

Cañada College

CURRICULUM

Handbook | Olive Edition



Cañada College

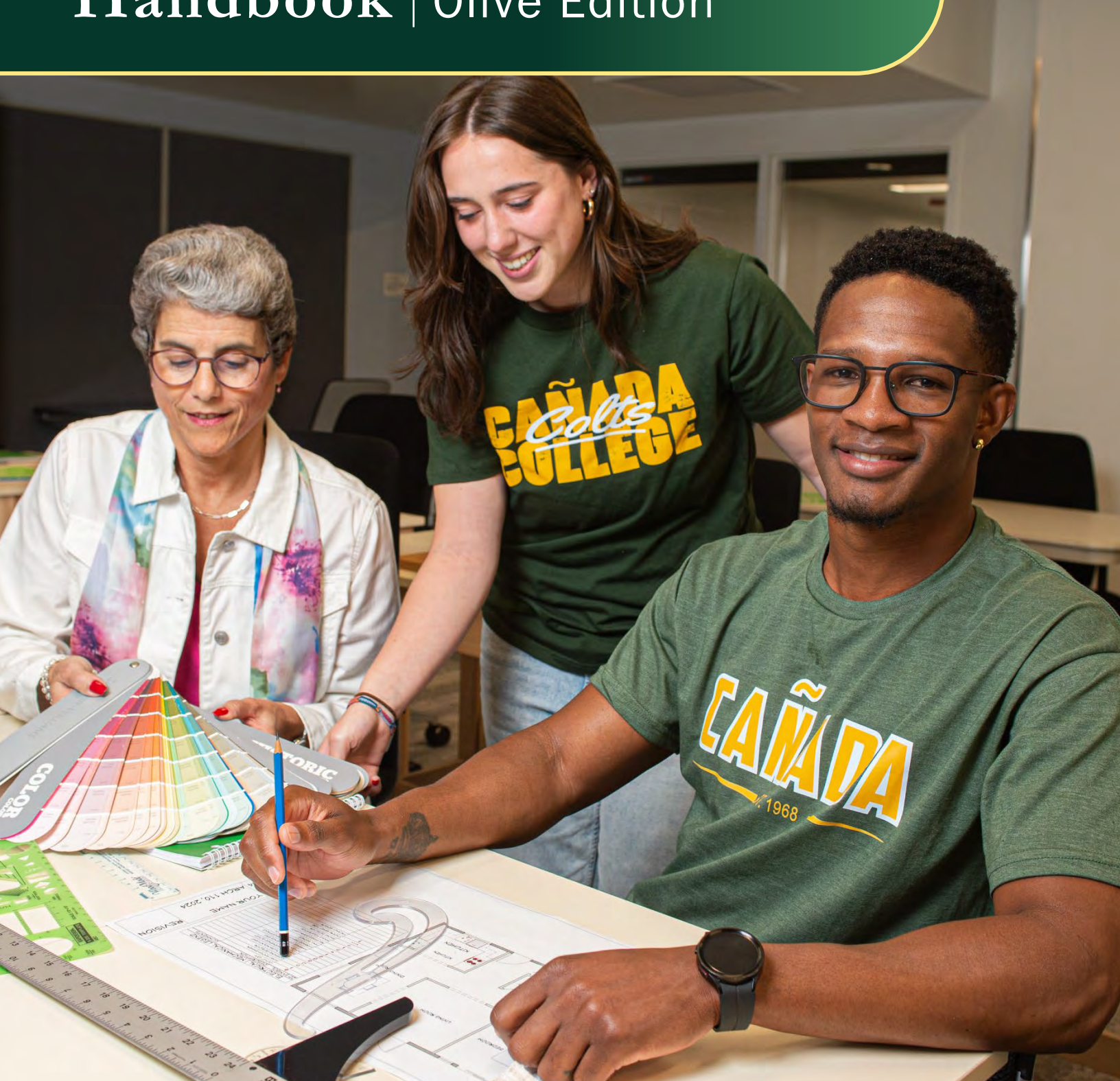


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Preface

Welcome to the Cañada Curriculum Handbook, which the curriculum chair and curriculum and instructional systems specialist (CISS) have updated in this “Olive” edition to make concise, clear, and relevant year after year. Our goal is to demystify the curriculum development and review process for all of us-- faculty, deans, administrators, staff, and students.

This handbook has four main sections: 1) an introduction to the curriculum committee’s purview and organization; 2) an explanation of who is responsible for what and when; 3) instructions for using our curriculum platform, CurricUNET; and 4) additional information including statutory and regulatory guidelines.

As your curriculum chair and curriculum and instructional systems specialist, we hope that you find this handbook useful. As always, we invite you to reach out to us if you require further assistance.

1. Who’s on Curriculum and Wherefore? Curriculum Committee Purview and Organization

1.1 Statement of Purpose

In compliance with California education code 70902 (b) (7), which states that local governing boards “...ensure the right of Academic Senates to assume primary responsibility for making recommendations [to those boards] in the areas of curriculum and academic standards,” the Cañada College Curriculum Committee, a standing committee of the Cañada College Academic Senate, in consultation with the vice president of instruction and college president, acts as an advisory body to the San Mateo County Community College District board of trustees. Furthermore, the by-laws of the Cañada College Academic Senate state that:

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

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

- New course proposals and course modifications
- Course inactivations (banking and deletions)
- New program proposals and program modifications (AA/AS/AA-T/AS-T degrees and certificates)
- Program inactivations (banking and deletions)
- Other curricular matters including graduation requirements and general education patterns

The curriculum committee also disseminates information on the following:

- Selected topics (680-689, 879 and 880) courses
- Course articulation with four-year institutions

1.2 Membership

In accordance with §55002a(1), the Curriculum Committee (CC) is established by the mutual agreement of the college and/or district administration and the Academic Senate. At Cañada College, the CC is composed of the following voting members, who serve a term of two years. Members may not serve more than two sequential terms unless necessary due to staffing limitations.

- Chair, appointed by the Academic Senate governing council, with the option of reappointment by agreement of the CC and the Academic Senate governing council

- Two faculty members from each instructional division and two faculty members from student services
- Transfer center program supervisor
- Degree audit program services coordinator
- Student representative appointed by the Associated Students of Cañada College (ASCC)
- Articulation officer (AO)
- Curriculum and instructional systems specialist (CISS)
- Vice president of instruction (VPI)

A quorum exists if more than half of the voting members, including the chair, are present.

The technical review committee is composed of the following members:

- Curriculum specialist (CISS) (technical review committee chair)
- Articulation officer (AO)
- CC chair
- Librarian
- Vice president of instruction (VPI)
- Coordinator of online instruction (for curriculum proposals with a distance education supplement)
- Coordinator of the honors' transfer program (for curriculum proposals with an honors' supplement)

1.3 Training and Roles of the Curriculum Committee

Shortly after the fall semester begins, the committee chair, CISS, and articulation officer conduct curriculum committee orientations covering:

- The 10+1 and curriculum
- Cañada College's mission and curriculum
- The curriculum review process
- Responsibilities of committee members
- How to use CurricUNET
- Title 5 standards and requirements
- Course articulation
- General education courses and patterns
- District curriculum alignment processes
- Curricular updates from the legislature and Chancellor's Office (CCCCO)

Throughout the academic year, the CC chair:

- Sets the agenda, with VPI, CISS, and AO input, for each meeting
- Chairs and facilitates discussion at CC meetings
- Serves on Cañada's Academic Senate Governing Council and attends all AS meetings
- Serves as a member and attends all meetings of the Cañada Instructional Planning Council (IPC)
- Serves as a member and attends all meetings of the District Curriculum Committee (DCC)
- Coordinates with district curriculum chairs on state and local curriculum initiatives
- Attends CCCCCO and ASCCC curriculum workshops, webinars, and conferences
- Keeps the college informed of new district and state initiatives
- Collaborates with the VPI, CISS, and other committee members to plan and implement curricular changes in response to district and state initiatives

The VPI and the CISS:

- Review and make recommendations on all curricular material received from division deans
- Attend all CC meetings
- Ensure that the curriculum handbook, updates, and resources regarding Title V revisions and/or emerging legislation are available on the [Curriculum Committee Public SharePoint Document Library](#).
- Advise CC members on curricular matters
- Submit to the SMCCCD Board of Trustees all new course and program approvals

CC members:

