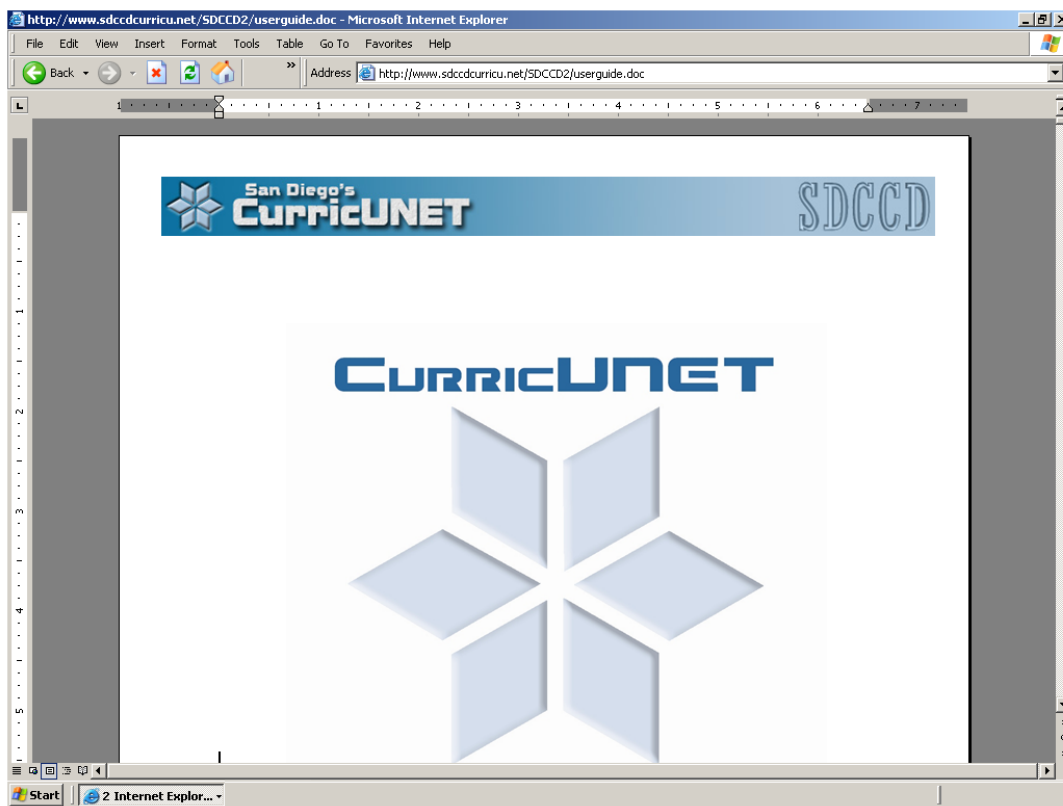
CurricUNET User Guide - Continued
Table of Contents

Website Resource: http://www.sdccdcurricu.net/SDCCD2/userguide.doc

Choosing a Course Proposal Type

Course Activation (Currently active at another college)

This proposal type is intended to activate a course currently offered at another college only. You will be restricted to the entry fields required to select the activation. You are not able to revise a course using this proposal type. The approval process will only include your college and Curriculum Instructional Council (CIC). (The other colleges offering the course will be notified for information purposes only).

Please Note: *CurricUNET will check to see if the course you are activating has been reviewed in the last six years. If it has not you will be directed to a proposal type to revise or integrate AND activate the course allowing you to review it. (Policy 5300.2 states; "Academic courses and programs shall be updated and reviewed every six years").*

Course Deactivation (Active at another college)

This proposal type is for deactivating a course at your college only. The course will remain active at one or both of the other colleges. You will be restricted to the entry fields required to deactivate. The approval process will only include your college and Curriculum Instructional Council (CIC). (The other colleges offering the course will be notified for information purposes only).

Course Deactivation (Not at any college)

This proposal type is deactivating a course from the master inventory of courses. The course will no longer be active at any of the three colleges. You will be restricted to the entry fields required to deactivate. The approval process will include all three colleges (since concurrence is required) and Curriculum Instructional Council (CIC).

Course Integration (Including Activation)

This proposal type is for integrating a course outline. It is a type of course revision, but specifically it is for courses that require integration. You will have access to all the data entry fields so you can make changes and updates to the course. In addition to integrating you can activate a course at your college using this proposal type. The approval process will include all colleges offering the discipline (since concurrence is required) and Curriculum Instructional Council (CIC).

Course Reactivation (Not currently active at any college)

This proposal type is for reactivating a historical course. You will be restricted to the entry fields required to reactivate. You are not able to revise a course using this proposal type. The approval process will include all three colleges (since concurrence is required) and Curriculum Instructional Council (CIC).

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Please Note: *CurricUNET will check to see if the course you are reactivating has been reviewed in the last six years. If it has not you will be directed to a proposal type to integrate AND reactivate the course allowing you to review it. (Policy 5300.2 states; "Academic courses and programs shall be updated and reviewed every six years").*

Course Reactivation (with Integration)

This proposal type is for reactivating a historical course and integrating it at the same time. You will have access to all the data entry fields so you can make changes and updates to the course. The approval process will include all three colleges (since concurrence is required) and Curriculum Instructional Council (CIC).

Course Revision (Including Activation) **See Section 5-New Course vs Revision*

This proposal type is for revising a course. You will have access to all the data entry fields so you can make changes and updates to the course. In addition to revising you can activate a course at your college using this proposal type. The approval process will include all colleges offering the discipline (since concurrence is required) and Curriculum Instructional Council (CIC).

Distance Learning – No Other Action

This proposal type is for adding distance education to a course. This unique proposal type allows you to create a distance education proposal regardless of whether another proposal for the course is progressing through the system. You will only have access to the data entry fields required for distance education. The approval process will only include your college. (Curriculum Instructional Council and other colleges will be notified for information purposes only.)

New Course **See Section 5-New Course vs Revision*

This proposal type is for creating a new course that does not exist in the master inventory of courses. You will have access to all the data entry fields required for a course proposal. The approval process will include all three colleges (since concurrence is required) and Curriculum Instructional Council (CIC).

Special Topic/Experimental Course

This proposal type is for creating a special topics course or experimental course (usually 265s). If you are proposing a special topics or experimental course, please choose this proposal type rather than New Course. You will have access to all the data entry fields required for a course proposal. The approval process will only include your college and Curriculum Instructional Council (CIC). (The other colleges will be notified for information purposes only.)

The Three Steps of the Curriculum Approval Process

In CurricUNET Version 2 the Curriculum Approval Process has three phases: Proposal Creation, Proposal Audit, and Proposal Approval Process. The Proposal Approval Process has two stages within it, pre-launch and launch.

Step 1: Proposal Creation

Creating a proposal is the first phase of the Curriculum Approval Process. This is where you create a new course or program or create a proposal by modifying a course or program already in CurricUNET. There are detailed instructions to walk you through this process. See the user guide and on-screen help to guide you through this phase of the process. Note: Throughout this guide, the person who creates a proposal is called an 'originator.'

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Step 2: Proposal Audit

The Proposal Audit function is the final step after creating the proposal to ensure all required data fields have been entered. The Audit is automatically done internally by the CurricUNET program. If the proposal passes the audit the originator is instructed how to go to the Approval part of the system to pre-launch the proposal. If the audit fails error messages instruct the originator what needs to be completed in order for the proposal to pass the audit. Because Version 2 has separated the proposal creation process from the approval process, this audit function also assigns the correct approval process to the proposal based on the proposal type selected by the originator. Assigning the correct approval process ensures that when pre-launched the proposal goes to the correct people involved in that process. There are detailed instructions in the user guide and on screen help to walk you through the audit phase of the process.

Step 3: Proposal Approval Process

The approval process has two stages, pre-launch and launch. The approval process begins once the originator pre-launches his/her proposal. Pre-launching sends the proposal to a group of people who are meant to review the proposal before it continues through the process to make sure all the information is accurate and fulfills the college's intent. At this stage of the approval process the originator is able to make any changes to the proposal requested by the reviewers. Please note that the originator still has another step to take in the approval process after pre-launch. Once the people who review the proposal in pre-launch are satisfied with the proposal the originator is instructed to launch the proposal. Launch is the second stage in the approval process. Once the originator launches the proposal it is sent through the rest of the approval process and is signed off by the various people required for the proposal type. There are detailed instructions in the user guide and the on screen help to walk you through the approval process phase of the system. Note: If the originator does not launch the proposal s/he will receive reminder messages to launch the proposal after 30 and 60 days. If the proposal has not been launched after 90 days the proposal will be sent back to the originator to start the approval process over again. If the proposal is not launched the proposal will never be approved.

For Additional Levels of Approval Information See Section 3

CurricUNET Frequently Asked Questions (FAQ)

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   Entry skills are skills that the student will need to have in order to succeed in the course you are proposing. They are required when you intend to have a requisite (i.e. prerequisite, co-requisite or advisory) for your course. The entry skills are generally the student learning outcomes of the course you are requiring as the requisite. To add an entry skill click on the entry skills page. Under the ADD AN ENTRY SKILL heading in the ENTRY SKILL text box enter the skill required then select the ADD button. Continue adding the skills you require using the same procedure. After all skills have been entered you will need to match each skill with course(s) that fulfill the skill requirements. The course(s) selected will ultimately be the requisite(s) for the course. For example if you know you want an advisory of ENGL 051 you could enter one of the student learning outcomes as the entry skill from ENGL 051 (or write your own) in the ENTRY SKILL text box then click on the ADD button. To match the entry skill to the ENGL 051 course click the MATCH OUTCOMES button next to the skill. Select ENGL from the drop down menu then select 051 from the next drop down menu. On the next page that appears you have the option to select any or all of the student learning outcomes listed by clicking the box next to the outcome. Once you've selected all the outcomes that match the skill then select the ADD button. Follow the same procedure to match all of your entry skills with student learning outcomes.

5. **How do I pre-launch my proposal?**
   Once your proposal is complete you will select the AUDIT button. The CurricUNET Program will internally audit the course to make sure it is complete. If the proposal is complete you will be directed to click on MY APPROVALS. Select the role of ORIGINATOR from the drop down and then select the NEXT button. The proposal you intend to pre-launch will appear under the appropriate heading COURSES or PROGRAMS. Select the ACTION button. Enter any comment you may have regarding the proposal (optional) then select the SUBMIT button. Your proposal has now been pre-launched.

6. **What does "Audit" mean?**
   When you select the AUDIT button the proposal is internally checked by the CurricUNET program to make sure all areas of the outline have been completed. If the proposal is complete you will be directed to pre-launch the proposal. If the outline is incomplete you will be notified which pages or areas require completion.

7. **How do I launch my proposal?**
   From the CurricUNET HOME PAGE select MY APPROVALS. Select ORIGINATOR from the drop down and click NEXT. Any course you have that is ready for launch will be listed. Select the ACTION button for the proposal you want to launch. In the comments text box you have the opportunity to enter any comments regarding the course if desired. Select the SUBMIT button and your proposal will be launched.

8. **How do I make changes to my proposals?**

   Prior to launch - You can go into your proposal to make changes by selecting COURSES or PROGRAMS under the CREATE/EDIT PROPOSAL heading on the home page. Click on the pencil next to the course or program you want to edit marked "Pending". You will now be able to access all of the pages under the COURSE/PROGRAM CHECKLIST on the right hand side of the screen. Once you have selected a page from that list select the EDIT button to open that page for editing. Once your editing is complete select the FINISH button at the bottom of the page. To edit other pages continue with this same procedure.

   After Launch – You can only edit a proposal after it has been launched if the proposal has been put on Hold. A proposal can be put on hold by the following people; College Curriculum Committee Chair, Instructional Services Analyst or CIC Chair. Usually one of these people would put a proposal on Hold if it requires changes. Once the person puts the proposal on hold you, the originator (and any co-contributor) will have access to go in and edit the proposal. Once you have made any required changes notify the person who put the proposal on Hold that you are finished and s/he can go in and take the proposal off Hold. Once the proposal is taken off Hold you will no longer have access to edit.

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9. **How can I find out where my proposal is in the approval process?**
   From the CurricUNET Home Page under the STATUS heading select MY PROPOSALS. A list of proposals you have pre-launched or launched will appear. Select CHECK STATUS next to the proposal you want to check. When the screen refreshes you will see a list of all the actions taken on your proposal and any comments made as well as the actions still pending. To hide/view the comments select the HIDE/VIEW COMMENTS button. To see the approval flow chart, select the VISUAL button. You may also view the other reports associated with the proposal (Course Outline, Program Report, Curriculum Report, Program Impact or Course Changes) from the CHECK STATUS area.

10. **Why isn't my proposal moving through the approval process?**
    There are several reasons why your proposal may not be moving forward in the approval process.
    - The proposal may have been completely signed off in the pre-launch phase and needs you to launch it.
    - The proposal may be on hold for corrections or additional information that is required.
    Check the STATUS of your proposal to read the comments, see what step the proposal is currently on and if there have been any requests that you need to address.
    Please remember that each level of review or approval has at least a ten day period in which to sign off on the proposal except for the original college curriculum committee which can hold the proposal indefinitely. If you have any questions/concerns call the CurricUNET help line at (619) 388-6502.

11. **How do I get reports from CurricUNET other than an outline?**
    From the CurricUNET Home Page select REPORTS. From the REPORTS TYPE drop down menu select the type of report you want. To view the report click on the report number.
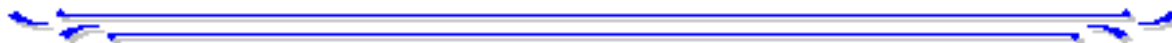
Audit to Pre-Launch

Audit

The Proposal Audit function is the final step after creating the proposal to ensure all required data fields have been entered. The Audit is automatically done internally by the CurricUNET program when the [Audit] button is pressed. If the proposal passes the audit the originator is instructed how to go to the Approval part of the system to pre-launch the proposal. If the audit fails error messages instruct the originator what needs to be completed in order for the proposal to pass the audit. The audit function also assigns the correct approval process to the proposal based on the proposal type selected by the originator. Assigning the correct approval process ensures that

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when pre-launched the proposal goes to the correct people involved in that process. After you have completed your course (or program) proposal, and the Checklist is completed (all required pages have check marks), you are ready to Audit and Pre-Launch your proposal. The following icon and message in red will be displayed on the left hand side of the screen:

You may AUDIT your course now.
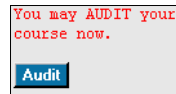
Audit

Click on the AUDIT icon, **Audit** for CurricUNET to do an internal audit of your proposal. If the audit is successful, your proposal will be assigned an approval flow and be ready for you to pre-launch it.

Please Note: If the audit is unsuccessful, you will receive an error message indicating what needs to be done to have a successful audit. Make the necessary corrections and try your audit again. You can not pre-launch a proposal if it has not successfully passed the audit.