- Review all curricular proposals and other agenda items prior to curriculum meetings
- Attend all CC meetings or notify the chair in advance of any necessary absences
- Share constituent curricular concerns with the committee
- Share CC initiatives with constituents
- Recommend action on curricular proposals
- Division reps: assist colleagues with CurricUNET, curriculum development, and curricular modification
- Division reps: remind colleagues to run the program impact report and update programs accordingly
- Division reps: remind colleagues of deadlines

Technical review members:

- Ensure that proposals support Cañada’s mission and comply with all state and local requirements including Title V, Career and Technical Education (CTE), articulation, and transfer
- Provide feedback, as necessary, on curricular proposals prior to full committee review
- Suggest edits of student-facing materials to improve readability and/or emphasize inclusivity, as relevant

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

	Library Representative Vice President of Instruction
TBA Hours Content (as applicable)	Articulation Officer Curriculum Specialist Curriculum Committee Chair Library Representative Vice President of Instruction
Recommended Preparation	Articulation Officer Curriculum Specialist Curriculum Committee Chair Library Representative Vice President of Instruction
Prerequisites/Corequisites	Articulation Officer Curriculum Committee Chair Curriculum Specialist
Content Review	Articulation Officer Curriculum Committee Chair Curriculum Specialist
Modes of Delivery	Articulation Officer Curriculum Committee Chair Curriculum Specialist Vice President of Instruction
Representative Instructional Methods	Articulation Officer Curriculum Specialist Curriculum Committee Chair Library Representative Vice President of Instruction
Representative Assignments	Articulation Officer Curriculum Specialist Curriculum Committee Chair Library Representative Vice President of Instruction
Representative Methods of Evaluation	Articulation Officer Curriculum Specialist Curriculum Committee Chair Library Representative Vice President of Instruction
Representative Texts	Articulation Officer Library Representative
Degree/Certificate Applicability	Articulation Officer Curriculum Specialist
Transferability/GE	Articulation Officer Curriculum Specialist

Distance Education (as applicable)	Curriculum Specialist Coordinator of Online Instruction
Distance Education Contact Types (as applicable)	Curriculum Specialist Coordinator of Online Instruction
Honors Content (as applicable)	Curriculum Specialist Honors Transfer Program Coordinator
Honors Addendum (as applicable)	Curriculum Specialist Honors Transfer Program Coordinator
Resources Needed	Library Representative
CB Codes	Curriculum Specialist

1.4 Subcommittees

The CC may appoint ad hoc subcommittees to make recommendations on specific items. The composition of the subcommittees will be determined by the CC. Subcommittees will select their chairs by member consensus. Recommendations of subcommittees will be presented to the entire CC as agenda items.

Career Technical Education (CTE) Subcommittee

The CTE subcommittee provides CTE faculty with support and local approval of the documentation required for state approval of new CTE programs. The CTE curriculum subcommittee reviews, provides feedback, and approves all new CTE programs as a part of the technical review process. Faculty considering new programs may request a meeting with the CTE curriculum subcommittee.

Membership in the CTE subcommittee is as follows:

- current CC division representative with CTE experience
- CC chair
- CTE Liaison
- dean with CTE experience

1.5 Meetings

Meetings occur bi-monthly according to the schedule approved by the committee and posted on the curriculum website. Additional meetings may be held as needed. The committee uses Robert's Rules of Order as the meeting framework. The executive assistant to the VPI takes minutes and posts them to the [Curriculum Committee public SharePoint document library](#).

1.6 Agendas or **Do I have to attend the curriculum committee meeting?**

The meeting agenda is sent to the Cañada community at least three business days prior to each meeting.

Consent Agenda

In accordance with the guidelines set forth by the Academic Senate for California Community Colleges (ASCCC) in [The Course Outline of Record: A Curriculum Reference Guide](#), in addition to the approval of the minutes from the previous meeting(s), the following items are placed on the **consent agenda, which therefore do NOT require the proposer's attendance**:

- Course and program deactivation
- Course and program deletions
- Course modifications that include **only** the following:
 - Minor/non-substantive changes in Catalog Course Description
 - Minor/non-substantive changes in Schedule Course Description

- Minor/non-substantive changes in Student Learning Outcomes
- Minor/non-substantive changes in Course Objectives
- Minor/non-substantive changes in Course Content
- Change in Course Number
- Change in Methods of Instruction
- Change in Methods of Evaluation
- Change in Representative Assignments
- Change in Textbook/Instructional Materials
- Addition/removal/revision of Distance Education or Honors supplements
- Program modifications that include **only** the following:
 - Minor/non-substantive changes in Program Description
 - Minor/non-substantive changes in Program Learning Outcomes
 - Minor changes (as outlined above) to courses within the program
 - Change in Program Title

Substantive Agenda

Also in accordance with [The Course Outline of Record: A Curriculum Reference Guide](#) guidelines, the following are placed on the **substantive agenda, which therefore DO require the proposer to attend**, via Zoom or in person, or to request that the division representative present the curriculum and notify the chair and CISS at least 48 hours in advance of the meeting:

- New courses and programs
- Course modifications that include **any** of the following:
 - Major/substantive changes in Catalog Course Description
 - Major/substantive changes in Schedule Course Description
 - Major/substantive changes in Student Learning Outcomes
 - Major/substantive changes in Course Objectives
 - Major/substantive changes in Course Content
 - Change in units/hours
 - Change in course repeatability
 - Change in prerequisites, corequisites and/or recommended preparation
 - Change in GE area requests (IGETC/CSU/AA-AS)
- Program modifications that include addition/deletion of courses to/from a program
- Discussion items

If a representative cannot answer questions that arise during the meeting about an item on the substantive agenda, and the proposer is unavailable in person or via Zoom to respond, or if no approved representative attends the meeting, the proposal is tabled to a subsequent meeting when the proposer is available.

2. The Who, When, and What of Curriculum Development and Review

2.1 Who May Create or Modify Curriculum

Proposals for new or modified curricula must be originated by faculty members with minimum qualifications in the assigned discipline. Non-faculty (students, deans, staff) may suggest new or modified courses or programs, but they cannot require faculty members to make such changes. Non-faculty may not develop or modify curricula.

For faculty to gain access to CurricUNET, our curriculum platform, deans must email the following to the CISS:

Name of faculty member:	First and last name
Department:	Name of department and prefix
Minimum qualification assessment:	Per the current minimum qualifications handbook, [discipline area] requires [degree and professional experience]. The faculty member has [degree type and discipline] and [number of years] of [type of work] experience.

The [2017 Minimum Qualifications handbook](#) lists disciplines and minimum qualifications.

2.2 When to Develop or Modify Curriculum

Approved curricular changes will not take effect until at least the beginning of the fall semester of the subsequent academic year, so faculty should begin developing or modifying curriculum as early as possible. The process is necessarily slow given the required attention to detail as well as publication and articulation requirements.

Note the following deadlines:

Class Schedule—November of previous year

New courses as well as course modifications that affect the fall schedule of classes must be approved by the final meeting of the previous fall semester. After the fall class schedule deadline, the following changes will not be allowed to courses offered the following fall. Exceptions to this policy must be approved by the technical review committee.

- Change in course title
- Change in hours/units
- Change in course description
- Change in prerequisites, corequisites and/or recommended preparation
- Change in grading method
- Change in materials fee
- Change in transferability

College Catalog—November of previous year

The [college catalog](#) includes all active Cañada courses and programs. Changes to courses and programs must be approved by the final meeting of the fall term to be included in the following academic year catalog.

Program Impacts—at the same time as associated courses

If a curriculum proposal impacts another course/program such that the affected course/program must also be modified, the program modification must be submitted in CurricUNET at the same time and reviewed at the same curriculum meeting as the initial course proposal. For example, if a degree-applicable course is being deactivated, it must be removed from all programs. The deactivation proposal as well as the corresponding program modifications must be submitted in CurricUNET and reviewed at the same curriculum meeting. The discipline faculty have the responsibility for making these program modifications.

If COR modifications may affect transfer articulation and general education (GE) approval, the following deadlines apply:

- Initial UC TCA—June
Transfer Course Agreements (TCAs) “are the baseline for establishing transferability of community college courses to the University of California (UC). Courses approved for the TCA count as advanced standing elective credit toward an undergraduate degree at any UC campus and may also be submitted for campus-specific articulation or for IGETC” ([University of California Transfer Articulation, 2013](#)).
- UC TCA final appeals submission—October
Courses that are not approved for TCA in June may be modified and resubmitted with an appeal.
- IGETC/CSU General Education—December
“The Intersegmental General Education Transfer Curriculum (IGETC) is a general education program that California Community College transfer students can use to fulfill lower-division general education requirements at a California State University or University of California” ([IGETC, ASSIST Help Pages](#)). “The CSU General Education-Breadth (GE-Breadth) program allows California Community College transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer” ([CSU General Education - Breadth, ASSIST Help Pages](#)).
- New Courses—April 1
ASSIST (Articulation System Stimulating Inter-Institutional Student Transfer) is a student-transfer information

system that “displays reports of how course credits earned at one California college or university can be applied when transferred to another” ([What is ASSIST?, ASSIST Help Pages](#)). New or reactivated courses must be approved by the CC in time to be entered into ASSIST by the end of April.

2.3 Course Review Cycle

CTE course outlines of record (CORs) must be reviewed and updated every two years and all other CORs at least once every five years. This timeline was adopted in November 2013 and revised September 2015, as explained below:

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

Whereas, the University of California’s [Policy on Course Transferability, Directions for Revising the UC Transferable Course Agreements and Special Regulations for Courses in Specific Subject Areas](#) states that for UC transferable course agreements, “Outlines should be current (not more than seven years old).” The CSU system also requires currency of course outlines for articulation.

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

Resolved, the Academic Senate of Cañada College requires a routine review and updating of course outlines of record for CTE courses every two years and for all other courses at least once every five years.

2.4 How to Know if Your Department has Courses to Review? Hint: the Matrix

By the beginning of each academic year, the CISS posts to the curriculum website the list of courses up for review during the upcoming year. The curriculum chair shares this [matrix](#) with faculty and deans during the first two weeks of the fall semester.

2.5 Who is Responsible?

Departments and/or the dean identify faculty with discipline expertise to review course outlines of record (CORs) and, appropriate, programs. If there are no Cañada discipline experts in the faculty service area (FSA), the dean will seek an expert from CSM or SKY to consult with Cañada faculty from related disciplines to update the COR. If no district discipline experts are available, the dean may seek experts from other colleges or the private sector, subject to the approval of the Cañada Academic Senate.

The catalog and schedule need to remain current to be in compliance with Title 5 and ACCJC standards. Throughout the year, the deans, CISS, chair, and division representatives remind faculty of the deadlines. If, however, courses on the review list are not updated by the final meeting of spring, the CCIS will deactivate and remove the courses from the schedule, catalog, and the associated programs. The committee will provide a list of deactivated courses to the Academic Senate.

2.6 Faculty-Nudging Timeline (for Deans)

August: Contact faculty in disciplines with required curriculum review during the upcoming year

August, November, and January: Encourage faculty to attend curriculum work sessions for assistance

October: Remind faculty that proposals impacting the subsequent fall’s schedule must be submitted before November

February and March: Remind faculty that the final curriculum deadline is in early April

2.7 What to Review When Doing Cyclical COR Review

1. Determine whether prerequisites, corequisites, and/or advisory courses remain appropriate; revise as necessary

2. Review the course description to ensure that non-experts could understand it by eliminating any jargon or acronyms and using succinct, clear language
3. Consider highlighting culturally relevant aspects of the course, for example by applying suggestions from the [ASCCC chart DEI in Curriculum: Model Principles in Practice](#)
4. Update textbooks; ensure at least one is no more than five years old at the time of COR approval
5. Make sure that the distance education addendum, if the course has one, meets current standards
6. Review degrees and certificates in the discipline to determine if the courses included remain appropriate


3. Getting Going with CurricUNET

First, make sure you have access to our district's curriculum platform, CurricUNET. See directions in 2.1 for what your dean needs to do to enable your access. Then, whether proposing a new course, reviewing CORs on the matrix, or submitting/revising curriculum for other reasons, develop and submit proposals via CurricUNET, following the processes described below.

3.1 Logging in to CurricUNET

1. Go to CurricUNET at <http://www.curricunet.com/SMCCCD/>
 - o All steps below are case sensitive - use all lowercase letters
2. In the "User Name" box on the left side of the page, type your user name, which is your district email address before the @ sign. For example, for the email address fabulous@smccd.edu, the user name is fabulous.
3. Type your password. If you are logging in for the first time, your default password is "changeme" (one word, lowercase). For password retrieval, contact the CISS at (650) 306-3400.
 - o Change your password the first time you use CurricUNET. On the left side of the page under "Prefs," click "Personal Info." Type your new password into the two fields where it is requested and click "OK." Then, return to the home page by clicking on the home icon on the left.
4. Under "College," select Cañada.
5. Click on the "Log In" button found below the college selection area. You are now logged in to CurricUNET.

3.2 Modifying an existing course in CurricUNET—**This is what you do when doing curriculum review.**

1. Once logged in to CurricUNET, on the left bar on the home page, under "Build," click "Courses."
2. Under "Courses" click "Revise Course."
3. A screen will be displayed entitled "Course Search." Select Cañada, the discipline, type the course number of the course you wish to revise, and click OK. It is not necessary to type the course title.
4. When the "Course Search" results are displayed, under "Actions," click on the "Copy" icon () next to the version of the course marked *Active*. This creates a new working copy of the course that – once modified and approved – will replace the original version. The original version will be archived for historical purposes. If no "Copy" icon appears next to the version of the course marked *Active* this is likely because the course has already been modified in the current academic year. If such is the case, a version of the course marked *Approved* should also appear in your "Course Search" results. Ask the CISS (650-306-3400) to implement the *Approved* version of the course.
5. When the "Course Review Proposal" screen displays, select the college (it should default to Cañada), and using the pull-down menu for the proposal type, select "Cañada Modified Course Proposal."
6. Click "Next" and "OK." A window will appear that reads: "Your course is being created. Please wait." When the copying process is complete (usually less than one minute), a screen will appear entitled "Course Construction Main Menu." On the right side of the page is a list entitled "Course Checklist." Begin by clicking on "Basic Course Information." When that screen appears, scroll to the bottom (under the "Modification Information" box) and click on the specific modification(s) you are proposing from the list provided. Under the "Rationale/Justification" box, provide the rationale for the proposed modification(s). When finished, click "Save." Wait for that command to be processed (2 to 20 seconds), and then click "Finish." The "Basic Course Information" screen will again display with a summary confirming that you have completed all the necessary information for that screen.
7. When finished, click "Save." Wait for that command to be processed (2 to 20 seconds), and then click "Finish." The "Basic Course Information" screen will again display with a summary confirming that you have completed all the necessary information for that screen.
8. Select the screens that need to be modified, which depend on your updates, from the "Course Checklist" on the right. To ensure that the course information is accurate, we recommend reviewing each screen.

9. After completing each screen, click “Save” and wait 2 to 20 seconds for CurricUNET to accept and display your changes. When changes have been saved, CurricUNET usually displays the message “Page Last Saved on: Date, Time, [Your Name].” If this message does not appear, wait for the Microsoft “spinning wheel” to stop. When it stops, your information has been saved. After the screen you’re completing is redisplayed, click “Finish.” To modify screens you’ve already saved, select the screen, click “Unlock,” make changes, and save.
10. If your course has a corequisite and/or prerequisite, you will need to complete the “Content Review” area found in the course checklist below “Prerequisites/Corequisites.” For more information on this process, see [Section 6.6 Prerequisites, Corequisites and Content Review](#).
11. Return to the basic course information screen by clicking on “Basic Course Information.” When that screen appears, scroll to the bottom (under the “Modification Information” box) and ensure that you have indicated all of the modifications you made to your proposal on the list provided. When finished, click “Save.” Wait for that command to be processed, and click “Finish.” The “Basic Course Information” screen will display a summary of what you have completed.
12. Before submitting your proposal, run a proposal impact report to determine whether your proposed modifications affect other courses or programs. If they do, the other courses/programs must be modified concurrently with your course modification. See [Section 6.9 Proposal Impact Reports](#) for more information.
13. When all the relevant screens are complete and the modified COR is ready to submit to the dean, click “Submit” on the left side of the page, where a button should indicate: “You may submit your course now.”

3.3 Creating a New Course and/or Program

First, make sure there is no similar curriculum already offered in the district. Then, research and discuss the proposal’s feasibility with the dean and relevant Cañada and district faculty.