When the audit is completed, you will be prompted to click on 'My Approvals.'
'My Approvals' takes you to the approval section of CurricUNET where you can Pre-launch your proposal into the approval flow.

Your proposal is complete and the audit was successful. Now follow the link to "My Approvals", select "Originator" role, and approve the pre-launch. Approving the pre-launch step, will notify the next positions/steps.

My Approvals
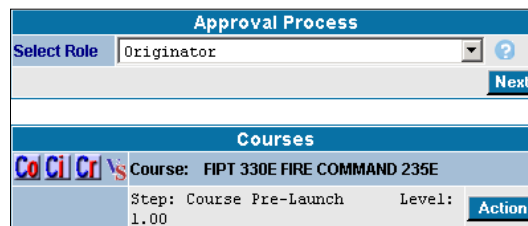
Pre-Launch

Clicking on 'My Approvals' will display the screen below.

Welcome, Roxann
Log Out
CurricUNET Home
Status
Approval Process
Links

Approval Process
Select Role   Originator
Next
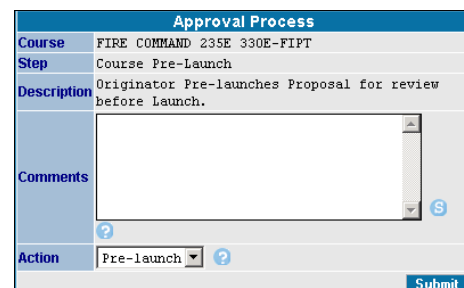
Please Note: You are now in the 'Status' section of the CurricUNET program, where all approval actions are taken. (Pre-launch is considered an approval action)

Click on the [Next] icon, **Next** to see the list of proposals that require an action by you as the originator.

Approval Process
Select Role   Originator
Next

Courses
Co Ci Cr Vs Course: FIPT 330E FIRE COMMAND 235E
Step: Course Pre-Launch   Level: 1.00   Action

Find the proposal you created and click on 'Action.' **Action** to Pre-launch. Notice how this proposal is at the 'Step: Course Pre-Launch Level 1.00.

After you click on 'Action', the following screen will display. As you can see, the course title, the step you're taking action on and a description is displayed on the screen.

Approval Process
Course FIRE COMMAND 235E 330E-FIPT
Step   Course Pre-Launch
Description Originator Pre-launches Proposal for review before Launch.
Comments
Action Pre-launch
Submit

Website Resource: http://www.sdccdcurricu.net/SDCCD2/userguide.doc

In the 'Comments' field, add any comments if any about this proposal you want to share with those involved in the approval process. If you have no comments leave the field blank.

This course has not been taught for a couple of years, pending new software releases of both AutoCAD and Revit. We as a department want to see if the new Revit program will be a viable option for teaching our students. We are going to use the Advanced CADD class as a place to present this program to our students as a supplement to the already used AutoCAD program.

We hope to offer this course for upcoming summer session 2006.

Proposal to revise Grade only to Grade/CR/NCR option to be consistent with all other dance lab courses is the only change to the course outline.

We want to de-activate this course and have not offered it for a few years. We currently offer CBT 120, which encompasses both CBTE 120A and CBTE 120B.

When you are ready, click **Submit** to complete the action.

Your proposal has now successfully been Pre-Launched and will be sent to the next level of approvals.

After your proposal has been submitted, your screen should look like this example (unless you have other proposals that require an action in which case they will be displayed here).

Approval Process

Select Role | Originator | ▼ | ❓ | **Next**

Courses

You have no Approvals.

Please Note: When the proposal is ready to be Launched (you will be notified by e-mail) you will go to "My Approvals" in the "Status" section of the program to **Launch** your proposal. (See the Approval Process section of the user guide for more information)

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Key to CurricUNET Icons for Proposal Reports

There are several different types of reports associated with course and program proposals. Following is a list of the different types of proposal reports. Wherever you see the associated icon, you may click on it to view the type of report indicated. The report will open in a new window on your browser.

Course Outline

The course outline is the official outline for the course. It provides detailed information about the course.

Course Curriculum Report

This report gives the technical information about the course proposal.

Program Impact Report

The program impact report is an important report for deans to view. It lists all the courses and programs that are impacted by a specific course.

Course Changes Report

The course changes report is a new report in CurricUNET. It is only available for courses proposals that are revisions of already existing courses. The information on the course changes report is a combination of information from the course outline and the course curriculum report. This report shows changes from the previous course and the newly proposed course.

Program Report

The program report displays all the information for a program, including all the awards and the courses required to fulfill the award.

Syllabus

Click for a sample syllabus for the adjacent course.

Visual (Approval Flow)

The visual is only available for proposals that are in the approval process. They can only be accessed from the 'Status' area of CurricUNET.

Comments

This icon is available in the 'My Approvals' section of CurricUNET. Comments are made by members of the approval process when they review proposals before taking action.

Some examples of Proposal Reports:

Course Curriculum Report

Visual Approval Flow

Key to CurricUNET Edit Icons

Help
Brings up on-screen help regarding the adjacent entry.

*
Indicates a required field

Arrow up
Moves selected item up in a list

Arrow down
Moves selected item down in a list

Calendar Grid
Click to bring up calendar

Comments
Clicking this icon (in the 'My Approvals' section) allows members of the approval process to view comments made by previous approvers in the process.

Course Changes Report
Click for a report on course changes. Only available for course proposals that are revisions of already existing courses.

Course Outline
Click for a course outline report. This provides detailed information about the course.

Course Curriculum Report
Click for a course curriculum report. This report gives the technical information about the course proposal.

Delete / Cut
Clicking the scissors icon will delete or remove the adjacent entry.

Edit
Clicking the pencil icon allows editing of the adjacent entry.

Spell check
Click to bring up CurricUNET's on-screen spell check. Suggestions for unrecognized words will display.

Syllabus Report
Click for a sample syllabus for the adjacent course.

Program Impact Report
Click for an Impact report on a particular program. Report lists all the courses and programs that are impacted by a specific course.

Program Report
Click for a complete report on a program. The report displays all the information for a program, including all the awards and the courses required to fulfill the award.

Visual (Approval) Flow
Click to bring up a graphic representation of the approval flow of a proposal that is in the approval process. This icon is found in the 'Status' area of CurricUNET.

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CurricUNET New Outline of Topics Tool

Outline of Topics

Click on 'Outline of Topics' on your 'Course Checklist.'
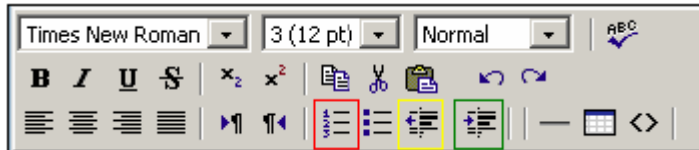
Note: Colored box outlines have been added to above picture to assist in locating icons.
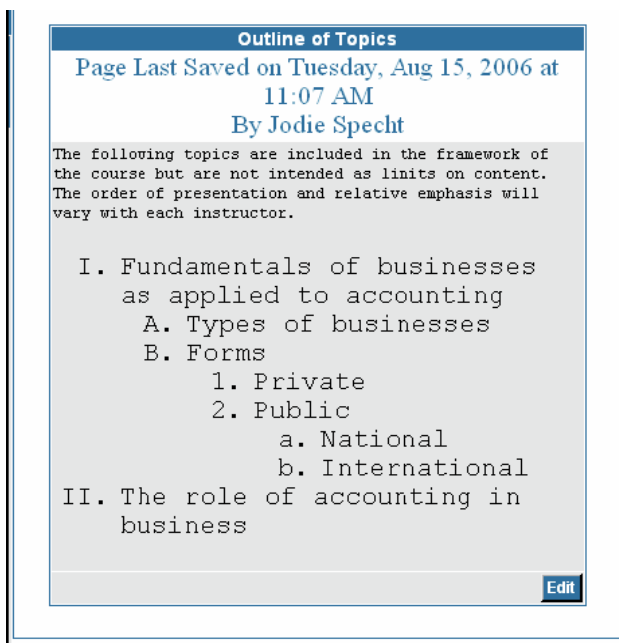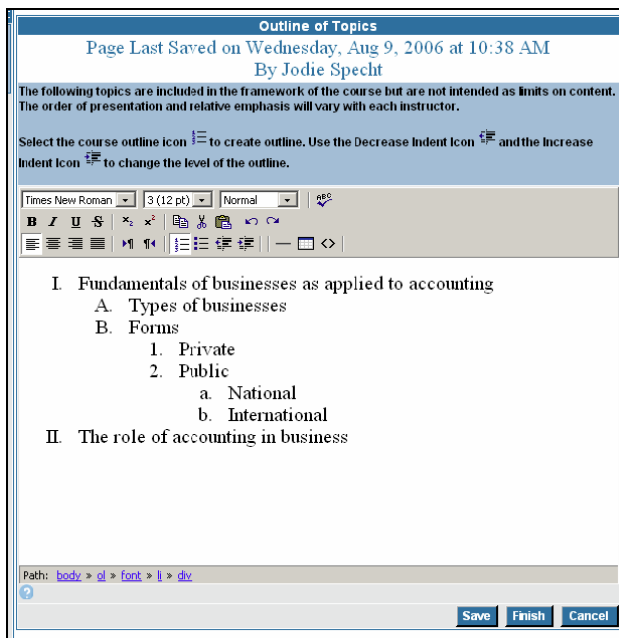
Outline Text

Click on the Ordered List icon to begin.

A Roman Numeral I. will appear. Type the main topic.

Press the enter key to move to the next line. A Roman Numeral II will appear.

Add an additional main topic or click on the increase indent icon to have a capital letter A. appear as the beginning of the subtopic.

You can continue to use the increase indent icon to make further subtopics.

The decrease indent icon will move the cursor from a subtopic position back to a higher level topic position.

The outline can be further formatted using the formatting buttons on the title bar. They function similarly to the formatting buttons in Microsoft Word.

Save
Click on [Save] to save the information you have entered. The data entry fields remain available for data entry.

Cancel
Click [Cancel] to cancel the entries.

Finish
Click on [Finish] when you are completely done filling out all required fields. This is what the Outline of Topics looks like once you click [Finish]. A checkmark has also appeared next to 'Outline of Topics' under the 'Course Checklist.'

Edit
To make changes to the Outline of Topics click [Edit]. Otherwise, you may move on to the next entry, 'Course Assignments.'

Section 4 - 22

CurricUNET Course Proposal Inputting Sections
CurricUNET User Guide

Course Proposal Creation and Revision

CurricUNET Program Proposal Inputting Sections
CurricUNET User Guide

Program Proposal Creation and Revision

Section 4 - 23

CurricUNET Six-Year Review Inputting

Six-year Review Criteria

You may want to print this document, the current course outline of record (see How to Print a Course Outline) and the Six-Year Review Course Revision Proposal Instructions as references.

Please use the criteria below in your assessment of the course.

Criteria

1. Is the course content current?
2. Does the catalog description still accurately describe course content? Does it include intended audience?
3. Are the prerequisite/co-requisite/advisory statements still appropriate?
4. Are all assignments still relevant? (Appropriate Readings, Writing Assignments, Appropriate Assignments that Demonstrate Critical Thinking, Outside Assignments)
5. Do the required texts have accurate citations and are the publications dates no older than 5 years?

For additional information contact your curriculum review committee co-chair.

Six-year Review Course Revision Proposal Instructions

Even if the course changes are minor or no changes are made, a course revision proposal must be launched and complete the approval process in order to be recorded as a **"Six-Year Review"**. The type of proposal you will create is a Course Revision (Including Activation).

> **Please note:** If the course you are reviewing has <u>NOT</u> been integrated, you may want to choose Course Integration (Including Activation) as the proposal type and integrate the course outline at the same time.

1. You should already be logged in to CurricUNET. If not log in using your user name and password. (If you do not have a user name and password contact your Dean to request access.)

2. From the main menu on the left side of the screen select "Courses" under **Create/Edit Proposal**.

3. From the menu on the left side of the screen select "Modify Active Course" which will take you to a screen to search for the course you want to change.

4. Enter the search criteria to find the course record you want to change.
   a. Select "Active" for Status
   b. Enter the course number
   c. Use the drop down menu to find the discipline
   d. Click "OK"

5. The course will display in a list after you click "OK". You will see several icons to the left of the course and course title. Click on the "copy" icon, which looks like two pieces of paper. Clicking this icon creates a new proposal in the system, which is linked to the currently active record. (Once the new proposal is approved the changes will replace the currently active record.)

Section 4 - 24

Six-year Review Course Revision Proposal Instructions – Continued

6. After you click "OK" you will see the Course Modification Screen. This screen displays some basic information about the course. If you are making changes to any of these items, course title or course description you can make them here or on another screen later.

    On this screen there are two important fields that need to be filled out correctly.

    The first is the "Proposal Type". Since you've determined that the course requires changes based on the six-year review criteria, you should choose "Course Revision (Including Activation)" as your proposal type.

    > **Please note:** If the course you are reviewing has <u>NOT</u> been integrated, you may want to choose Course Integration (Including Activation) as the proposal type and integrate the course outline at the same time.

    The second important field to be filled out is the "Six-year review" field. Be sure to check the box so those reviewing the proposal know that the changes are in relation to the six-year review process.

    Then click "OK".

7. Once you click "OK" you will be on the main data entry page. On the right side of the screen there are several data screens listed under "Course Checklist". Click on each title to display the different data entry screens. Make changes as needed per your six-year review criteria. Be sure to "Finish" each screen as you are done. This will confirm that all required fields have been filled out. **Please Note:** If no changes are being made on a particular screen it still needs to be marked as "finished". Make sure all required fields are filled out on the screen (marked with a red asterisk) and click "Finish".

8. Once all the checklist screens are finished (they will be green with a check mark in the box next to the title) you can complete the proposal process.

9. A blue button with the word "Audit" will appear on the right side of the screen when all required fields are finished. Click on the button to continue the proposal process. The CurricUNET system verifies all required fields are filled out and it assigns the correct approval process for the proposal type you selected.

10. Once you click on the "Audit" button you should get a message that says the audit was successful, click on the "My Approvals" link to start the approval flow for your proposal.

11. Since you created the course proposal you are the "originator". Select "originator" from the drop down menu and click "Next".

12. After you click "Next" the screen will display any proposals you have created which require you to take action. Find the course proposal you created and note that it is at "Level 1: Pre-Launch" (This is the first step in the approval process)

13. Click on the "Action" button. Now you will see the course and title listed and a text box in which to make comments if desired. The action selected is "**Pre-Launch**". When you are ready click "Submit" and your course proposal has started the approval process.

14. However, you have **<u>one more step</u>** to take in the approval process. Once your college's librarian and articulation officer have reviewed your proposal you will be required to **launch** your proposal through the rest of the approval process. CurricUNET will send you an **e-mail message** when the articulation officer has reviewed your proposal indicating it is ready **to be launched.**

Six-year Review Course Revision Proposal Instructions – Continued

15. Upon receiving the e-mail message follow these few steps:
    1. Login to CurricUNET with your user name and password.
    2. Click on "**My Approvals**" from the main menu on the left side of your screen.
    3. Choose "**Originator**" as the role from the drop down menu **and click "Next"**
    4. Find the course on your list of approvals (note it is at "Level 3: Launch") to be launched and click "Action"
    5. Make any desired comments and click "Submit"

Your proposal will continue through the approval process and be reviewed by the various positions in the approval process. It may require some minor changes or edits as your college curriculum committee reviews it and/or when Curriculum Instructional Council reviews it, in either case you will be notified.

Distance Education Only Proposal Instructions
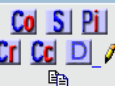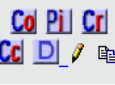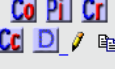
1. Log in to CurricUNET
2. From the Main Menu on left click "Course" under Search.
3. Enter search criteria to find the course that you want to create the distance education proposal on. Usually the course number and subject area are used. **NOTE:** Be sure to check box titled "Check if search is for Distance Ed. Proposal."

4. A list of courses that match your search criteria will display.

5. To create the proposal click on the "modify" icon, this looks like two pieces of paper.
   NOTE: There may be several entries listed for the same course number. <u>Be sure to create your proposal on the "Active", red record.</u>

Website Resource: http://www.sdccdcurricu.net/sdccd2/

Distance Education Only Proposal Instructions - Continued

6. After you click on the "modify" icon the following page will display. Select the "Distance Learning – No other Action" proposal type and then click "OK"

Course Modification	
Course Number	116A
Course Title	Financial Accounting
Short Title	Financial Accounting
Course Desc	This introductory financial accounting course provides instruction in the theory and practice of accounting applicable to recording, summarizing, and reporting of business transactions
Short Course Description	Introductory accounting course which provides instruction in the theory and practice of accounting.
Subject	ACCT Accounting
Campus	☑ City ☑ Mesa ☑ Miramar
Proposal Type	Distance Learning – No Other Action

OK   Cancel

7. The main proposal page will display. From the Course Checklist displayed on the right side of the screen select "Distance Ed"

8. The following page will display with a "pending" proposal for your college. Click on the edit pencil to fill out the required fields.
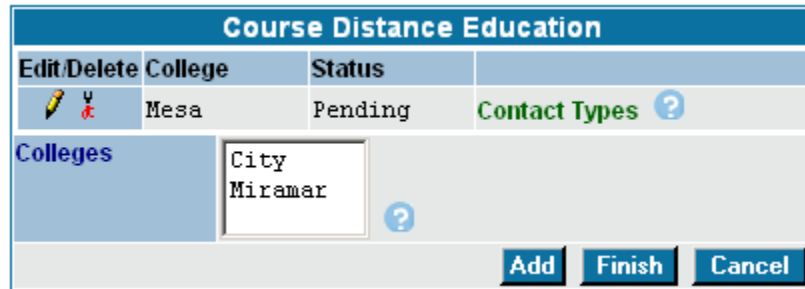
Course Distance Education			
Edit/Delete	**College**	**Status**	
✏ ✂	Mesa	Pending	Contact Types
Colleges	City Miramar		

Add   Finish   Cancel

9. Fill out all required fields (marked with a red asterisk). Then click "Finish".

NOTE: Help information is available for each entry box. Click on the ❓ icon to display.

Section 4 - 27

Distance Education Only Proposal Instructions - Continued

10. Once you click "Finish" the following page displays again. Select "Contact Types" to define how faculty will contact students.
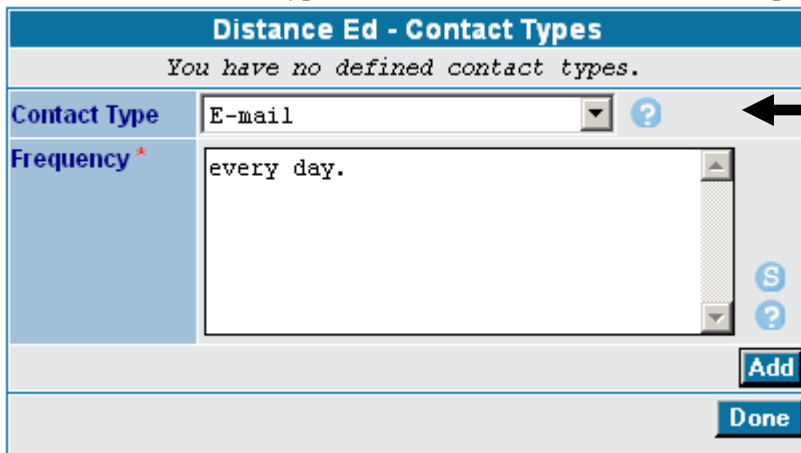
Course Distance Education

Edit/Delete	College	Status	
✏ ✂	Mesa	Pending	Contact Types ❓
Colleges	City / Miramar ❓		

[Add] [Finish] [Cancel]

11. Once you click on "Contact Types" the following page displays.
12. Choose the type of contact from the drop down menu.
13. Then type in how frequently this type of contact will be used.
14. Click "Add" and the contact type and frequency will be added to the proposal.
NOTE: Once a contact type is selected it is removed from the drop down menu.

Distance Ed - Contact Types
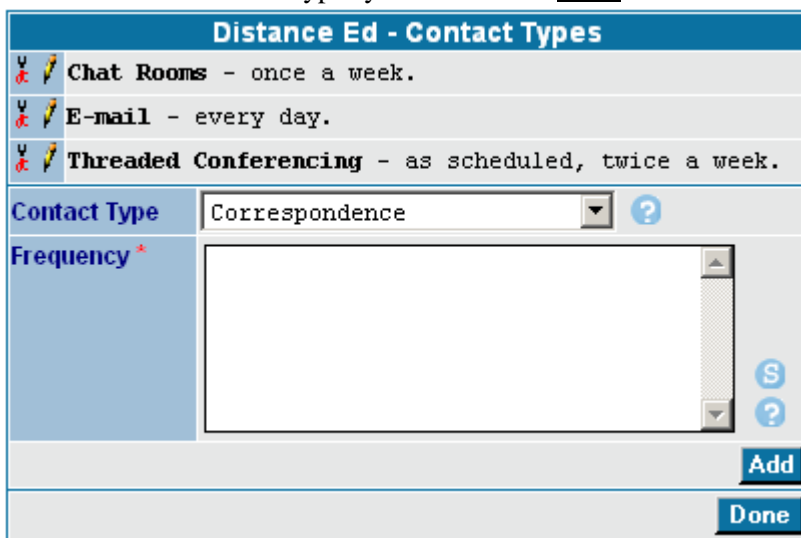
You have no defined contact types.

Contact Type   [E-mail ▾] ❓

Frequency *   every day.   Ⓢ ❓

[Add]

[Done]

15. Here is what the added contact types looks like once they've been added. When you have added all the contact types you want click "Done".

Distance Ed - Contact Types

✂ ✏ Chat Rooms - once a week.
✂ ✏ E-mail - every day.
✂ ✏ Threaded Conferencing - as scheduled, twice a week.

Contact Type   [Correspondence ▾] ❓

Frequency *   Ⓢ ❓

[Add]

[Done]

Distance Education Only Proposal Instructions - Continued

16. After all the required information is added click "Finish". You will notice that the "Distance Ed" page listed on the Course Checklist is checked off and green.

17. Next click on the "Audit" button which is on the left side of the page. Clicking the "Audit" button runs an internal audit to make sure all required fields have been filled out and the computer assigns the correct approval process for the distance ed only proposal type.

15. After you click the "Audit" button and the audit is successful. Follow the on-screen instructions to go to the "My Approvals" section to Launch your proposal into the approval process.

Website Resource: http://www.sdccdcurricu.net/sdccd2/

SAN DIEGO COMMUNITY COLLEGE DISTRICT
ASSOCIATE DEGREE CREDIT COURSE OUTLINE GUIDE
Updated 02/24/04

Note: Bloom's Taxonomy of Cognitive Verbs is referred to in this material.

OVERALL:
- Show that each component of the course outline is rooted in the basic theory and concepts of the discipline.
- Integrate all components throughout the outline:
  o Objectives should meet the stated objectives in the course description;
  o The Outline of Topics should cover all the objectives;
  o The Methods of Evaluation should match the objectives and show how students will demonstrate that all of the objectives have been met;
  o The Methods of Instruction should show how the course will enable students to achieve the objectives.
  o The Reading, Writing and Outside Assignments should relate specifically to the course.

SECTION I

SUBJECT AREA AND COURSE NUMBER:
- Consult with the office of the Vice-President, Instruction for course numbering. This ensures that deactivated course numbers will not be reassigned.
- When considering a course number, allow yourself enough flexibility to consider the possibility of adding related classes both before and after this one to maintain a logical pedagogical sequence.
- Do not abbreviate department or program title.
- Be sure your transfer course is lower division. Consult with college articulation officer to determine a minimum of two UC or CSU institutions that receive the greatest proportion of your transfer students. Submit documentation of this information with the proposed outline.

COURSE TITLE:
- Accurately indicate the course content in the title.
- The district recommends a limitation of 30 characters in the course title, due to constraints of the software program they use.

UNITS:
   1 hour lecture = 1 unit
   3 hours lab = 1 unit

CATALOG COURSE DESCRIPTION:

- Write a short paragraph of approximately 600 characters that summarizes the objectives and content.
- Description must be in complete sentences and in the present tense.
- Identify the need for the course and/or outcome students will receive.
- The course description is an exact replica of the course description in the catalog.
- Include any special requirements and any unusual aspects of the course.

Section 5 - 1

Catalog Course Description Continued:

- Identify the target audience, e.g., UC, CSU, IGETC, CAN, major requirement, certificate, etc.
- (References to repeatability and variable units)

LECTURE HOURS PER WEEK: (See units above

LAB HOURS PER WEEK: (See units above)

PREREQUISITES/COREQUISITES/ADVISORIES:

- For prerequisites, list course(s) students need to acquire the skills necessary to succeed and without which student success is highly unlikely.
- For corequisites, identify courses that must either be previously completed or taken concurrently.
- Language for:
  - **Prerequisite** – There is only one type of prerequisite. The menu option in Curricunet just says "Prerequisite", which indicates completion of _____.
  - **Corequisite** – There are two types of corequisites. The menu options in Curricunet are as follows:
    - "Corequisite:" which indicates concurrent enrollment in _____.
    - "Corequistie: Completion of or concurrent enrollment in_____."
  - **Advisory** – There are three types of advisories. The menu options in Curricunet are as follows:
    - "Advisory:" which indicates completion of _____.
    - "Advisory: Concurrent enrollment in _____."
    - "Advisory: Completion of or concurrent enrollment in _____."

COURSE OBJECTIVES: (Student Outcomes)

The Course Objectives clarify the level of rigor expected and identify what all professors teaching the course should expect their students to achieve after successful completion. There are several challenges to writing the Objectives section. First of all, the hundreds of specific learning objectives of the course must be grouped into sets which share commonalties. Each statement is really a collection of objectives rather than, a single objective. For example, a chemistry class might take two or three weeks to discuss the properties of states of matter (gas, liquid, solid). The combined learning might be summarized as "Describe the properties of the states of matter, use appropriate equations to calculate their properties, and explain those properties on the molecular level."

Degree applicable credit courses are required to demonstrate critical thinking. Many courses are *taught* in a way which incorporates critical thinking, but the course outline itself does not *reflect* those objectives and methodologies. Shown below is an example of a "before and after" revision to include critical thinking.

BEFORE: Know the significant art achievements of Renaissance through Modern Europe.
AFTER: Compare and contrast the art works in the same historical period with art works from other historical periods to ascertain their stylistic aesthetic and historical relationships

Section 5 - 2

Course Objectives Continued:

- List verbs that demonstrate specific, observable, measurable outcomes. Place the verb at the beginning of the objective. (See Cognitive, Psychomotor and Affective Taxonomies)
- Adequately cover theory, principles and concepts. All of these should relate in concept and language to the Course Description and the Outline of Topics.
- Some objectives MUST reflect critical thinking (analysis, synthesis, evaluation) as opposed to the more basic (knowledge, comprehension, application) cognitive outcomes.
- Be concise and complete. As a general guideline, the average number of objectives for a three unit lecture course is 7 - 15.
- All courses must have content specified in the outline of topics to fulfill the course objectives.

SECTION II

1. COURSE CONTENT AND SCOPE

A. OUTLINE OF TOPICS TO BE ADDRESSED IN THE COURSE
- Must be in outline format. The minimum standard requires topic and subtopics. Some highly technical courses may require additional subtopics.
- All identified topics must correlate to the Course Objectives. It is helpful to reviewers to use some of the same identifying language in both topic headings and objectives.
- Content emphasis may be indicated by the amount of sub-headings listed under a given topic.
- Courses with variable units should identify specific content differences between the various units.

B. APPROPRIATE READING
- Texts and other readings should relate specifically to the topics in the outline.
- List examples of the kinds of reading assignments, **supplemental to the assigned texts that** will achieve the objectives.
- Identifying specific articles is not required nor advised, as it is too restrictive.
- It is helpful to identify types of materials (e.g., text, graphs, charts, data, etc.,)
- If there are additional reading assignments required for sections of this course offered through technologically mediated instruction (TMI) a.k.a., distance education, please list types and examples here.

C. WRITING ASSIGNMENTS
- List specific types of writing assignments, such as essays, lab reports, technical reports, journals, research papers, critiques, summaries, etc., and indicate the relevance to the course objectives.
- Written examinations are not considered to be assignments and should be cited in Methods of Evaluation.
- Indicate the kind of thinking required for completion (e.g., synthesizing, drawing comparisons, contrasts, and conclusions, determining cause and effects, etc.,)
- Give a minimum of two examples.
- If there are additional writing assignments required for sections of this course offered through technologically mediated instruction (TMI) a.k.a., distance education, please list types and examples here.

Section 5 - 3

D. APPROPRIATE OUTSIDE ASSIGNMENTS

- Establish course rigor. For lecture classes, state: "Two hours of outside preparation per unit per week is expected of each student."
- List specific types of tasks (e.g.,, textbook note taking, library research, rehearsing, etc.) which are sufficient to show independent work and show relevance to the learning objectives.
- Identify any special semester projects.
- If there are additional outside assignments required for sections of this course offered through technologically mediated instruction (TMI) a.k.a., distance education, please list types and examples here.

E. APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

- Assignments should not have one right answer. They should be thought provoking, requiring the student to perform some independent analysis, comparison, inference, application, creation, design, formulation, evaluation, etc.
- Show a minimum of three examples of how students will do independent higher order thinking. (Refer to Bloom's taxonomy.)
- If there are additional critical thinking assignments required for sections of this course offered through technologically mediated instruction (TMI) a.k.a., distance education, please list types and examples here.