Questions to consider for new courses:

- What is the need for the course?
- Can it be offered as an experimental course?
- Is this a lower division course?
- Is there a similar course elsewhere in the district? If yes, have the relevant colleagues been consulted?
- Is the course content appropriate to the discipline proposing it? Consult the California Community College Chancellor’s Office document [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) for detailed information.
- Are the prerequisites/corequisites/advisories appropriate?
- Is this course transferable? Should it be?
- Is this course degree-applicable or basic skills?
- Is this course GE applicable? Should it be?
- Is this course part of a program? Should/can it be? If no, is there justification for offering a stand-alone course?
- Has this course been/is this course being submitted for C-ID? Can it be submitted for C-ID?
- Does the work described in the course outline of record justify the units/hours proposed?

For programs:

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

To search CurricUNET for district courses:

1. On the lower left of the home page, under “Search,” click on “Course.”
2. On the “Course Search” page, in the “College” field, change the selection to “District.” Type one or a few keywords from the course title into the “Course Title” box and click “OK.”
3. The page that comes up lists the course titles with those key words at all colleges in the district. Red ***Active*** courses are active in a college’s catalog. Blue ***Historical*** courses are archived previous versions of courses. Purple ***Pending*** courses have a proposal in CurricUNET that has not been submitted to the queue. Green ***Launched*** courses have been created in CurricUNET and submitted into the queue. Black ***Approved*** courses have gone through the approval review process in the past academic year. Black courses marked ***Banked*** or

Deletion have been deactivated and no longer appear in that college’s catalog.

4. If the keyword search fails, use your browser’s back button to return to the “Course Search” page, clear the keywords, select the discipline from the drop-down list in the “Discipline” field, and click “OK.”
5. The page that comes up lists all of the courses in the discipline at all colleges in the district, with the same color-code designations as described in step 3.
6. If your search reveals a similar ***Active***, ***Approved***, ***Pending*** or ***Launched*** course at a sister college or in another Cañada department, consult with your dean. Contact the relevant faculty or ask your dean to initiate this consultation. Consider the following:
 - o Why is there a need for this course at Cañada since it already exists at a sister college?
 - o Are there sufficient students to support this course at multiple colleges in the district?
 - o For development of a course that already exists in another department at Cañada, is the discipline assignment of the existing course appropriate? Might cross-listing be feasible?

If no similar district courses exist or you have documented the consultation above, continue curriculum development in CurricUNET as follows. See the chart below the instructions for detailed explanations of each field.

1. Obtain a course number from the CISS.
2. After logging in to CurricUNET, under “Build,” click on “Courses.”
3. Under “Courses,” click “Create Course.”
4. On the “Create New Course” screen, complete the required information. In the “Proposal Type” field, be sure to select “Cañada College – Cañada New Course.” When finished with this screen, click “OK.”
5. CurricUNET will process the provided information and display it on a screen entitled “Course Construction Main Menu.” The “Course Checklist” on the right margin lists all of the screens to complete.
6. Click on the first screen in the course checklist: “Basic Course Information.” Complete all fields in this screen, paying attention to default settings and pull-down menu options.
7. When finished completing the screen, click on “Save.” Wait 2 to 20 seconds for CurricUNET to save your work and display a statement that reads “Page Last Saved on: Date, Time, [Your Name].” If no such statement appears, wait for the Microsoft “spinning wheel” to stop. When it does, your information has been saved.
8. If no error message appears and you have ensured that your information has been saved, click “Finish.” If an error message does appear, you likely skipped one or more required fields. Supply the requested information and click “Save” and “Finish” again.
9. After clicking on “Finish,” a screen will summarize the information you’ve provided. This serves as a confirmation that you’ve provided all the necessary information for that screen. If you need to edit this screen again, click “Unlock.”
10. As you complete each screen in the course checklist on the right margin, a check appears next to the now-green title of that screen as a visual cue that you have saved and finished that screen. You may also “Unlock” and edit.
11. If your course has a corequisite and/or prerequisite, you will need to complete the “Content Review” area found in the course checklist directly below “Prerequisites/Corequisites.” See 6.6 for more information.
12. When you’ve completed the relevant screens, click on the “Submit” button on the left side of the page, which should be displaying a message that reads “You may submit your course now.”

3.4 Basic Course Information for New Course Proposals

<p><i>Discipline</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> For a new course, does the discipline assigned to the course reflect the body of knowledge required to teach the course content? <input type="checkbox"/> For a new course, if the course exists elsewhere in the district, are you assigning the same discipline? 	<p>General Note: The discipline assigned to a course determines the minimum qualifications required to teach that course. Disciplines are assigned to courses based on the subject-area knowledge/expertise necessary to teach the content of the course.</p> <p>Courses may be assigned a single discipline, multiple disciplines, or designated as interdisciplinary.</p> <ul style="list-style-type: none"> • Single discipline assignment: Requires minimum qualifications in the assigned discipline.
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	<ul style="list-style-type: none"> • Multiple discipline assignment with an “and”: Requires minimum qualifications in both of the listed disciplines. • Multiple discipline assignment with an “or”: Requires minimum qualifications in at least one of the listed disciplines. • Interdisciplinary assignment: Requires minimum qualifications in at least one of the listed disciplines and upper division or graduate coursework in at least one of the other disciplines listed. <p>For more information on assigning disciplines to a course, see Minimum Qualifications for Faculty and Administrators in California Community Colleges.</p>
<p><i>Course Number</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> For a new course, does the course number reflect the course numbering guidelines published in the college catalog? <input type="checkbox"/> For a new course, if the course exists within the district, are you using the same course number? <input type="checkbox"/> For a new course, if the course is part of a sequence of courses, is the course number assigned consistent with its prerequisites and corequisites if they are from the same discipline? 	<p>General Note: Course numbers for new courses are assigned in consultation with the CISS.</p> <p>Course numbers for existing courses <u>cannot</u> be changed via a course modification proposal. To make such a change, the original course must be deactivated and a new course bearing the new course number created.</p>
<p><i>Full Course Title</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the course title describe the course content while remaining succinct? <input type="checkbox"/> Are all abbreviations/symbols used in the course title spelled-out? 	<p>General Note: Banner allows only 30 characters to be entered in the system.</p> <p>To indicate that a course is part of a multi-course sequence, please use one of the following methods:</p> <ul style="list-style-type: none"> • Roman numerals after the title (I, II, III) • Sequence words (beginning, intermediate; elementary, intermediate, advanced)
<p><i>Cross Course</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> If the proposed course is cross-listed with another existing active course on campus, is that course listed? 	<p>General Note: Cross-listed courses are those that are offered collaboratively through two departments/programs at the college. While these courses have separate course numbers in each department in which they are offered (e.g. ENGL 200 and LING 200), the course outlines of record of the courses are identical.</p>
<p><i>Catalog Course Description</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the catalog description provide a global description of what will be covered in the course? <input type="checkbox"/> Does the catalog description avoid the use of “marketing language” (i.e. language that attempts to sell students on the need for the course)? <input type="checkbox"/> Is the catalog description written in the present 	<p>General Note: The catalog description should consist of brief, direct statements of course purpose and content, preferably no more than 50 words. It should be written in concise language that is intelligible to the reader and should describe the course in terms of its primary objectives. Descriptive phrases rather than sentences are acceptable; the course title should not be repeated.</p> <p>Do not use the future tense.</p>

<p>tense?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the catalog description avoid repetitive phrasing? <input type="checkbox"/> Is the catalog description written for readers who are unfamiliar with the discipline? 	
<p><i>Class Schedule Course Description</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The class schedule course description should be identical to the catalog course description 	
<p><i>Proposed Start Term</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Is a proposed start term included? <input type="checkbox"/> Does the proposed start term meet the deadlines noted in the curriculum proposal submission deadlines schedule? 	<p>General Note: Courses approved by fall are effective the following fall.</p> <p>If a course is being submitted for one or more external approvals (e.g., C-ID, GE, transferability), keep in mind the timeline of these approvals before putting the course in the schedule of classes. Refer to the Curriculum Proposal Submission Deadlines document.</p>
<p><i>Justification for Board Report or Curriculum Inventory update:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the description include a reasonable explanation for the course proposal? <ul style="list-style-type: none"> <input type="checkbox"/> For new courses, does the justification statement describe the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees? <input type="checkbox"/> For all types of course modifications (modifications, bankings, deletions, reactivations), does the justification statement describe the need for the change? <input type="checkbox"/> Does the description use complete sentences and the present tense? <input type="checkbox"/> Is the description free of grammatical errors? 	<p>General Note: This section must be completed for all course proposals, including courses being modified to comply with the new COR Update Cycle and courses being banked/deleted.</p> <p>The text entered in this section is included on the curriculum report to the Board of Trustees and/or used by the California Community College Chancellor’s Office Curriculum Inventory. Please write in complete sentences and clearly explain the rationale for the proposal. To see an example of a Board Report, reference the appendices.</p> <p>If a course is being reviewed as part of the COR update cycle, and the proposer determines no changes are needed, the proposer should indicate in this field that the course was reviewed to be in compliance with the COR Review Policy and that no changes were found to be necessary at this time. The COR will then proceed through the curriculum approval process as normal; the division dean/Technical Review Committee may still request changes/updates to the course.</p>
<p><i>Modification Information</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Has faculty checked the appropriate boxes to indicate all modifications made to the course? 	<p>General Note: These boxes do not automatically populate as information is entered into other screens in a proposal. These boxes must be clicked manually.</p> <p>Having this information is helpful to the technical review committee in reviewing a proposal and the Curriculum Committee in assembling their agenda.</p> <p>Once a proposal is approved, the boxes checked in this field will trigger updates to the following: Banner, the</p>

	college catalog, the schedule of classes, articulation, degree audit, California Community Colleges Curriculum Inventory, etc.
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Materials Fee

<input type="checkbox"/> If a fee is required, has a justification been provided?	General Note: Consult with your division dean regarding the validity of the fee and the amount to be charged.
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Student Learning Outcomes

<input type="checkbox"/> Does the course have 3-5 SLOs? <input type="checkbox"/> Do the SLOs state broad, overarching skills that students will be able to demonstrate after completing the course? <input type="checkbox"/> Does the course content support the SLOs? <input type="checkbox"/> Are the SLOs measurable?	<p>General Note: SLOs should be concise statements that are understandable by students in the course. Begin SLOs with action verbs that reflect the level of learning in the course and avoid vague verbs (e.g. <i>know</i>, <i>understand</i>) that are not measurable. Be wary of including too many outcomes in a single statement (“stacked outcomes”). SLOs may not be duplicated from one course to the next. They must be unique to a given course. In other words, no two courses may have identical or nearly identical SLOs.</p> <p>According to the Cañada SLO assessment cycle policy, all active courses must be assessed at least once every three years. Which SLOs are assessed and when they are assessed within that three-year cycle is to be determined by each department. If a course has more than five SLOs, the technical review committee will ask the proposer whether the course is offered with sufficient frequency to support assessment of all SLOs according to the policy.</p> <p>Within CurricUNET, SLOs should be entered such that they complete the statement, “Upon successful completion of this course, a student will meet the following outcomes:”.</p> <p>For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see Section 6.4.</p>
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Course Objectives/Specific Instructional Objectives

<input type="checkbox"/> Are the course objectives supported by the course content? <input type="checkbox"/> Are the course objectives written such that they illustrate what the students will be learning in the course?	<p>General Note: Course objectives should state what the instructor expects to have as specific instructional goals for the course.</p> <p>The course objectives for a course may not be identical to the SLOs for that course.</p>
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	For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see Section 4.1. For examples, see the appendices.
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Course Lecture Content

<ul style="list-style-type: none"> <input type="checkbox"/> Are topics and supporting sub-topics included? <input type="checkbox"/> Is sufficient information provided to support the unit value of the course? <input type="checkbox"/> Is sufficient information provided that a new faculty member will have clear expectations about what is required to teach the course? <input type="checkbox"/> Is sufficient information provided to allow for articulation of the course and/or evaluation of the course for GE and C-ID approval, as applicable? 	<p>General Note: In writing this section of the COR, faculty should keep in mind that all listed content must be taught by all faculty teaching the course (unless noted as optional). This section of the COR is also used to evaluate courses for unit value assignment, course-to-course articulation, transfer approval, GE approval, and C-ID approval. In developing this section, faculty are advised to provide a thorough description of course expectations while still allowing for individual academic freedom and pedagogy.</p> <p>For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see Section 6.4. For examples, see the appendices.</p>
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Course Lab Content

<ul style="list-style-type: none"> <input type="checkbox"/> Are topics and supporting sub-topics included? <input type="checkbox"/> Is sufficient information provided to support the unit value of the course? <input type="checkbox"/> Does the course lab content support learning listed in the course content? <input type="checkbox"/> Does the course lab content support meeting the course objectives? 	<p>General Note: This section is required only for laboratory courses and for courses with a laboratory component.</p> <p>For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see Section 4.1. For examples, see the appendices.</p>
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TBA Hours Content

<ul style="list-style-type: none"> <input type="checkbox"/> Is information provided about the work students will be expected to complete during TBA hours? <input type="checkbox"/> If course has TBA hours, has “lab” been selected on the Representative Instructional Methods and Modes of Delivery screens? 	<p>General Note: This section is required only for courses with TBA hours.</p> <p>For examples of this COR section, see the appendices.</p>
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Recommended Preparation

<p><i>Frequently Recommended Preparation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> In compliance with state mandates and the CCCCO regulations, we no longer require or ask for recommended preparation. Therefore, leave this section blank. 	
<p><i>Justification for Frequently Recommended Preparation</i></p>	

<input type="checkbox"/> See above.	
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Prerequisites/Corequisites

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

<input type="checkbox"/> Has Content Review been completed for all prerequisites/corequisites for the course?	<p>General Note: For more information about completing Content Review, see Section 4.6 Prerequisites, Corequisites and Content Review.</p>
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Modes of Delivery

<input type="checkbox"/> Has at least one mode of delivery been indicated for the course? <input type="checkbox"/> Is/are the mode(s) of delivery consistent with the course description/designation? <input type="checkbox"/> If the course includes TBA hours, has “lab” been indicated as a mode of delivery? <input type="checkbox"/> If modes of delivery indicated include Distance Education (online and/or hybrid), has a Distance Education addendum been completed?	<p>General Note: For more information about Distance Education addenda and approvals, see Section 4.8 COR Supplements.</p>
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Representative Methods of Instruction

<input type="checkbox"/> Has at least one method of instruction been indicated for the course? <input type="checkbox"/> Is/are the method(s) of instruction consistent with the course description? <input type="checkbox"/> If course has TBA hours, has “lab” been selected on the Representative Instructional Methods screen?	<p>General Note: All courses must have at least one method of instruction indicated. The definition of each can be found in Section 4.2 Course Outline of Record and the California Community Colleges Management Information System Data Element Dictionary.</p>
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	<p>If a course includes TBA hours, these fall under the definition of “Laboratory/Studio/Activity.” Therefore, courses that have TBA hours must include “lab” as a Representative Method of Instruction.</p>
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Representative Assignments

<ul style="list-style-type: none"> <input type="checkbox"/> Are all of the representative assignments completed outside of class? <input type="checkbox"/> Do the representative assignments allow students to meet the course objectives? <input type="checkbox"/> For degree-applicable and transferable courses, do the listed assignments make clear that critical thinking skills are taught in the course, utilized in assignments completed outside of class, and assessed as the basis of grading? <input type="checkbox"/> Is approximate length (in pages, hours, etc.) and frequency of each reading and writing assignment included? <input type="checkbox"/> If the course has a lab or TBA component, have example lab/TBA assignments been given, including length (in pages, hours, etc.) and frequency? 	<p>General Note: In accordance with Title V, <u>example</u> assignments must be included in course outlines of record regardless of the type of course (lecture, lab).</p> <p>Assignments used by instructors in the course are to be consistent with but are <u>not</u> limited to these types/examples.</p> <p>Example assignments included in the course outline of record must be assignments completed outside of class. In-class note taking, in-class reading assignments, and written answers on quizzes or examinations are not appropriate example assignments for this section.</p> <p>For examples of this COR section, see the appendices.</p>
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Representative Methods of Evaluation