2. METHODS OF EVALUATION

- List and define specific methods that reflect objectives and content.
- Give the basis for grading and relate it to the skills and objectives. Show that critical thinking is required.
- Be sure that knowledge of required content constitutes a significant portion of the grade as reflected in the evaluation methods.

3. METHODS OF INSTRUCTION

- Specifically list and describe the types of methods and tasks that will give ample opportunities for students to achieve the objectives. The following is a list of suggested ideas: lecture, lecture/discussion, seminar, lab, lab/lecture, teaming and collaborative learning, job shadowing, audio-visual, portfolios, video taped analysis of performances or presentations, field trips, etc.)
- Use methods appropriate to the objectives.
- If this course or sections of this course are offered through Technologically Mediated Instruction, indicate this as a separate method. Be sure to attach the appropriate curriculum form, Section V, to the integrated course outline.

4. REQUIRED TEXTS

- For vocational courses, accrediting agency documents and legal codes may be used as texts.
- A minimum of two texts or other college level publications are required, except vocational courses where accrediting agencies require only one.
- Text citations must be complete. (CurricUNET requires ISBN)

Section 5 - 4

Required Texts Continued:

- Author's last name, first name, middle initial. <u>Title of Book</u>. Location of publication, Publisher, most current date. (ISBN)

Example: Hilton, Sam. <u>Seashore Life in Southern California</u>. Berkeley, CA., University of California Press, 1999. (ISBN: 012345678X)

5. REQUIRED SUPPLIES
- Supplies should list required course equipment that goes beyond "normal" learning supplies. Supplies listed here must meet the definitions in the California Code of Regulations sub-section 59401:
  1. "Instructional and other materials which are owned and primarily controlled by an individual student."
  2. "Instructional and other materials which are required in order to achieve the stated learning objectives."
  3. "Instructional and other materials which are obtainable by means other than the college bookstore."
  4. "Instructional and other materials which are of continuing value outside of the classroom setting."

Originating Faculty: Date:

Section 5 - 5

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Associate Degree Credit Course Outline   **1/22/00**

OVERALL:
- Show that each component of the course outline is rooted in the basic theory and concepts of the discipline.
- Integrate all components throughout the outline:
  * Objectives should meet the stated objectives in the course description;
  * The Outline of Topics should cover all the objectives;
  * The Methods of Evaluation should match the objectives and show how students will demonstrate that all of the objectives have been met;
  * The Methods of Instruction should show how the course will enable students to achieve the objectives.
  * The Reading, Writing and Outside Assignments should relate specifically to the course.

SECTION I
SUBJECT AREA AND COURSE NUMBER:
- Consult with the office of the Vice-President, Instruction for course numbering. This ensures that deactivated course numbers will not be reassigned.
- When considering a course number, allow yourself enough flexibility to consider the possibility of adding related classes both before and after this one to maintain a logical pedagogical sequence.
- Do not abbreviate department or program title.
- Be sure your transfer course is lower division. Consult with college articulation officer to determine a minimum of two UC or CSU institutions that receive the greatest proportion of your transfer students. Submit documentation of this information with the proposed outline.

COURSE TITLE:
- Accurately indicate the course content in the title.
- The district recommends a limitation of 30 characters in the course title, due to constraints of the software program they use.

UNITS:
    1 hour lecture = 1 Carnegie unit
    3 hours lab = 1 Carnegie unit

CATALOG COURSE DESCRIPTION:
- Write a short paragraph of approximately 600 characters that summarizes the objectives and content.
- Description must be in complete sentences and in the present tense.
- Identify the need for the course and/or outcome students will receive.
- The course description is an exact replica of the course description in the catalog.
- Include any special requirements and any unusual aspects of the course.

Resource: San Diego Mesa College – Curriculum Packet – Spring 2000
Website Resource: Integrate a Course Outline Resource Guide

Associate Degree Credit Course Outline - Continued

- Identify the target audience, e.g. UC, CSU, IGETC, CAN, major requirement, certificate, etc.
- Include field trip designation - FT, if there is any possibility here.
- Consult with the college articulation officer for California Articulation Number (CAN) and list it here.

LECTURE HOURS PER WEEK: (See Carnegie units above)

LAB HOURS PER WEEK: (See Carnegie units above)

PREREQUISITES/COREQUISITES/ADVISORIES:
- For prerequisites, list course(s) students need to acquire the skills necessary to succeed, and without which student success is highly unlikely.
- For corequisites, identify courses that must be taken concurrently.
- The language for prerequisites is: Successful completion of -------,
- Assessment Level ------, or the equivalent.
- The language for corequisites is: Concurrent enrollment in -------,
- The language for advisories is: Successful completion of ---------,
- Assessment Level -----, or the equivalent.

COURSE OBJECTIVES: (Student Outcomes)
The Course Objectives clarify the level of rigor expected and identify what all professors teaching the course should expect their students to achieve after successful completion. There are several challenges to writing the Objectives section. First of all, the hundreds of specific learning objectives of the course must be grouped into sets which share commonalities. Each statement is really a collection of objectives rather than a single objective. For example, a chemistry class might take two or three weeks to discuss the properties of states of matter (gas, liquid, solid). The combined learning might be summarized as "Describe the properties of the states of matter, use appropriate equations to calculate their properties, and explain those properties on the molecular level."

Degree applicable credit courses are required to demonstrate critical thinking. Many courses are taught in a way which incorporates critical thinking, but the course outline itself does not reflect those objectives and methodologies. Shown below is an example of a "before and after" revision to include critical thinking.

BEFORE: Know the significant art achievements of Renaissance through Modern Europe.
AFTER: Compare and contrast the art works in the same historical period with art works from other historical periods to ascertain their stylistic aesthetic and historical relationships.

Course Objectives
- Include an initial introductory statement: "Upon successful completion of the course the student will be able to:"
- Use verbs that demonstrate specific, observable, measurable outcomes. Place the verb at the beginning of the objective. (See Cognitive, Psychomotor and Affective Taxonomies)

Resource: San Diego Mesa College – Curriculum Packet – Spring 2000
Website Resource: Integrate a Course Outline Resource Guide

Section 5 - 2

- Adequately cover theory, principles and concepts. All of these should relate in concept and language to the Course Description and the Outline of Topics.
- Some objectives MUST reflect critical thinking (analysis, synthesis, evaluation) as opposed to the more basic (knowledge, comprehension, application) cognitive outcomes.
- Be concise and complete. As a general guideline, the average number of objectives for a three unit lecture course is 7 – 15.
- All courses must have content specified in the outline of topics to fulfill the course objectives.

SECTION II
COURSE CONTENT AND SCOPE

A. OUTLINE OF TOPICS TO BE ADDRESSED IN THE COURSE
- Must be in outline format. The minimum standard requires topic and subtopics. Some highly technical courses may require additional subtopics.
- All identified topics must correlate to the Course Objectives. It is helpful to reviewers to use some of the same identifying language in both topic headings and objectives.
- Content emphasis may be indicated by the amount of sub-headings listed under a given topic.
- Courses with variable units should identify specific content differences between the various units.

B. APPROPRIATE READING
- Include the introductory statement: "Reading assignments are required and may include but are not limited to the following:"
- Texts and other readings should relate specifically to the topics in the outline.
- List examples of the kinds of reading assignments, supplemental to the assigned texts that will achieve the objectives.
- Identifying specific articles is not required nor advised, as it is too restrictive.
- It is helpful to identify types of materials (e.g. text, graphs, charts, data, etc.)
- If there are additional reading assignments required for sections of this course offered through technologically mediated instruction (TMI) a.k.a. distance education, please list types and examples here.

C. WRITING ASSIGNMENTS
- Include the introductory statement: "Writing assignments are required and may include but are not limited to the following:"
- List specific types of writing assignments, such as essays, lab reports, technical reports, journals, research papers, critiques, summaries, etc. and indicate the relevance to the course objectives.
- Written examinations are not considered to be assignments and should be cited in Methods of Evaluation.
- Indicate the kind of thinking required for completion (e.g. synthesizing, drawing comparisons, contrasts, and conclusions, determining cause and effects, etc.)
- Give a minimum of two examples.

Resource: San Diego Mesa College – Curriculum Packet – Spring 2000
Website Resource: Integrate a Course Outline Resource Guide

Section 5 - 3

Associate Degree Credit Course Outline - Continued

- If there are additional writing assignments required for sections of this course offered through technologically mediated instruction (TMI) a.k.a. distance education, please list types and examples here.

D. APPROPRIATE OUTSIDE ASSIGNMENTS
- Include the introductory statement: "Outside assignments may include but are not limited to the following:"
- Establish course rigor. For lecture classes, state: "Two hours of outside preparation per unit per week is expected of each student."
- List specific types of tasks (e.g., textbook note taking, library research, rehearsing, etc) which are sufficient to show independent work and show relevance to the learning objectives.
- Identify any special semester projects.
- If there are additional outside assignments required for sections of this course offered through technologically mediated instruction (TMI) a.k.a. distance education, please list types and examples here.

E. APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING
- Include the introductory statement: **"Critical thinking assignments are required and may include but are not limited to the following:"**
- Assignments should not have one right answer. They should be thought provoking, requiring the student to perform some independent analysis, comparison, inference, application, creation, design, formulation, evaluation, etc.
- Show a minimum of three examples of how students will do independent higher order thinking. (Refer to Bloom's taxonomy.)
- If there are additional critical thinking assignments required for sections of this course offered through technologically mediated instruction (TMI) a.k.a. distance education, please list types and examples here.

1. METHODS OF EVALUATION
- Include the introductory statement: "A student's grade will be based on multiple measures of performance and may include but are not limited to the following:"
- List and define specific methods that reflect objectives and content.
- Give the basis for grading and relate it to the skills and objectives. Show that critical thinking is required.
- Be sure that knowledge of required content constitutes a significant portion of the grade as reflected in the evaluation methods.

2. METHODS OF INSTRUCTION
- Include the introductory statement: "Methods of instruction may include, but are not limited to the following:"
- Specifically list and describe the types of methods and tasks that will give ample opportunities for students to achieve the objectives. The following is a list of suggested ideas: lecture, lecture/discussion, seminar, lab, lab/lecture, teaming and collaborative learning, job shadowing, audio-visual, portfolios, video taped analysis of performances or presentations, field trips, etc.)

Resource: San Diego Mesa College – Curriculum Packet – Spring 2000
Website Resource: Integrate a Course Outline Resource Guide

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- Use methods appropriate to the objectives.
- If this course or sections of this course are offered through Technologically Mediated Instruction, indicate this as a separate method. Be sure to attach the appropriate curriculum form, Section V, to the integrated course outline.

3. REQUIRED TEXTS

- Include the introductory statement: "College level texts and supplies typically used in this course may include, but are not limited to the following:"
- For vocational courses, accrediting agency documents and legal codes may be used as texts.
- A minimum of two texts or other college level publications are required, except vocational courses where accrediting agencies require only one.
- Text citations must be complete, in MLA format.
- Author's last name, first name, middle initial. Title of Book. Location of publication, Publisher, most current date.
- Example: Hinton, Sam. Seashore Life in Southern California. Berkeley, CA., University of California Press, 1995.

REQUIRED SUPPLIES

- Supplies should list required course equipment that goes beyond "normal" learning supplies. Supplies listed here must meet the definitions in the California Code of Regulations sub-section 59401:
    1. "Instructional and other materials which are owned and primarily controlled by an individual student."
    2. "Instructional and other materials which are required in order to achieve the stated learning objectives."
    3. "Instructional and other materials which are obtainable by means other than the college bookstore."
    4. "Instructional and other materials which are of continuing value outside of the classroom setting."

Resource: San Diego Mesa College – Curriculum Packet – Spring 2000
Website Resource: Integrate a Course Outline Resource Guide

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Courses Commonly Used for Cross Discipline Prerequisites, Corequisites and/or Advisories

Course Title	Exiting Skills

Mathematics 32/ Fundamentals of Mathematics
Assessment Level M2

1. Perform operations on whole numbers, fractions, decimals and percents.
2. Solve sample word problems.
3. Use estimation to assess answers.
4. Factor whole numbers into primes and apply to fractions.
5. Solve simple proportions.

Course Title	Exiting Skills

Mathematics 95/ Elementary Algebra and Geometry
Assessment Level M3

1. Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.
2. Translate verbal expressions into algebraic expressions, and simplify them.
3. Apply properties of equality to solve linear equations and related application problems.
4. Solve linear inequalities in one variable, including absolute value.
5. Determine the equation for a linear function and graph it.
6. Graph linear inequalities in two variables.
7. Perform the basic arithmetic operations with polynomials, including the appropriate use of the remainder theorem.
8. Factor polynomial expressions using a variety of methods.
9. Solve polynomial equations by factoring.
10. Graph quadratic functions.
11. Identify functions from their equations and graphs, use appropriate functional notation, and perform the basic arithmetic operations with functions, including composition.
12. Perform the basic arithmetic operations with ration expressions.
13. Identify important angle relationships when dealing with lines and triangles.
14. Identify simple geometric shapes and apply the appropriate area and perimeter formulas.
15. Apply the appropriate skills in application problems.

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Course Title	Exiting Skills

Mathematics 96 / Intermediate Algebra and Geometry
Assessment Level M4

1. Perform the basic arithmetic operations with rational expressions, solve rational equations and application problems, including variation.
2. Perform the basic arithmetic operations with radical expressions, and solve radical equations.
3. Perform the basic arithmetic operations with complex numbers.
4. Solve and graph quadratic functions.
5. Identify and graph conic sections.
6. Solve nonlinear inequalities.
7. Solve systems of linear equations in two and three variables using a variety of methods.
8. Solve systems of nonlinear equations and inequalities.
9. Identify one to one functions and find their inverses.
10. Use the properties of and relationship between exponential and logarithmic functions to solve a variety of application problems.
11. Apply the correct notation when identifying, simplifying and using arithmetic and geometric series and sequences.
12. Apply the Binomial Theorem appropriately as needed.
13. Apply the appropriate surface area and volume formulas for three dimensional objects.
14. Identify and use the appropriate trigonometric functions to solve application problems.
15. Solve a variety of application problems related to these topics.

Course Title	Exiting Skills

Mathematics 104 / Trigonometry
Assessment Level M5

1. Recognize and construct angles whose measures are given in degrees or radians, convert between radians and degrees, determine reference angles, and apply angle measurement to problems.
2. Define trigonometric functions in terms of the lengths of the sides of right triangles, and apply to problems involving right triangles.
3. Evaluate trigonometric functions of special angles by utilizing geometric properties of triangles.
4. Define and evaluate trigonometric functions as circular functions.
5. Analyze and describe the graphs of trigonometric functions and their algebraic representation in terms of their properties including the phase shift, the period, vertical shifts, the amplitude, asymptotes, and the domain and range.

Resource for Courses Commonly Used for Cross Discipline Prerequisites, Corequisites and/or Advisories: San Diego Mesa College Curriculum Packet Spring 2000
Resource for Math & English Prerequisite for Other Disciplines: District Instructional Flex Workshop # 39049; August 23, 2006

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Course Title	Exiting Skills

Mathematics 104 – continued

6. Define, evaluate, describe, and graph inverse trigonometric functions including their domains and ranges.
7. Derive and prove fundamental trigonometric identities including the Pythagorean identities, the reciprocal identities, the sum and difference identities, and apply these to derive more general identities.
8. Solve trigonometric and inverse trigonometric equations.
9. Apply the Pythagorean Theorem, the law of sines, and the law of cosines to solve right and oblique triangles, and application problems.
10. Apply the definitions of trigonometric functions to describe vector quantities in terms of their components, and in terms of their magnitude and direction.
11. Apply vector algebra to problems involving vector quantities such as force, velocity and displacement.
12. Perform arithmetic operations on complex numbers using both standard and trigonometric form including applications involving De Moivres Theorem, and interpret those operations geometrically.

Course Title	Exiting Skills

Mathematics 116 / College and matrix Algebra
Assessment Level M5

1. Find zeros of polynomials.
2. Graph polynomial and rational functions.
3. Solve linear systems of equations in two or more variable by Cramer's Rule, matrices and linear programming.
4. Graph and solve more rigorous exponential and logarithmic equations and their applications.

Course Title	Exiting Skills

Mathematics 118 / Calculus with Analytic Geometry I
Assessment Level M5

1. Manipulate algebraic expressions.
2. Solve linear and quadratic equations.
3. Translate Verbal Statements into mathematical models.
4. Effectively use functional notation.
5. Name and define geometric figures and apply their properties.

Resource for Courses Commonly Used for Cross Discipline Prerequisites, Corequisites and/or Advisories: San Diego Mesa College Curriculum Packet Spring 2000
Resource for Math & English Prerequisite for Other Disciplines: District Instructional Flex Workshop # 39049; August 23, 2006

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Course Title	Exiting Skills

Mathematics 119 / Elementary Statistics
Assessment Level M5

1. Evaluate means and standard deviations of both grouped and individual item samples.
2. Evaluate probabilities using the definition, the multiplication formula, the addition formula, and counting procedures.
3. Evaluate probabilities using the Normal Distribution Table and the Binomial Distribution Table.
4. Evaluate probabilities of Sampling Distributions (both Binomial and non-Binomial).
5. Construct confidence intervals of means using large and small samples., of proportions and of variance.
6. Determine sample size when estimating means and proportions.
7. Do hypothesis testing of means, proportions, and variances (one and two sample problems).
8. Evaluate Correlation and use it to predict in a Regression model.

Course Title	Exiting Skills

Mathematics 121 / Basic Techniques of Calculus I
Assessment Level M6

1. Interpret and evaluate limits of functions.
2. Define and interpret derivatives.
3. Calculate derivatives of polynomial, rational, logarithmic and exponential functions.
4. Use derivatives to analyze graphs of functions.
5. Apply derivatives to related business, natural and social science problems.
6. Integrate by substitution.
7. Differentiate and integrate functions of several variables.

Course Title	Exiting Skills

Mathematics 150 / Precalculus
Assessment Level M6

1. Solve higher degree plynomial and transcendental equations.
2. Apply DeMoivre's theorem and find roots of complex numbers.
3. Apply fundamental trigonometric identities to prove difficult trigonometric identities.
4. Solve systems of equations using matrices and determinants.
5. Manipulate infinite sequences and series.
6. Graph rational functions.
7. Apply standard forms of equations to extract geometric information.
8. Analyze functions.
9. Graph polar equations.

Resource for Courses Commonly Used for Cross Discipline Prerequisites, Corequisites and/or Advisories: San Diego Mesa College Curriculum Packet Spring 2000
Resource for Math & English Prerequisite for Other Disciplines: District Instructional Flex Workshop # 39049; August 23, 2006

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Course Title	Exiting Skills

English 50 /English Review
Assessment Level W3

1. Compose complete sentences relatively free of major spelling, grammar, punctuation, and usage errors, i.e., errors that interfere with communication.
2. Write clear paragraphs –of about 150 to 200 words in length – controlled by topic sentences and closed with appropriate conclusions.
3. Write coherent paragraphs developed with adequate supporting detail.
4. Write paragraphs demonstrating an understanding of grammar as needed to write effective sentences.
5. Write paragraphs demonstrating a basic understanding of the writing process, from pre-writing through drafting, revising, and editing.

Course Title	Exiting Skills

English 51 / Basic Composition
Assessment Level W4

1. Produce essays substantially free of major spelling, grammar, punctuation, and usage errors (i.e., errors which interfere with communication) and displaying mastery of coordination, subordination, and parallelism.
2. Write multi-paragraph essay focusing on a thesis statement and demonstrating an understanding of the concept of an introduction, a body, and a conclusion.
3. Write a multi-paragraph essay demonstrating adequate development, unity of idea, and coherence.
4. Use various modes of development in writing assignments in order to accomplish a purpose with a given audience.
5. Write compositions that demonstrate an understanding of the writing process, from pre-writing through drafting, revising, and editing.

Course Title	Exiting Skills

English 56 / College Reading Study
Assessment Level R4

1. Demonstrate the ability to read and comprehend college-level materials from a variety of disciplines.
2. Analyze and evaluate college-level materials, both orally and in writing, using basic critical thinking skills.
3. Develop and demonstrate a variety of college-level study skills.
4. Engage college-level reading materials with increased confidence.

Resource for Courses Commonly Used for Cross Discipline Prerequisites, Corequisites and/or Advisories: San Diego Mesa College Curriculum Packet Spring 2000
Resource for Math & English Prerequisite for Other Disciplines: District Instructional Flex Workshop # 39049; August 23, 2006

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Course Title	Exiting Skills
English 101 / Reading and Composition **Assessment Level R5 W5**	

1. Write clear and coherent essays on expository and argumentative topics with effective and correct sentences.
2. Read academic expository and argumentative prose for main points and structure and be able to summarize, interpret, and analyze this prose.
3. Write college research papers that demonstrate both proper documentation and adequate library research.

Course Title	Exiting Skills
English 105 / Composition and Literature **Assessment Level R5 W5**	

1. Write clear and coherent essays on expository and argumentative topics related to literature, using effective and correct sentences.
2. Read academic expository and argumentative prose related to literary topics for main points and structure and be able to summarize, interpret, and analyze this prose.
3. Write college research papers that demonstrate both proper documentation and adequate library research.
4. Interpret representative examples of the standard literary genres and analyze them according to basic literary theories.

English & Math Prerequisites for Other Disciplines

When a Math or English course is a prerequisite for a non-Math or non-English course:

a) A study must be conducted by institutional research to validate the need for the prerequisite in order for students to be successful in the course. (The course will be listed as an Advisory until the results of the study are concluded.)

OR

b) If the prerequisite is a requirement from the CSU or UC system then a validation study is not required but this CSU or UC requirement information must be listed in the "Need for Change" and a copy of the CSU or UC course description must be available for verification. (Documents can be attached to a proposal using the Attach Documents" feature in CurricUNET.

Website Resource

Measuring Student Learning Outcomes

Bill Scroggins -- July 22, 2003

Table of Contents

SCANS 1991 Report Excerpts
Workplace Know-How, Competencies,
Foundation Skills and Personal Qualities

WORKPLACE KNOW-HOW

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

COMPETENCIES - effective workers can productively use:

- **Resources** - allocating time, money, materials, space, and staff;

- **Interpersonal Skills -** working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;

- **Information -** acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;

- **Systems -** understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems

- **Technology -** selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION - competence requires:

- **Basic Skills -** reading, writing, arithmetic and mathematics, speaking, and listening;

- **Thinking Skills -** thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

- **Personal Qualities -**individual responsibility, self-esteem, sociability, self-management, and integrity.

SCANS recommended competencies, U. S. Department of Labor, 1991

FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. *Time* — Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. *Money* — Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. *Material and Facilities* — Acquires, stores, allocates, and uses materials or space efficiently
D. *Human Resources* — Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. *Participates as a Member of a Team* — contributes to group effort
B. *Teaches Others New Skills*
C. *Serves Clients/Customers* — works to satisfy customers' expectations
D. *Exercises Leadership* — communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. *Negotiates* — works toward agreements involving exchange of resources, resolves divergent interests
F. *Works with Diversity* — works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. *Acquires and Evaluates Information*
B. *Organizes and Maintains Information*
C. *Interprets and Communicates Information*
D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

A. *Understands Systems* — knows how social, organizational, and technological systems work and operates effectively with them
B. *Monitors and Corrects Performance* — distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
C. *Improves or Designs Systems* — suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. *Selects Technology* — chooses procedures, tools or equipment including computers and related technologies
B. *Applies Technology to Task* — Understands overall intent and proper procedures for setup and operation of equipment
C. *Maintains and Troubleshoots Equipment* — Prevents, identifies, or solves problems with equipment, including computers and other technologies.

SCANS recommended competencies, U. S. Department of Labor, 1991

A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. *Reading* — locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
B. *Writing* — communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
C. *Arithmetic/Mathematics* — performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
D. *Listening* — receives, attends to, interprets, and responds to verbal messages and other cues
E. *Speaking* — organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking* — generates new ideas
B. *Decision Making* — specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
C. *Problem Solving* — recognizes problems and devises and implements plan of action
D. *Seeing Things in the Mind's Eye* — organizes, and processes symbols, pictures, graphs, objects, and other information
E. *Knowing How to Learn* — uses efficient learning techniques to acquire and apply new knowledge and skills
F. *Reasoning* — discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. *Responsibility* — exerts a high level of effort and perseveres towards goal attainment
B. *Self-Esteem* — believes in own self-worth and maintains a positive view of self
C. *Sociability* — demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
D. Self-Management — assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
E. Integrity/Honesty — chooses ethical courses of action

SCANS recommended competencies, U. S. Department of Labor, 1991

Bloom's Taxonomy

Categorized List of Generic Skills and Sample Verbs

Category	Generic Skills	Sample Verbs
Knowledge *(Least complex competency)*	1. Observation and recall of information 2. Knowledge of dates, events, places 3. Knowledge of major ideas 4. Mastery of subject matter	Define, describe, duplicate, identify, label, list, locate, match, memorize, name, recall, recognize, record, relate, repeat, reproduce, underline
Comprehension	1. Understanding information 2. Grasping meanings 3. Translating knowledge into new context 4. Interpreting facts, comparing and contrasting 5. Ordering, grouping, inferring causes 6. Predicting consequences	Classify, convert, describe, explain, express, give example(s), identify, indicate, interpret, locate, recognize, report, restate, review, rewrite, summarize, tell, translate
Application	1. Using information 2. Using methods, concepts, theories in new situations 3. Solving problems using required skills or knowledge	Apply, construct, dramatize, employ, illustrate, interpret, operate, practice, sketch, schedule, shop, solve, use, write
Analysis	1. Seeing patterns 2. Organizing parts 3. Recognizing hidden meanings 4. Identifying components	Analyze, appraise, calculate, categorize, compare/contrast, criticize, debate, deduct, diagram, differentiate, discriminate, distinguish, examine, experiment, infer, inspect, inventory, question, relate, solve, test
Synthesis	1. Using old ideas to create new ones 2. Generalizing from given facts 3. Relating knowledge from several areas 4. Predicting, drawing conclusions	Arrange, assemble, collect, combine, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, rearrange, set up, synthesize, write
Evaluation *(Most complex competency)*	1. Comparing and discriminating between ideas 2. Assessing value of theories, presentations 3. Making choices based on reasoned argument 4. Verifying value of evidence 5. Recognizing subjectivity	Appraise, argue, assess, attach, choose, compare, criticize, debate, defend, estimate, evaluate, judge, measure, predict, rate, revise, score, select, support, value, weigh

Verbs Requiring Cognitive Outcomes

Degree applicable credit courses are required to demonstrate critical thinking.

Note that not ALL objectives need to reflect critical thinking. Recognizing, describing, and understanding are valuable skills but it should be clear that higher thinking skills are an essential component of the course.

Critical Thinking

Evaluation
judge
appraise
evaluate
rate
compare
value
revise
score
select
choose
assess
estimate
measure

Synthesis
compose
plan
propose
design
formulate
arrange
assemble
collect
construct
create
set up
organize
prepare

Analysis
distinguish
analyze
differentiate
appraise
calculate
experiment
test
compare
contrast
criticize
diagram
inspect
debate
inventory
question
relate
solve
examine
categorize

Application
interpret
apply
employ
use
demonstrate
dramatize
practice
illustrate
operate
schedule
shop
sketch

Comprehension
translate
restate
discuss
describe
recognize
explain
express
identify
locate
report
review
tell

Knowledge
define
repeat
record
list
name
relate
underline

Integrated Course Outline Models

The following list of course outlines are samples of approved integrated course outlines in a variety of disciplines. Each outline utilizes a distinct writing style and is meant to provide examples and ideas for curriculum writers in developing outlines conducive to their individual courses. As well as meeting the integrated standards, these outlines have been selected by the Mesa College Curriculum Review Committee to illustrate several specific components of the integrated course outline.