<ul style="list-style-type: none"> <input type="checkbox"/> Do the representative methods of evaluation enable students to meet the course objectives? <input type="checkbox"/> Do the representative methods of evaluation show an integration between the stated objectives and the method of instruction? <input type="checkbox"/> Do the representative methods of evaluation consider different student learning modalities? <input type="checkbox"/> For degree credit courses, are students required to demonstrate proficiency, at least in part, through essays employing college-level standards? <input type="checkbox"/> Do the representative methods of evaluation require students to demonstrate critical thinking skills? 	<p>General Note: Do not include specific grading policies in this section. These are representative methods, and the faculty teaching the course should choose the method of evaluation and for grading.</p>
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Representative Texts

<ul style="list-style-type: none"> <input type="checkbox"/> Is at least one representative text listed no more than 4 years old? <input type="checkbox"/> Is the textbook appropriate for the course? <input type="checkbox"/> For laboratory courses, is a laboratory manual (no 	<p>General Note: For articulation and C-ID approval, this section must include at least one representative textbook that is no more than 5 years old <u>at the time of approval</u>.</p>
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<p>more than 4 years old) provided?</p>	<p>For courses that include a laboratory component and that will be submitted for UC transferability, this section must include at least one representative laboratory manual. Laboratory manuals that are created in-house satisfy this requirement.</p> <p>While the representative text listed on the course outline of record should be a text that is comparable to the text/reading resources used for a class, instructors are not required to use that textbook for the course.</p>
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Degree/Certificate Applicability

<ul style="list-style-type: none"> <input type="checkbox"/> Has the proper designation been given to the course (Degree credit, Nondegree credit, Non-credit and/or basic skills)? <input type="checkbox"/> Will the course be part of a state approved program (as a core or selective requirement)? If so, which type of program(s) is it proposed for (AA-T/AS-T, AA/AS Degree and/or Certificate of Achievement)? <input type="checkbox"/> What specific programs is this course part of? 	<p>General Note: Consult with your division dean.</p> <p>For existing courses, run the Proposal Impact Report to find out all of the programs that your course is part of as a core or selective requirement. For more information about Proposal Impact Reports, see Section 4.9 Proposal Impact Reports.</p>
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Transferability

<ul style="list-style-type: none"> <input type="checkbox"/> Has the proposer indicated whether the course should transfer to the CSU and/or UC? 	<p>General Note: We, as California Community College faculty, determine whether the units for our degree-applicable courses transfer to the CSU system.</p> <p>There are specific guidelines for what qualifies for baccalaureate credit. The UC system determines whether California Community College courses receive credit at the UC system. Submissions for consideration for transfer to UC are limited to once a year. See the Curriculum Proposal Submission Deadlines Document.</p>
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Resources Needed

<ul style="list-style-type: none"> <input type="checkbox"/> Does the library have adequate resources to support this course? 	<p>General Note: As part of the technical review process, the library specialist provides information on available resources for the course.</p> <p>If more resources are needed, the library specialist will contact the faculty proposal originator to discuss the purchase of additional resources.</p>
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Comparable Transferable Courses

<ul style="list-style-type: none"> <input type="checkbox"/> For new courses that will be submitted for course-to-course articulation/GE approval, has a Comparable Transfer Course been listed? 	<p>General Note: This is mostly for new courses for which you believe there should be course-to-course articulation or GE area approval. Finding a comparable course helps</p>
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	<p>with deciding whether the course will articulate for units, for GE or as major preparation at a CSU or UC.</p> <p>For guidelines about UC transfer, see the following website: http://ucop.edu/transfer-articulation/transferable-course-agreements/tca-update-process/outline-guidelines.html</p>
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CB Codes, Codes/Dates

<p><input type="checkbox"/> See your dean for assistance with course CB codes.</p>	<p>General Note: Refer to the CCCCO Taxonomy Programs Manual for TOP Code information for both programs and courses.</p>
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For additional information on developing effective CORS, see the ASCCC guide [The Course Outline of Record: A Curriculum Reference Guide Revisited](#). For help with eloquent COR writing, refer to the ASCCC’s oldie but goodie, [Stylistic Considerations in Writing Course Outlines of Record](#).

3.5 Adding Co-Contributors


To add a co-contributor to a curriculum proposal:

1. From within your course in CurricUNET, click on the “Main” link from the course checklist on the right. The “Course Construction Main Menu” will be displayed.
2. In the field marked “Co-Contributor(s),” click the link that reads, “Add a Co-Contributor.” This will bring up a page entitled, “Create a Co-Contributor.”
3. Use the “Co-Contributor” drop-down list to select the faculty member you would like to add to your proposal. If their name does not appear, they lack CurricUNET access. Contact the CISS for assistance.
4. After selecting the faculty member’s name, use the checkboxes in the “Screen Rights” field (directly underneath the “Co-Contributor” field) to select the sections of the proposal the co-contributor will be able to view and edit or “Check All.” Click “OK,” which returns you to the “Course Construction Main Menu.” The faculty member will now appear as a “Co-contributor(s).”
5. To add additional co-contributors to the proposal, repeat this process. You may grant different co-contributors access to different parts of the proposal.

Please note the following regarding proposal co-contributors:

- When a faculty member is made co-contributor, CurricUNET does not notify them, so you should.
- Although co-contributors are able to view and edit the parts of a proposal to which they have been granted access, they are not able to submit a proposal into the queue. Only the person whose CurricUNET account was used to create the proposal may submit the proposal into the queue.
- Co-contributors are not able to indicate that action has been taken on a proposal following dean’s review or technical review. Only the originator may take action on a proposal.

3.6 Deactivating an Existing Course in CurricUNET


1. Once logged in to CurricUNET, on the left navigation bar on the home page, under “Build,” click “Courses.”
2. On the left navigation bar, under “Courses” click “Revise Course.”
3. On the “Course Search” screen, select the college and discipline, type the course number, and click on OK. No need to type the course title.
4. When the “Course Search” results are displayed, under “Actions,” click on the “Copy” icon () next to the version of the course marked “Active.” This creates a working copy of the course that – once modified and approved – will replace the original version. The original version will be archived for historical purposes.
5. If no “Copy” icon appears next to the “Active” version of the course, this is likely because the course has already

been modified in the current academic year. If such is the case, a version of the course marked **Approved** should also appear in the “Course Search” results. Ask the CISS to implement the **Approved** version of the course.

6. When the “Course Review Proposal” screen displays, select Cañada and use the pull-down menu for the proposal type to select “Cañada Course Banking.” This is used to deactivate an existing active course.
7. Click “Next” and then click “OK.” A window will appear that reads: “Your course is being created. Please wait.” When the copying process is complete (usually less than one minute), a screen will appear entitled “Course Construction Main Menu.” On the right side of the page is a list of screens called the “Course Checklist.” Begin by clicking on “Basic Course Information.” When that screen appears, scroll to the bottom under the “Rationale/Justification” Box and provide the rationale for deactivating this course. When you’re finished, click “Save.” Wait a few seconds for that command to be processed, and then click “Finish.” The “Basic Course Information” screen will display a summary confirming that you have completed all the necessary information for that screen.
8. After completing each screen, click “Save” and wait a few seconds for CurricUNET to process and display the changes. Once changes have been saved, the top of the screen will state “Page Last Saved on: Date, Time, [Your Name].” If this statement does not appear, wait for the Microsoft wheel to stop spinning, indicating the information has been saved. After the screen is redisplayed, click “Finish.”
9. To modify screens you’ve already completed, select the screen from the list on the right margin, click “Unlock,” make your edits, and save.
10. Before submitting your proposal, run a proposal impact report to determine whether your proposed modifications affect other courses or programs. If they do, those courses/programs must be modified along with your course modification.
11. Once you’ve completed each of the relevant screens, click on the “Submit” button on the left side of the page. The “Submit” button should display a message that reads “You may submit your course now.”

3.7 Reactivating an Existing Course in CurricUNET

Before beginning a course reactivation, use CurricUNET to determine whether a similar course already exists in the district. See the instructions for searching for district curriculum in 3.3., above.