English 215 English Literature I	Associate Degree/Transfer/General Education/CAN
Architecture 190 Environmental Design II	Associate Degree/Vocational Education
Mathematics 095 Elementary Algebra & Geometry	Non-Transfer Associate Degree
PHYN 120 Oceanography	Distance Education – Curriculum Report (CR)

Repeatability Course Outlines Models
Slide Presentation Website
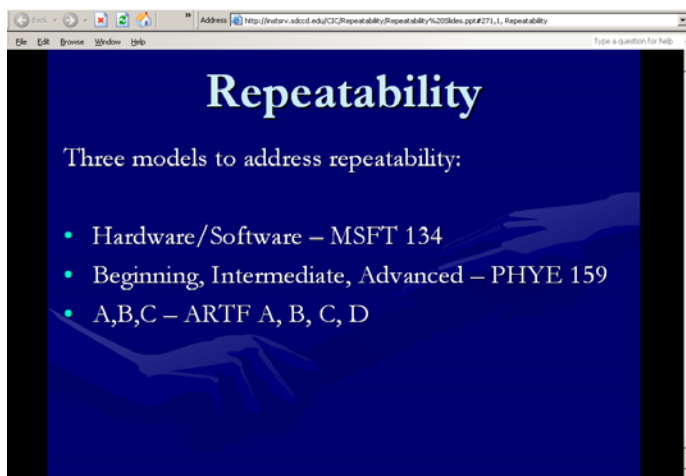
Outlines Referenced in Slide Presentation

Repeat Course Multiple Times
MSFT 134

Section Designations
PHYE 159 – Tennis

Separate Courses
ARTF 165A – Composition in Painting I
ARTF 165B – Composition in Painting II
ARTF 165C – Composition in Painting III
ARTF 165D – Composition in Painting IV

Resources for Curriculum Development

Academic Senate for California Community Colleges	http://www.academicsenate.cc.ca.us The Academic Senate for California Community Colleges represents the faculty of the Community Colleges. This site helps ensure effective participation in the formation of statewide policies on academic and professional matters.
Accessibility Checklist for the Disabled	http://instsrv.sdccd.edu/Curriculum/Accessibility/InstDesignCk.doc This checklist will be used to determine if the online course format and other required course materials are accessible to students with disabilities. This checklist does not evaluate the subject matter or course content.
Accrediting Commission for Community and Junior Colleges (ACCJC)	http://www.accjc.org http://www.accjc.org/standards.htm Accreditation Reference Standards handbook (published 2005) for Community and Junior Colleges. Statements of best practice in higher education which institutions must meet or exceed when seeking initial accreditation and reaffirmation of accreditation from ACCJC.
ASSIST: Statewide Student Transfer Information for California	http://www.assist.org ASSIST is a computerized student-transfer information system that can be accessed over the World Wide Web. It displays reports of how course credits earned at one California college or university can be applied when transferred to another.
California Articulation Number System (CAN) (*System Being Revised 2006*)	http://www.can.csus.edu/ The California Articulation Number System (CAN) is a course identification system for common core lower-division transferable, major preparation courses commonly taught on CCC and CSU campuses. Colleges and universities that demonstrate common acceptance of courses through traditional articulation agreements can qualify courses for CAN designations. Courses with CAN designators are accepted by any other CAN participating institutions as being comparable to their local courses with the same CAN designators to meet local requirements, even if the receiving university has not established an explicit traditional articulation agreement with a particular California Community College.
California Code of Regulations (CCR)	http://ccr.oal.ca.gov This California Code of Regulations (CCR) Website contains the text of the regulations that have been formally adopted by state agencies, reviewed and approved by the Office of Administrative Law, and filed with the Secretary of State. The CCR consists of 27 titles and contains the regulations of approximately 200 regulatory agencies. This website is updated weekly.
California Community Colleges State Chancellor's Office (CCCO)	http://www.cccco.edu Provides information on current events affecting community colleges, grant information, organization of the government offices, departments, and divisions.

CCCO Inventory of Approved and Projected Programs	http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm This inventory lists degrees and certificates offered by California community colleges which are approved by the Chancellor's Office, and projected future program. All California community colleges offer a full range of university-level coursework in the natural sciences, mathematics, social sciences, humanities, language arts, and fine arts. But not all community colleges award degrees with the names of specific academic disciplines, such as chemistry or English. The fact that a college does not award a degree in a particular academic subject does not mean the college offers fewer courses in that subject. Types of programs not included here are: certificates that require fewer than 18 semester units or 27 quarter units; inactive program; and noncredit apprenticeship programs.
California Community Colleges Chief Instructional Officers (CCCCIO)	http://ccccio.org/ California Community Colleges Chief Instructional Officers are committed to developing strategies, including those that involve collaboration with other segments of community college leadership, to support and improve student learning and will pursue action plans within Consultation processes wherever feasible.
California Virtual College Online	http://training.cvc4.org/train/ The California Virtual Campus Region 4's charge is to assist faculty, administration, and institutions within the region in the development of online courses and online programs.
CCC to UC Transfer Admission Programs	http://www.ucop.edu/pathways/infoctr/at/atprogs.html Under some programs, students at certain community colleges are guaranteed admission to a UC campus if they meet specific requirements in completing their lower-division course work. Other programs provide extensive academic and admission support services to transfer applicants, but do not guarantee admission.
CurricUNET Home Page	http://www.sdccdcurricu.net/sdccd/ This is the official Website for the SDCCD Curriculum Development and Workflow Automation Project. Its purpose is to facilitate all phases of curriculum development and course/program approval for instructors, administrators, and various committees.
Governet, Government Network Service	http://www.governet.net/home/higher_ed/ Governet partnered with the San Diego Community College District to develop CurricUNET. Now Governet is taking the lead in making CurricUNET available to other colleges and universities.
CCCwebC	http://www.governet.net/c4/ This "Online Curriculum and Instructional Resource Center" is a Web-based center for materials, resources, and model processes designed to assist in the development of pedagogically sound programs and courses
Foundation for California Community Colleges	http://www.foundationccc.org Good resource for information on foundations which support the community colleges; related directories; and cooperative purchasing agreements which benefit community college students, faculty, and staff.

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Integrate a Course Outline Resource Guide	Integrate a Course Outline Resource Guide This document identifies each section of a course outline and then describes the type of information that should be included. This comprehensive guide is loaded with practical information for faculty and staff.
International Education Program of the San Diego Community College District	http://www.sdccd.net/econ/inted/ The International Education Program of the San Diego Community College District provides SDCCD faculty, staff and students with a variety of educational programs including professional development, study abroad programs and internationalization of curriculum. Goals for the International Education Program include expansion of collaborative educational and economic development programs abroad, an increase in international student enrollment, exploration of the potential for distance education, and development of worldwide contract education. The Program is committed to continuing grant development and securing additional external support that will contribute to the growth and development of global education opportunities for faculty, stag, and students.
Instructional Design Checklist for Curriculum	http://instsrv.sdccd.edu/Curriculum/Accessibility/InstDesignCk.doc This checklist measures the "usability" of online courses for students with disabilities. It looks at such features as navigation, learning modalities, organization and structure. It also makes some suggestions with regard to course mechanics, flow of pages, and use of other formats besides html.
League for Innovation in the Community College	http://www.league.org/index.cfm The League is an international organization dedicated to catalyzing the community college movement. We host conferences and institutes, develop Web resources, conduct research, produce publications, provide services, and lead projects and initiatives with our member colleges, corporate partners, and other agencies in our continuing efforts to make a positive difference for students and communities.
Occupational Employment Statistics	http://www.bls.gov/oes/ The Occupational Employment Statistics (OES) program produces employment and wage estimates for over 700 occupations. These are estimates of the number of people employed in certain occupations, and estimates of the wages paid to them.

Program and Course Approval Handbook	http://www.cccco.edu/divisions/esed/aa ir/credit/credit_attachments/hnbk062402.doc
	
	Click on "About us"
	   Click on "Divisions and Units"
	   Under Educational Services, click on "Academic Affairs and Instructional Resources"
	On the left, click on Program and Course Approval Handbook

Regulations and Guidelines for Curriculum Development	http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/RegulationsGuidlinesMain.htm This section contains the full text of regulations and Guidelines related to California Community College curriculum. These materials include not only links to the Education Code and Title 5 but also guidelines and publications produced by the Community College Chancellor's Office, Academic Senate for California Community Colleges, the California State University, the University of California, and the other state organizations.

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San Diego Community College District Office of Institutional Research	http://www.sdccd.edu/research The Office of Institutional Research supports the District's strategic planning efforts through data and enrollment analysis as well as identifying trends, tracking legislation and preparing research items for the Board of Trustees.
SCANS 2000 Center	http://www.scans.jhu.edu/NS/HTML/Index.htm Provides information and recommendations about teaching the SCANS skills and encourages lifelong learning. Competencies, Foundations Skills & Personal Qualities
SDCCD Online Technical Support	http://www.sdccdonline.net/ Students, faculty and staff have three options for receiving help with technical and online course support issues: • Call 1-619-388-7330 to speak with a representative of SDCCD Online • Email: support@sdccdonline.net • Tap the guidance provided at the FAQ's and other Student Support Services information link at http://www.sdccdonline.net All voicemail and email messages will be promptly answered as received and certainly by no later than the next business day.
TOP Codes Sixth Edition	http://www.cccco.edu/divisions/esed/aa_ir/CREDIT/credit_attachments/TopTax.doc This 6th Edition is the first revision since 1995. In this edition, codes and titles have been added for many new types of programs, some titles associated with existing codes have been modernized, and some misaligned hierarchies have been corrected. One new major category, "03 – Environmental Sciences and Technologies," has been created.
U.S. Department of Education	http://www.ed.gov/about/bdscomm/list/hiedfuture/index.html U.S. Secretary of Education Margaret Spellings and the formation of the Secretary of Education's Commission on the Future of Higher Education. The new commission is charged with developing a comprehensive national strategy for postsecondary education that will meet the needs of America's diverse population and also address the economic and workforce needs of the country's future.
WebAIM	http://www.webaim.org/ WebAIM's mission is to expand the potential of the Web for people with disabilities by providing the knowledge, technical skills, tools, organizational leadership strategies, and vision that empower organizations to make their own content accessible to people with disabilities

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San Diego Mesa College Curriculum Checklist

This checklist is intended to help originators understand how the course will be reviewed by the Curriculum Committee. If there are any questions on the information, please contact the Curriculum Faculty Co-Chair, Paula Gustin at pgustin@sdccd.edu. Our committee members will be serving as Tech Review Liaisons that can help with answering questions and reviewing your course proposal before the course is launched in CurricUNET.

Here is a summary of some major issues/problems that you should be aware of:

1. If you are integrating an aligned course, make sure that there is communication between Mesa faculty and those at Miramar and/or City colleges before the course is launched in CurricUNET.

2. Faculty may revise an existing course significantly (greater than 50%). At this point, a new course may have been created. When this occurs, there are many issues.
    a. Course equivalencies and limitations on enrollment will need to be identified. Your School Dean and the Evaluators (snewell@sdccd.edu; lkaiser@sddccd.edu or pchristo@sdccd.edu) can help.
    b. Selecting "new course vs. course revision" is critical to routing your course through the correct approval process in CurricUNET.
    c. In addition, if a new course is created taking some content out of an existing course, then it is important to use CurricUNET correctly. The existing course outline should be saved/downloaded onto your computer. Information can be cut and pasted into a "new course" proposal in CurricUNET. Do not copy the existing course in CurricUNET and then re-number and add content as this will replace the existing course and possibly route the course in an inappropriate approval process.

3. For a new course, consult with the Articulation Officer to determine its transferability. The Mesa College Articulation officer is Juliette Parker at jparker@sdccd.edu.

4. A course proposed for distance education has its own approval process. It is fast if this is the only action being proposed. For help launching the course, contact pgustin@sdccd.edu. If you are integrating or revising a course and think you may one day offer the course online, it is best to fill out the section for distance education approval at the same time.

5. Timelines and deadlines for curriculum approval can be found on the Instructional Services Website, http://www.sdmesa.edu/7instruction/input/curr-rev/curr-rev.html. It is best that curriculum changes be submitted early in Fall semester to make the deadlines for inclusion in the catalog. Curriculum must be approved at our meeting in early February in order to make the catalog.

6. Variable Units Courses should indicate the amount of time or level of skill required for each of the unit values for the course. This should be reflected in the course description, the Student Learning Outcomes and the outline of topics.

7. Repeatable courses need to show how skills progress or include different material that is presented as the student takes the course for the second, third and fourth times. This should be addressed in the course description, SLO's and the outline of topics.

Questions	N/A	yes	no
1. Does the course fall within the mission of the community college (i.e., transfer for a four-year institution, occupational training, pre-collegiate basic skills, economic development)?			
2. If applicable, is the course in accord with state and federal laws, including any licensing body or special funding provision?			
3. If applicable, have requirements of national, state, and local approval and/or accrediting agencies been met?			
4. If applicable, for a new course proposal, could the course articulate with CSU, UC, and/or private colleges? See Articulation Officer for more information.			
5. If applicable, for a course being reviewed for revisions, does the course articulate with CSU or UC? See Articulation Officer for more information.			
6. Does the course meet requirements for UC Transfer Course Agreement, IGETC, or CSU GE Breadth? See Articulation Officer for more information.			
7. Is this course part of an approved program? If not, this course is defined as a stand alone course and requires state approval. See Dean for more information.			
8. Does this course fulfill one or more of these purposes? • A prerequisite for a subsequent course • A general education, elective, or major requirement for the certificate, associate degree, or baccalaureate? • A requirement of the intended occupation?			
9. Is this course in compliance with District Policy 5300 in that it does not duplicate an existing, approved course? If uncertain, contact the department chair and dean.			
10. Is this course offered at another SDCCD campus? If so, communicate with the faculty at the other campuses before launching the course.			
11. If the new course has course content from an existing course, have course equivalencies and the limitations on enrollment been determined? See your Dean and campus Evaluators for help.			
12. Does the title of the course accurately reflect the content of the course?			
13. Does the course number reflect the level of the course? Has this number been used before? Does the number reflect course sequence? See Dean.			
14. Are the units appropriate and accurate? Do the hours match the units?			
15. Does the catalog description contain complete sentences written in present tense, and does it clearly state the goals and outcomes a successful learner can demonstrate at the end of the course? Is there a target audience referenced in the description? Are variable units and repeatability addressed?			
16. Are the prerequisite(s)/corequisite(s) appropriate?			
17. Have the prerequisite(s)/corequisites been validated? In CurricUNET, the requisite skills must be matched to the course. Please seek help from the Tech Review Liaison or Dean if you are uncertain on how to do this.			
18. Are the advisory statements accurate? Have they been validated?			
19. Do the course student learning outcomes describe the outcomes in terms of what a successful learner can demonstrate at the end of the period of instruction? Do some of the outcomes include critical thinking verbs?			
20. If there is a laboratory component to the course, are there student learning outcomes that reflect the laboratory part of the course?			
21. Do the student learning outcomes support/enhance the student learning outcomes both at the associate degree and program level? See your department chair or Academic Program Review Liaison			
22. Does the outline of topics include the course content in outline form and utilize subtopics to show the emphasis each topic generally receives?			

23. Does the "Appropriate Readings" section list at least three specific types or provide reading examples which reference both the outline of topics and at least two student learning outcomes?			
24. Does the "Writing Assignments" section list at least three specific types or provide examples of writing assignments and other demonstrations of ability (e.g. use symbol systems, logic, math, music, etc.) which reference both the outline of topics and at least two student learning outcomes? Is the level of writing reflected in the prerequisite or advisory for the course? For example, if research papers are listed, English 101 must be a prerequisite unless instruction in research is incorporated into the outline.			
25. Does the "Appropriate Outside Assignments" section list at least three specific types or examples of assignments that students are required to work on outside of the class which reference both the outline of topics and at least two student learning outcomes? Is the scope and rigor of work reflected in the prerequisite or advisory for the course?			
26. Does the "Appropriate Assignments that Demonstrate Critical Thinking" section list at least three types or examples of assignments requiring students to think critically and apply the concepts, and which reference both the outline of topics and at least two student learning outcomes? Is the scope and rigor of work reflected in the prerequisite or advisory for the course? Select verbs which reflect higher levels of critical thinking.			
27. Does the "Method of Evaluation" section specify procedures which are consistent with the student learning outcomes, the course content, and the scope of the course and are based on demonstrated proficiency, at least in part, by means of essay, problem-solving exercises or skills demonstrations?			
28. Does the "Method of Instruction" section specify what is appropriate for this specific course (e.g. lecture, lecture-laboratory, lecture discussion, discussion/seminar, laboratory, work experience, independent study, distance learning, media-aided instruction, computer-assisted instruction, directed field study, field experience, or other)?			
29. Does the Required Texts and Supplies" section list examples of the specific textbooks with copyright dates or other college-level materials appropriate for the course and representative of current or emerging knowledge and practice? ISBN is required for CurricUNET entry. Articulation Officers advise that for most disciplines, textbooks should be published within the last five years in order to help articulate our courses.			
30. If this course may be considered for distance education, fill out the appropriate section in CurricUNET.			
31. Make sure to check that the "Course Report" has been completed. Pay close attention to the following: ➢ Do the prerequisites display correctly? ➢ Is the effective date realistic? Unless it is a minor change, most proposals should have a Fall effective date. ➢ Does the prerequisite validation display correctly? ➢ Is the short or abbreviated title displayed?			