1. If your search reveals a similar **Active**, **Approved**, **Pending** or **Launched** course at a sister college or in another Cañada department, consult with your dean and the relevant faculty. Consider the following:
 - o Why is there a need for this course at Cañada since it already exists at a sister college?
 - o Are there sufficient students to support this course at multiple colleges in the district?
 - o For reactivation of a course that already exists in another department at Cañada, is the discipline assignment of the existing course appropriate? Might cross-listing be feasible?
2. If no similar course exists in the district or in another department at Cañada, you may continue your curriculum development in CurricUNET. Once logged in to CurricUNET, on the left navigation bar on the home page, under “Build,” click on “Courses.”
3. On the left navigation bar, under “Courses” click “Revise Course.”
4. On the “Course Search” screen, select Cañada, the discipline, and the course number, and click on OK. To search all deactivated courses in your discipline, select the discipline and click the box next to “Banked.”
5. When the “Course Search” results are displayed, under “Actions,” click on the “Copy” icon () next to the course. This creates a new working copy of the course that – once modified and approved – will replace the previous version.
6. When the “Course Review Proposal” screen displays, select Cañada, and “Cañada Course Reactivation.” This is used to reactivate (“un-bank”) a course that was previously deactivated.
7. Click “Next” and “OK.” A window will appear that reads: “Your course is being created. Please wait.” When the copying process is complete (usually less than one minute), a screen will appear entitled “Course Construction Main Menu.” On the right side of the page is a list entitled “Course Checklist.” Begin by clicking on “Basic Course Information.” When that screen appears, scroll to the bottom (under the “Modification Information” box) and click on the specific modification(s) you are proposing from the list provided. Under the “Rationale/Justification” box, provide the rationale for the proposed modification(s). When finished, click “Save.” Wait a few seconds for that command to be processed and then click “Finish.” The “Basic Course Information” screen will again display

with a summary confirming that you have completed all the necessary information for that screen.

8. When finished, click “Save.” Wait for that command to be processed (2 to 20 seconds), and then click “Finish.” The “Basic Course Information” screen will again display with a summary confirming that you have completed all the necessary information for that screen.
9. Select the screens that need to be modified, which depend on your updates, from the “Course Checklist” on the right. To ensure that the course information is accurate, we recommend reviewing each screen.
10. After completing each screen, click “Save” and wait a few seconds for CurricUNET to accept and display your changes. When changes have been saved, CurricUNET usually displays the message “Page Last Saved on: Date, Time, [Your Name].” If this message does not appear, wait for the Microsoft “spinning wheel” to stop. When it stops, your information has been saved. After the screen you’re completing is redisplayed, click “Finish.” To modify screens you’ve already saved, select the screen, click “Unlock,” make changes, and save.
11. If your course has a corequisite and/or prerequisite, you will need to complete the “Content Review” area found in the course checklist below “Prerequisites/Corequisites.” For more information on this process, see [Section 6.6 Prerequisites, Corequisites and Content Review](#).
12. Return to the basic course information screen by clicking on “Basic Course Information.” When that screen appears, scroll to the bottom (under the “Modification Information” box) and ensure that you have indicated all of the modifications you made to your proposal on the list provided. When finished, click “Save.” Wait for that command to be processed, and click “Finish.” The “Basic Course Information” screen will display a summary of what you have completed.
13. Before submitting your proposal, run a proposal impact report to determine whether your proposed modifications affect other courses or programs. If they do, the other courses/programs must be modified concurrently with your course modification. See [Section 6.9 Proposal Impact Reports](#) for more information.
14. When all the relevant screens are complete and the modified COR is ready to submit to the dean, click “Submit” on the left side of the page, where a button should indicate: “You may submit your course now.”

3.8 Locating Unsubmitted Proposals in CurricUNET

To access a course proposal that you began but have not submitted:

1. Log in to CurricUNET. On the left navigation bar on the home page, under “Build,” click on “Courses.”
2. The screen that now appears lists “My Courses,” which are courses under your username in CurricUNET. At the bottom of this page are listed “Co-Contributing Courses,” for which you have co-contributor access. Courses that have not been submitted to the queue have the status of “Pending.” Courses that have been submitted have “Launched” status.
3. To continue editing and/or submit a proposal, click on the “Edit” icon, shaped like a pencil, directly to the left of the course number and title. This will take you back to your proposal. Co-contributors will be able to edit but not to submit. Only the originating faculty member may submit proposals to the queue.
4. To access a program proposal that you have begun but not yet submitted, follow the process above but select “Programs” rather than “Courses.”

4 The Proposal Review Process

4.1 The Dean’s Review

After a proposal is submitted, the dean may either approve it or return it with change requests. If changes are requested, the proposer must respond to the dean’s input.

Responding to Requested Changes from Dean’s Initial Review

If the dean returns the proposal for revisions, the proposer will receive a notification and instructions for accessing, reviewing, commenting on, and modifying the proposal. The proposer must address the dean’s comments either by making requested changes or providing justification for not doing so. This must be completed by the curriculum proposal submission deadline #2 to allow time for the dean to forward the proposal to the technical review committee.

To view and respond to a dean’s comments:

1. Log in to CurricUNET. On the left navigation bar on the homepage, under “Track,” click on “My Approvals.”
2. When the “Approval Process” screen displays, use the pull-down menu labeled “College” to select “Cañada

College” and the pull-down menu labeled “Select Role” to select “Course Originator.” The page will automatically refresh to show all course and/or program proposals that require your attention.

3. To view the comments report, find the course or program on your list and click the comments report icon (“CC”). You may want to open the comments report in a new window so that you can refer to it while editing your proposal in another window.
4. To access your proposal for editing, click the edit (pencil) icon.
5. After reviewing the dean’s comments and making the requested changes, you must indicate that you have taken action on the proposal. Return to your approvals list, click on the green "Action" button, and select the relevant action from the drop-down menu. If you made the requested changes, choose “Requested changes made.” If you did not make the requested changes, choose “Reviewed” and, in the comments box, provide a rationale for not making the changes. You may also make other relevant comments in this area. Click “Save” to place the proposal back in your dean’s queue for a second review.

4.2 Technical Review

If satisfied with the modifications, the dean forwards proposals to the technical review committee for review for compliance with best practices in curriculum development including regulations and guidelines from the California Education Code, Title 5, the state chancellor’s office, the ACCJC, as well as alignment with the college’s mission. As part of the college’s commitment to diversity, equity, and inclusivity, for example, the technical review committee may suggest making student-facing materials more easily readable and inclusive.

If a curriculum proposal does not meet state and/or local requirements or the course description is vague, jargon-filled, or otherwise unclear, the technical review committee will request modifications. If the proposer does not respond to the technical team’s feedback either by making the requested changes or by providing justification for not doing so, the committee reserves the right to reject the course proposal for consideration by the full committee. See 4.3, below, for instructions for addressing feedback.

Curriculum proposals that meet any of the following criteria will be returned to the proposer for additional consultation and will not continue through the curriculum approval process:

- Degree-applicable courses that do not meet the definition of “lower division” coursework
- Courses that will not articulate with transfer institutions
- Courses that are proposed as stand-alone without justification
- Courses or programs that are redundant

Proposals for which the requested changes have not been made and no justification has been provided

4.3 Responding to Requested Changes from the Technical Review Committee

If the technical review committee requests changes, the proposer will receive notification and instructions for making changes. By the relevant submission deadline, the proposer must make the requested changes or provide justification for not doing so.

To view and respond to the technical review committee’s comments:

1. Log in to CurricUNET. On the left navigation bar on the homepage, under “Track,” click on “My Approvals.”
2. When the “Approval Process” screen displays, use the pull-down menu labeled “College” to select “Cañada College” and the pull-down menu labeled “Select Role” to select “Course Originator.” The page will automatically refresh to show all course and/or program proposals that require your attention.
3. To view the comments report, find the course or program on your list and click the comments report icon (“CC”). You may want to open the comments report in a new window so that you can refer to it while editing your proposal in another window.
4. To access your proposal for editing, click the edit (pencil) icon.
5. After reviewing the technical review comments and making the requested changes, you must indicate that you have taken action on the proposal. Return to your approvals list, click on the green "Action" button, and select the relevant action from the drop-down menu. If you did not make the requested changes, choose “Reviewed” and, in the comments box, provide a rationale for not making the changes. You may also make other relevant comments in this area. Click “Save” to place the proposal back in you’re the technical review chair’s queue for a second review.

4.4 Full Curriculum Committee Review and Approval

The curriculum committee meets, reviews proposals, and, due to the technical review work described above, in most cases, approves them. If, however, further changes are requested, the faculty member must make the required modifications and resubmit the proposal, to be presented at a future meeting.

Once approved by the committee, the curriculum chair, CISS, and VPI approve the proposals in CurricUNET.

If a proposal is tabled, the curriculum chair “tables” the proposal on CurricUNET and notifies the relevant faculty.