9.0   **DISTANCE EDUCATION COURSES**

Courses may be offered in which the instructor and student are separated by distance and interact through the assistance of broadcast and other technology delivery systems.

9.1   Courses being offered by Distance Education delivery systems shall:

9.1.1   be reviewed separately through the established curriculum approval process 5300.2. (Title 5, Section 55378),

9.1.2   be reviewed by the college curriculum committee offering the Distance Education course with focus on

9.1.2.1   method of effective regular contact between instructor and student through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities; and

9.1.2.2   achievement of learning outcomes. (Title 5, Sections 55352-55380)

9.1.3   have the same standards of course quality applied to as are applied to traditional classroom courses.

9.1.3.1   Determinations and judgments about the quality of Distance Education under the course quality standards shall be made with the full involvement of faculty in accordance with 53200. (Title 5, Section 55374)

9.1.3.2   Instructors of sections delivered via Distance Education technology shall be selected by the same procedures used to determine all instructional assignments and shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls. (Title 5, Section 55380)

9.2   Have the Distance Education approval form attached to the outline of record.

FORMS AND REFERENCES
California Code of Regulations, Title 5, Sections 51023.7, 53200, 53203, 53402, 53492, 55001 55002, 55005, 55201, 55352-55380, 55601, 55805, 55806, 56028, 58161 California Community Colleges Curriculum Standards Handbook
California Education Code Section 70901
District Instructional Services Calendar
San Diego Community College District Policy 0003, 5300

Technologically Mediated Instruction (TMI)

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CHECKLIST FOR REVIEW
OF
TECHNOLOGICALLY MEDIATED INSTRUCTION (TMI)

Course Title: _____ **Course:** _____

Originating Campus: _____ **Date:** _____

Directions

"N/A" answers indicate an issue that does not apply to the course.

"YES" and #9 "NO" answer indicates approval.

"NO" answers indicate a need for revision except for #1 and #9.

"?" answers indicate the need for additional information before the review can be completed.

QUESTIONS	N/A	YES	NO	?
1. Could this course, or sections of this course provide for the instructor and students to be separated by distance and interact through the assistance of communication technology as specified in *Title 5 Section 55370*?				
2. Are the objectives and content of the course adequately covered as specified in methods of instruction, assignments, evaluation of student outcomes, and instructional materials, pursuant to Title 5 Sections 55372 and 55002? (If any additional types or kinds of reading, writing and outside assignments are required for TMI courses, are they listed in the course outline?)				
3. If this course is taught in both traditional and TMI modes, do both achieve the stated objectives and content?				
4. Does the section, "Methods of Instruction" indicate the types of technologies used and are they appropriate to the course objectives?				
5. For non-transfer credit and non-credit courses, does the section, "Methods of Instruction," indicate the type and frequency of regular personal contact (15% of the class meeting time)? Examples of types: Orientation Session, Group Meetings, Review Sessions, Individual Seminars, Supplemental Workshops, Field Trips, Teleconferencing, Telephone, Correspondence, E-Mail, Modem.				
6. For non-transfer credit and non-credit courses, are the type and frequency of regular personal contact appropriate?				
7. For credit transfer courses, does the section "Methods of Instruction" indicate the type and frequency of face-to-face contact (15% of 48 hours or prorated--excluding performance tests or exams)? Example of types: Orientation Session, Group Meetings, Review Sessions, Individual Seminars, Supplemental Workshops, Field Trips.				
8. For credit transfer courses, are the type and frequency of face-to-face contact appropriate?				
9. Are special texts, equipment or supplies needed for this course or sections of this course offered through TMI and are they listed under "Required Texts and Supplies"?				
10. Are campus and/or district instructional equipment, materials, and training available and sufficient to make the offering of the course/section feasible in accordance with *Curriculum Standards Handbook Section 3.4.*				

❾ Approved _____(date)

❾ Approval Pending Minor Change(s). See attached recommendation(s).

❾ Conditional or Temporary Approval until _____(date). See attached recommendation(s).

❾ Not Approved. See attached reason(s).

Resource: The SDCCD Curriculum Handbook – Revised November 1997

New CurricUNET Distance Education
information is being formulated in 2006-2007

California Community Colleges
Taxonomy of Programs (TOP) Excerpt
Sixth Edition—Corrected Version, November 2004

- **Codes have been added for new occupations.**

Advances in technology and social changes have created new types of programs that did not exist, or were not offered in community colleges, at the time of previous editions. New codes added in this edition include:

*Dairy Science	*Coaching
*Equine Science	*Aquatics
*Viticulture, Enology, and Wine Business	*Adapted Physical Education
*Nursery Technology	Recreation
*Turfgrass Technology	Sign Language
*Food Processing and Related Technologies	*Sign Language Interpreting
*Wildlife and Fisheries	*Computer Electronics
*Landscape Architecture	*Telecommunications Technology
Environmental Science	*Railroad and Light Rail Operations
Natural History	*Truck and Bus Driving
*Tax Studies	*Alternative Fuels and Advanced
Business Administration	Transportation Technology
*Small Business and Entrepreneurship	*Recreational Vehicle Service
*Retail Store Operations and Management	*Aircraft Fabrication
*E-Commerce (business emphasis)	*Architectural Drafting
*Escrow	*Civil Drafting
*Office Management	*Mechanical Drafting
*Customer Service	*Commercial Dance
*Broadcast Journalism	Vietnamese
Film Studies	Korean
Film History and Criticism	*Electrocardiography
*Film Production	*Clinical Medical Assisting
*Digital Media	*Administrative Medical Assisting
*Multimedia	*Health Facility Unit Coordinator
*Electronic Game Design	*Polysomnography
*Website Design and Development	*Health Information Coding
*Animation	*Paramedic
*Desktop Publishing	*Community Health Care Worker
*Computer Graphics and Digital Imagery	*Massage Therapy
*Software Applications	*Parenting and Family Child Care
Computer Science (transfer)	*Foster and Kinship Care
*Computer Software Development	*Lodging Management
*Database Design and Administration	*Resort and Golf Management
*Computer Networking and Infrastructure	Linguistics
*Computer Networking	Language Arts
*Computer Support	Behavioral Science
*World Wide Web Administration	*Public Works
*E-Commerce (technology emphasis)	*Disabilities Services
*Fitness Trainer	*Forensics, Evidence, and Investigation

Website Resource Excerpt: http://www.cccco.edu/divisions/esed/aa_ir/credit/credit_attachments/toptax.doc
Website Resource Top Code 6th Edition: http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm

*Wildland Fire Technology	Area Studies
*Legal and Community Interpretation	*Aviation and Airport Management
*Geographic Information Systems	*Air Traffic Control
American Studies	Transfer Studies
International Studies	Liberal Studies

Many of the new programs were added in two disciplines: 06, Communications (to be retitled "Media and Communication") and 07, Computer and Information Sciences (to be retitled "Information Technology"). Rapid technological change caused a great expansion of program titles offered by the community colleges within these disciplines. It was decided to place TOP codes for many of the new interdisciplinary programs that have resulted from the interaction of computers and art or communications skills, such as Multimedia, Web Design, and Desktop Publishing, into the 06 discipline. In the 07 discipline, new codes were introduced for the new computer technology-based programs, such as Software Development, Database Design and Management, Computer Networking, and Web Administration.

TOP 07 – Information Technology

Instructional programs in the theories, principles, and methods of design, development and application of computer capabilities to data storage and manipulation.

* 0701.00 –Information Technology, General
Information technology concepts, theories, principles, methods and related computer capabilities and applications related to business, technical, and scientific problems.

* 0702.00 – Computer Information Systems
General programs in data and information storage and processing, including hardware, software, basic design principles, and user requirements.

* 0702.10 – Software Applications
Computer application software used in a business or home environment ranging from an end user skill level to corporate level for the management of information. Concepts, theory, application of software for the design and development, distribution, publishing, presentation, and analysis of text, numeric, and graphic data. Procedures, information, and application of software including a variety of methods for inputting and retrieving data, records, and information. Application of software and computer-related tools such as e-mail and speech/voice recognition for the global dissemination of information.

0706.00 – Computer Science (*transfer*)
Scientific and mathematical principles used in designing and building computers and computing systems, including transfer-oriented programs.

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* 0707.00 – Computer Software Development
Design and development of computer-based applications. Includes systems analysis, design, specification, programming, database analysis and design, user interface development, maintenance, and testing.

   * 0707.10 – Computer Programming
   Entry-level programming, including methods, procedures, symbols and rules used in planning and writing instructions in computer language for the solution of a problem. Includes programming for the World Wide Web.

   * 0707.20 – Database Design and Administration
   Development of database applications in a business or organizational environment, including database architecture, programming languages, proprietary database software, and related skills and techniques.

   * 0707.30 – Computer Systems Analysis
   Systems analysis and design, including the recognition, definition, and improvement of processes through the use of computer technology and methodologies.

* 0708.00 – Computer Infrastructure and Support
Network and operation systems design and administration, including certification preparation.

   * 0708.10 – Computer Networking
   Principles of local, metropolitan, and wide area computer networking design, installation, maintenance and troubleshooting.

   * 0708.20 – Computer Support
   Preparation to provide technical assistance to computer system users. May include use of computer hardware and software, printing, installation, word processing, electronic mail, and operating systems.

* 0709.00 – World Wide Web Administration
Methods to develop and maintain web servers and hosted web pages, and to function as Webmaster. Includes computer systems and networks, servers, web design and editing, information resources management, web policies and security.

   * 0709.10 – E-Commerce (technology emphasis)
   Programs that combine marketing and management principles with technical applications of the Internet and World Wide Web, with main emphasis on applications of technology.

* 0799.00 – Other Information Technology
Specify *(includes all emerging occupations)*.

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DRAFT -- DISTRICT DISCIPLINE ASSIGNMENTS --   Mesa 2006

Abina, Armando (388-3489) (City)
- Air Conditioning/Refrigeration
- Electrical — ABC Apprenticeship
- Electricity
- Electronic Systems
- Engineering
- HVAC Apprenticeship
- Jet Products
- Machine Technology
- Manufacturing Technology
- Mecomtronics
- Plumbing/Pipefitting—ABC Apprenticeship
- Roofing - Apprenticeship
- San Diego Trolley
- San Diego Gas & Electric
- Sheet Metal — ABC Apprenticeship
- Solar Turbines
- Technical Illustration
- Technical Writing

Benard, Mary (388-7392) (Miramar)
- Automotive Technology
- Aviation
- Diesel Technology

Butler, Winston (388-3522) (City)
- Art—Fine Arts
- Art—Digital Media
- Art—Graphic Design
- Dramatic Arts
- Photography
- Radio/Television

Cuaron, Berta (388-7813) (Miramar)
- Accounting
- Banking/Finance
- Biology
- Business
- Work Experience

Craft, Bill (388-2799) (Mesa)
- Library Science
- Learning Skills

Eidgahy, Saeid (388-2795) (Mesa)
- Mathematics

Evans, Dave (388-2737) (Mesa)
- Dance
- Fitness Specialist
- Health Education (HEAL)
- Physical Education

Foster, Kit (388-2797) (Mesa)
- Chinese
- English
- ESOL
- French
- Humanities
- Italian
- Japanese
- Journalism
- Latin
- Music
- Russian
- Speech Communications
- Tagalog
- Vietnamese

Henderson, Bob (388-7425) (Miramar)
- Anthropology
- Personal Growth
- Political Science

Corliss, Jodi (388-2801) (Mesa)
- Architecture
- Building Construction
- Education
- Filipino Studies
- Geography
- Interior Design
- Nursery Landscape Technology
- Philosophy
- Psychology
- Sociology

Lee, Otto (388-2803) (Mesa)
- Computer Business Technology
- Computer Science
- Escrow
- Geographic Information Systems
- Multimedia
- Real Estate

Morton, Cassie (388-3488) (City)
- Cosmetology
- Economics
- Labor Studies
- Marketing
- Microsoft
- Supervision

Palmer, James (388-7860) (Miramar)
- Admin/Justice
- Emergency Medical Tech.
- Fire Protection Technology
- Legal Assistant

Fritch, Margie (388-2789) (Mesa)
- American Sign Language
- Animal Health Technology
- Child Development
- Consumer Studies
- Culinary Arts/Culinary
- Dental Assisting
- Destination and Event Management
- Fashion
- Health Information Technology
- Hospitality
- Hotel Management
- Medical Assisting
- Nutrition
- Physical Therapist Assistant
- Radiological Technology

Rossitto, JoAnn (388-3439) (City)
- Health Science (HEAN)
- Nursing Education

Tortorici, Marianne (388-3520) (City)
- Astronomy
- Bio-Technology
- Chemistry
- Geology
- Physical Science
- Physics

Valenzuela, Dora (388-3207) (City)
- Alcohol & Other Drug Studies
- Arabic
- Black Studies
- Chicano Studies
- DSPS
- German
- History
- Human Services
- Spanish

San Diego Community College District

Course Numbering System

The course numbering system has meaning with regard to level and transfer. See the description below

1-49: Basic Skills or college preparatory courses. Credit does not apply toward an associate degree or transfer to a four-year college or university.

50-99: Course credit applies toward the associate degree but does not transfer to a four-year college or university.

100-299: Course credit applies toward the associate degree and credit is intended for transfer to a four-year college or university. (Some courses may be identified as associate degree.) Final decision in regard to transferability rests with the receiving institution.

300-399: Apprenticeship and in-service courses. See Catalog course description to determine credit for Associate Degree or Transfer.

Apprenticeship 345, 349, 349-D, DSPS 065, Field Experience/Internship 275, Independent Study 290, Individualized Instruction 296, Special Topics 23, 63, 265, Tutoring 044, and courses 270, 272, 274, have District wide designated numbers

Course Revision vs. New Courses

Situation	Proposal Type	Impact on Number	Articulation Or Accreditation Impact	Limitation on Enrollment or Equivalencies
Splitting a lecture and lab combo into two different courses	New Courses	Re-number courses	Re-articulate specifying Equivalency or submit for accreditation review	Specify appropriate limitation on enrollment *and/or equivalencies*
Combining two courses	New Course	Re-number course	Re-articulate specifying Equivalency or submit for accreditation review	Specify appropriate limitation on enrollment *and/or equivalencies*
Changing Course Discipline (subject area indicator) code without changing the course content	Course Revision	Course number and/or discipline will change	Re-articulate if requested by originator	Appropriate equivalency and limitation on enrollment must be present
Change of units and/or title change; Content changes are less than 50%	Course Revision	No need for new number	Re-articulate if requested by originator	

"……discussed the Course Revision vs. New Course handout. At the CurricUNET Steering Committee it was agreed by the District and the other two colleges that this chart will be utilized to determine proposal types. It was suggested that "and/or equivalencies" be added on the chart to limitations for both new course proposal types. It was requested that this chart be available in CurricUNET to assist originators in choosing the correct proposal type for their adjusted curriculum."

(Excerpt from Mesa Curriculum Review Committee Approved Minutes 11/3/05)

Equivalency vs. Limitation on Enrollment

Equivalency	Limitation on Enrollment

Definition: When one course is equivalent in content to another (generally the same unit value)
 	
Clears prerequisite one to one:
• Typically results from a course number change and/or discipline name change.
 	
    Old (3units)   New (3units)
 	
  EX: ENGL 001 ⟶ ENGL 101
	Definition: When a student cannot get credit for or enroll in a similar course to one he/she has already taken.
	
	EX: Restricts Enrollment
	• Student wants to take AMSL 116 (4 units)
	• The Prerequisite for AMSL 116 is AMSL 115 OR the combination of (AMSL 100 & 107)
	• Student previously completed AMSL 100; therefore he/she MUST now take AMSL 107 to complete the prerequisite due to the limitation on AMSL 115 that states: Students cannot take AMSL 115 if they previously completed AMSL 100.
	• Student is currently enrolled at City, which doesn't offer AMSL 107. (It is only offered at Mesa College.)
	• Student cannot meet the prerequisite for AMSL 116 unless he/she commutes to Mesa College.

Clears graduation requirement one for one:
• Clears graduation requirement one for one because course content is equal.
 	
    Old(2units)   New (2 units)
 	
  EX: FIRE 222A ⟶ FIPT 200A
	Does not clear graduation requirement:
	• Major requirements state graduation requirement is BIOL 107
	• Student previously took BIOL 210A and/or BIOL 210B
	• Limitation prevents students from taking BIOL 107 if already competed 210A and/or 210B, but BIOL 210A & BIOL 210B are not equivalent to BIOL 107
	• Student must file petition for modification of major to clear graduation requirement

2 for 1 equivalency: Cannot get credit for both courses unless unit value varies. Variance in units will result in elective credit.
 	
    Old (3units & 2units)   New (5units)
 	
  EX: Math 54a & 54b ⟶ Math 095
 	
Note: Units are manually deducted from Math 095 if student previously fails either 54a or b and repeats with Math 095 according to the unit value of substandard class.
	Cannot get credit for both courses even if unit value varies.
	EX:
	• Limitation: Cannot take CBTE 103 if completed 102 & cannot take CBTE 102 if completed 103 (but courses are not equivalent in unit value)
	• CBTE 102 (2 units)
	• CBTE 103 (3 units)
	• Courses have similar course content.
	• If student needs 3 units but already took the 2 unit class (CBTE 102), he/she cannot take additional units by taking CBTE 103.

Equivalency vs. Limitation on Enrollment - Continued

Equivalency	Limitation on Enrollment
Inconsistent Course Titles: Higher course level titles are equivalent to lower course level titles: EX: • <u>Intermediate</u> Acting (DRAM 131a) is equivalent to <u>Beginning</u> Acting DRAM 132 and is also equivalent to <u>Elementary</u> Acting DRAM 130.	**Does not clear prerequisite:** • Prerequisite, for AMSL 107 is AMSL 100 in registration system, and AMSL 115 in catalog. • AMSL 100 is deactivated; therefore, student cannot clear prerequisite for AMSL 107

Academic Renewal:
• Can petition for academic renewal using course equivalencies one to one, two to one and variable unit values
 	
       Old (.5 units)   New (.5 units)
EX: FIPT 136 ⟶ ENGM 106
 	
       Old (3units & 2units) New (5 units)
EX: Math 54a & 54b ⟶ Math 095
 	
       Old (2 units)   New (3 units)
EX: THEA 128 ⟶ DRAM 128
	Academic Renewal:
	• No academic renewal available using limitations on enrollment EX:
	• If student previously took BUSE 092 (Introduction to Business Communications) and failed the class, then took BUSE 119 (Business Communications) the next semester, he/she could not use BUSE 119 for academic renewal because they are not equivalent; however, the student could not repeat BUSE 092 because the limitation on enrollment states that students cannot enroll in BUSE 092 if he/she previously completed BUSE 119.

	Inconsistent Limitation: • If student takes DRAM 130 he/she cannot take DRAM 103; however, • If student takes DRAM 103, there are no limitations for DRAM 130

"……reviewed the CIC handout on Equivalency vs. Limitation on Enrollment which was created by L. Neault. This handout will be reviewed again at the September 1 CurricUNET & Member Update Workshop."
(Excerpt from Mesa Curriculum Review Committee Approved Minutes 5/5/05)

Technical Review Committee

Fall 2006

LRC room 229 from 2:00-4:30 pm

Thursday, Sept. 14	2:00-4:30 pm
Thursday, Sept. 28	2:00-4:30 pm
Thursday, Oct. 12	2:00-4:30 pm
Thursday, Oct. 26	2:00-4:30 pm
Thursday, Nov. 9	2:00-4:30 pm
Thursday, Nov. 30	2:00-4:30 pm
Thursday, Dec 14	2:00-4:30 pm

Curriculum Guidelines Check Lists

Guidelines Check List:

Curriculum Review Committee	
Course Description	
Course Number & Transferability Level coincide	
Current Effective Date	
English/Math Prerequisites/ Validation	
TOP, SAM, Classification Codes provided by Dean	
Entry Skills matched	
Need for Change completed	
Appropriate Repeatability	
Review Program Impact Report reviewed	
Six-Year Review/Integration check	
Updated Texts/Transferability	

Detailed Check List:

1. Does the course fall within the mission of the community college (i.e., transfer for a four-year institution, occupational training, pre-collegiate basic skills, economic development)?			
2. If applicable, is the course in accord with state and federal laws, including any licensing body or special funding provision?			
3. If applicable, have requirements of national, state, and local approval and/or accrediting agencies been met?			
4. If applicable, for a new course proposal, could the course articulate with CSU, UC, and/or private colleges? See Articulation Officer for more information.			
5. If applicable, for a course being reviewed for revisions, does the course articulate with CSU or UC? See Articulation Officer for more information.			
6. Does the course meet requirements for UC Transfer Course Agreement, IGETC, or CSU GE Breadth? See Articulation Officer for more information.			
7. Is this course part of an approved program? If not, this course is defined as a stand alone course and requires state approval. See Dean for more information.			
8. Does this course fulfill one or more of these purposes? • A prerequisite for a subsequent course? • A general education, elective, or major requirement for the certificate, associate degree, or baccalaureate? • A requirement of the intended occupation?			
9. Is this course in compliance with District Policy 5300 in that it does not duplicate an existing, approved course? If uncertain, contact the department chair and dean.			
10. Is this course offered at another SDCCD campus? If so, communicate with the faculty at the other campuses before launching the course.			
11. If the new course has course content from an existing course, have course equivalencies and the limitations on enrollment been determined? See your Dean and campus Evaluators for assistance.			
12 Does the title of the course accurately reflect the content of the course?			
13. Does the course number reflect the level of the course? Has this number been used before? Does the number reflect course sequence? See Dean for assistance.			

Question			
14. Are the units appropriate and accurate? Do the hours match the units?			
15. Does the catalog description contain complete sentences written in present tense, and does it clearly state the goals and outcomes a successful learner can demonstrate at the end of the course? Is there a target audience referenced in the description? Are variable units and repeatability addressed?			
16. Are the prerequisite(s)/corequisite(s) appropriate?			
17. Have the prerequisite(s)/corequisites been validated? In CurricUNET, the requisite skills must be matched to the course. Please seek help from the Tech Review Liaison or Dean if you are uncertain on how to do this.			
18. Are the advisory statements accurate? Have they been validated?			
19. Do the course student learning outcomes describe the outcomes in terms of what a successful learner can demonstrate at the end of the period of instruction? Do some of the outcomes include critical thinking verbs?			
20. If there is a laboratory component to the course, are there student learning outcomes that reflect the laboratory part of the course?			
21. Do the student learning outcomes support/enhance the student learning outcomes both at the associate degree and program level? See your department chair or Academic Program Review Liaison.			
22. Does the outline of topics include the course content in outline form and utilize subtopics to show the emphasis each topic generally receives?			
23. Does the "Appropriate Readings" section list at least three specific types or provide reading examples which reference both the outline of topics and at least two student learning outcomes?			
24. Does the "Writing Assignments" section list at least three specific types or provide examples of writing assignments and other demonstrations of ability (e.g. use symbol systems, logic, math, music, etc.) which reference both the outline of topics and at least two student learning outcomes? Is the level of writing reflected in the prerequisite or advisory for the course? For example, if research papers are listed, English 101 must be a prerequisite unless instruction in research is incorporated into the outline.			
25. Does the "Appropriate Outside Assignments" section list at least three specific types or examples of assignments that students are required to work on outside of the class which reference both the outline of topics and at least two student learning outcomes? Is the scope and rigor of work reflected in the prerequisite or advisory for the course?			
26. Does the "Appropriate Assignments that Demonstrate Critical Thinking" section list at least three types or examples of assignments requiring students to think critically and apply the concepts, and which reference both the outline of topics and at least two student learning outcomes? Is the scope and rigor of work reflected in the prerequisite or advisory for the course? Select verbs which reflect higher levels of critical thinking.			
27. Does the "Method of Evaluation" section specify procedures which are consistent with the student learning outcomes, the course content, and the scope of the course and are based on demonstrated proficiency, at least in part, by means of essay, problem-solving exercises or skills demonstrations?			
28. Does the "Method of Instruction" section specify what is appropriate for this specific course (e.g. lecture, lecture-laboratory, lecture discussion, discussion/seminar, laboratory, work experience, independent study, distance learning, media-aided instruction, computer-assisted instruction, directed field study, field experience, or other)?			
29. Does the "Required Texts and Supplies" section list examples of the specific textbooks with copyright dates or other college-level materials appropriate for the course and representative of current or emerging knowledge and practice? ISBN is required for CurricUNET entry. Articulation Officers advise that for most disciplines, textbooks should be published within the last five years in order to help articulate courses.			
30. If this course is being considered for distance education, fill out the appropriate section in CurricUNET.			
31. Make sure to check that the "Course Report" has been completed. Pay close attention to the following: • Do the prerequisites display correctly? • Does the prerequisite validation display correctly? • Is the effective date realistic? Unless it is a minor change, most proposals should have a Fall semester effective date. • Is the short or abbreviated title displayed?			

Flex Credit Information

For Tech Review members FLEX credit is inputted into the FLEX system at the end of each semester automatically.

Curriculum Committee members may report additional FLEX credit when they assist originators in integrating course outlines.

Additional FLEX credit may also be available to members who attend or present at Curriculum Workshops.
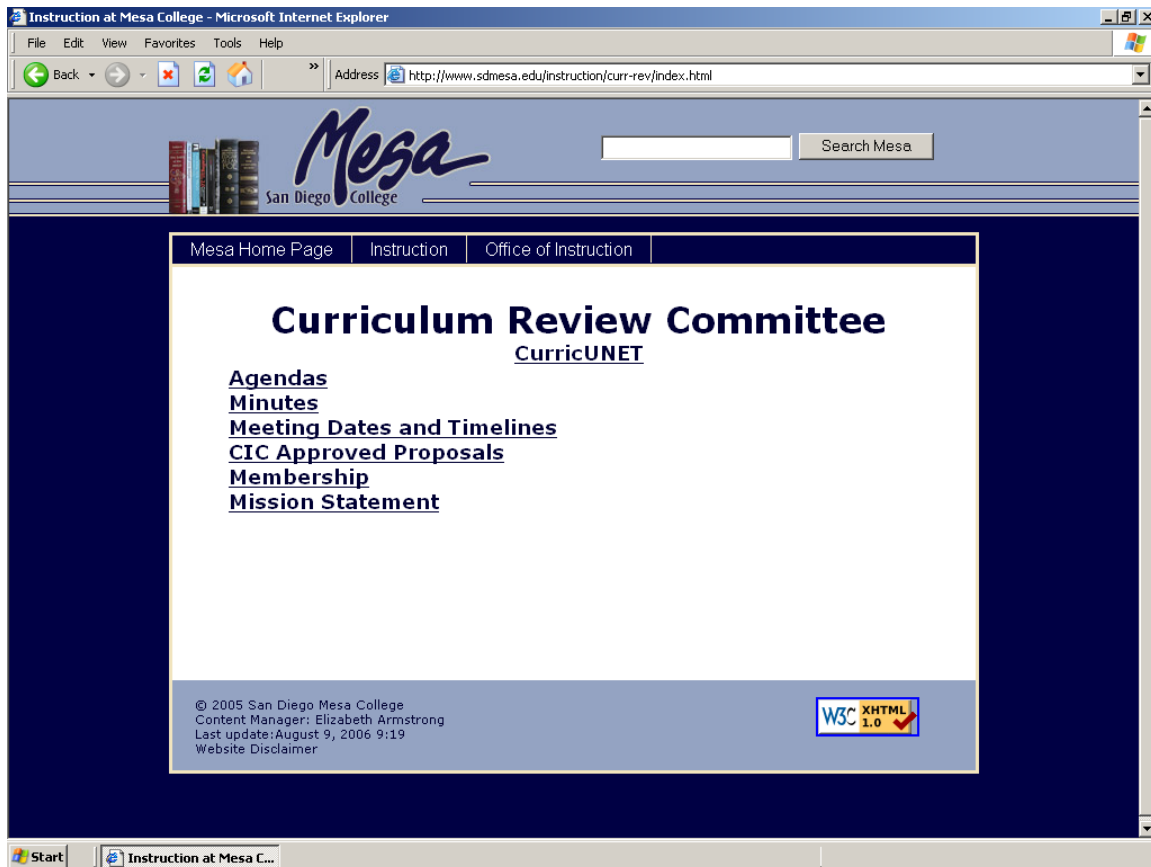
Section 7
Committee Member
Miscellaneous Information

Items Available on CRC Website
http://www.sdmesa.edu/instruction/curr-rev/index.html

This section is for materials inserted by individual committee members for personal reference.