If the VPI disagrees with the CC vote, the VPI forwards the material to the Academic Senate president and the college president, who will recommend approval or disapproval.

4.5 Board Approval

After the committee approves curricula, the CISS submits curricular updates to the Board of Trustees’ consent agenda for final approval, as referenced in the Board of Trustees’ Policies and Procedures Chapter 6 (“Educational Program”). The SMCCCD Board of Trustees approves curriculum at the [Board of Trustees Regular Meeting](#) held on the fourth Wednesday of each month. For a list of agendas, visit the [Board agenda website](#). Board policies and procedures may be found at: <http://www.smccd.edu/boardoftrustees/policies.php>

4.6 After Board Approval

- Career and technical education (CTE) faculty must submit new credit programs and substantial changes to existing approved credit programs to the Bay Area Community College Consortium (BACCC) for recommendation prior to requesting approval from the state chancellor’s office.
- The CISS submits courses to the [California Community Colleges Chancellor’s Office Curriculum Inventory \(COCI\)](#), the online repository of all courses and programs offered in the California community colleges. The CISS also enters course data into the catalog and schedules, as applicable.
- The dean submits narratives and other documents to COCI and enters new programs including new Associate Degrees for Transfer (ADTs); program modifications, deactivations and deletions into the course database, catalog and schedules, as applicable.
- As noted in the deadlines listed above, the articulation officer submits courses for course-to-course articulation, UC transfer approval (once per year), GE approval (once per year), and C-ID and AD-T approval, as relevant.

After a program has been approved by the state chancellor’s office, the college submits a [Substantive Change Inquiry](#) to our accrediting organization, the ACCJC, which will notify us as to whether or not a substantive change review by the commission is required.

4.7 Expedited Curriculum Approval Process for Articulation Review

If the articulation officer receives a request for a minor curriculum revision after a course review such as a C-ID submission or course-to-course articulation, the AO may request expedited course modification, allowing the proposer to make minor revisions and submit the proposal directly to the technical review committee. If approved unanimously by the technical review committee, the modification(s) will be made to the course and the course will be resubmitted for articulation/C-ID approval. The review date on the COR will be the latter approval date. Courses modified by the expedited process will be presented to the CC as informational items.

Revisions to a course that are appropriate for expedited course modification are:

- Elaboration of content to specify content that is covered in course but was not made explicit on the COR
- Minor revisions to representative methods of evaluation

Revisions to a course that are not appropriate for the expedited process are:

- Changes in units
- Changes in pre/corequisites
- Addition of new course content

For faculty who have been contacted by the articulation officer and given permission to do an expedited course modification, the procedure is as follows:

1. Log in to CurricUNET
2. Follow the procedure to modify an existing course (section 3.2). On the “Course Review Proposal” screen, under proposal type, select “Cañada Expedited Artic Course Update.” Click “Next” and then “OK.” When the copying process is complete (usually less than one minute), a screen will appear entitled “Course Construction Main Menu.” Continue to follow the instructions in 3.2. However, if the course was modified within the current academic year, an “Approved” version of the course will exist and you will be unable to copy the “Active” version. In this case, contact the CISS for assistance.
3. When you have made the requested changes, notify the AO that the modified proposal is ready for review.

4.8 Updating 695 Courses

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

As with all other courses in the catalog, the CORs for all 695 courses must be reviewed, updated, and approved as part of the curriculum review cycle. Unlike other courses in the catalog, the CORs for all 695 courses, regardless of discipline, are written the same, so any change in this wording impacts the CORs for all 695 courses. As such, these courses are reviewed, updated, and approved simultaneously during the same academic year rather than during the review year of their individual disciplines.

During the academic year in which 695 courses are scheduled for curriculum review, the technical review committee will review the COR for these courses. If no changes are deemed necessary, the COR will be advanced to review by the full CC. If the technical review committee decides changes are required to the 695 COR, then this change will be made to all 695 CORs and advanced to the full CC for review.

4.9 Policy on Removal of Items from Curriculum Queue at End of Academic Year

At the close of the academic year, curriculum proposals that have been returned to the proposer with requested changes but not acted upon will be cleared from the queue and retained in CurricUNET with a “Pending” status. Comments will be saved as an attached file. Faculty proposers may re-submit the proposal during the following year.

5. Statutory and Regulatory Requirements

Statutory requirements refer to laws passed by a state government, while regulatory requirements refer to a rule issued by a regulatory body appointed by a state government. California community colleges must comply with education code, Title 5, accreditation standards, and locally developed board policies.

5.1 California Education Code

The California legislature establishes law regarding community colleges, and the laws are contained in the education code. These laws are a result of legislation and can be modified only by subsequent legislative action. They appear in their full text, including the intent of the language of the originator(s), on the legislature’s [website](#).

5.2 Title 5 Regulations

[Title 5 regulations](#) are the working understanding of the education code. Thus, the education code supersedes Title 5 regulations. The California Community College Board of Governors is responsible for approving Title 5 regulations. The California Community Colleges Chancellor’s Office (CCCCO) is responsible for implementation and compliance.

Title 5 regulations have the force of law though they can be modified by action of the board of governors without legislative intervention. In addition, the board of governors enacts "Standing Rules" that instruct the chancellor's office on how to carry out its functions.

California community college constituent groups may propose to the CCCCCO modifications to Title 5. For example, the Academic Senate for California Community Colleges (ASCCC) recommends changes with regard to academic and professional matters including curriculum, degrees, student success, prerequisites, minimum qualifications, and other topics in which faculty have purview according to Title 5 §53200.

5.3 California Community Colleges State Chancellor's Office (CCCCO)

The CCCCCO's [Division of Educational Services and Support](#) is responsible for assisting colleges with Title 5 compliance on curricula. In particular, the curriculum and instruction division of the CCCCCO provides guidance to curriculum chairs and staff. Questions about compliance with California law or regulation regarding credit and noncredit courses and programs, auditing of courses, community service offerings, and contract education should be directed to the CCCCCO Division of Educational Services and Support.

5.4 Program and Course Approval Handbook (PCAH)

The [Program and Course Approval Handbook \(PCAH\)](#) assists California community college (CCC) administrators, faculty, and staff in the development of programs and courses and the submission of curricula for review by the chancellor's office.

The PCAH is organized into three major components:

1. an overview of curriculum development and approval
2. credit curricula
3. noncredit curricula

5.5 Accrediting Commission for Junior and Community Colleges (ACCJC)

Cañada College is accredited by the [ACCJC](#), the Western Association of Schools and Colleges, and is subject to the accreditation standards and requirements of that body, several of which pertain to curriculum, student learning outcomes, and instructional programs.

5.6 Basic Criteria for Course Approval

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

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

5.7 Standards for Degree-Applicable Credit Courses

Degree-applicable credit courses (also known as "program-applicable courses") are credit courses that apply toward an associate degree or other state-approved program. As stated in the Cañada catalog, the curriculum committee confirms that degree-applicable courses requires critical thinking and coursework is at the college level.

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

- Grading in the course is based on demonstrated proficiency in the subject matter. This proficiency is demonstrated through written essays or (where appropriate) problem solving or skills demonstrations.

- The course grants units of credit based upon a relationship between the number of units and number of lecture/laboratory hours or performance criteria specified on the course outline of record, as specified by the governing board (see “Semester units/hours,” in [Section 6.2 Course Outline of Record](#)).
- As evidenced by the course outline of record, the scope and intensity of the course are such that achieving the objectives of the course requires students to study independently outside of class time (2 hours of study per hour of lecture).
- If it is determined, based on the course outline of record, that a student would be highly unlikely to succeed in the course without knowledge obtained outside of the course, then recommended preparation (prerequisites and/or corequisites) will be added.
- If it is determined that success in the course depends upon computation or communication skills, the course will require eligibility for enrollment in degree-applicable credit courses in mathematics and/or English, respectively, as prerequisites or corequisites.
- The course will be taught at the college level, including the use of critical thinking and college-level vocabulary and the understanding and application of college-level topics.

5.8 Standards for Nondegree-Applicable Credit Courses

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

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

Regulations limit the number of semester units of non-degree applicable (standalone) courses students may use to earn a certificate or degree. As such, faculty members are strongly encouraged to create courses that are part of degrees or certificates. If a faculty member wishes to create a new stand-alone course, prior to technical review of the course proposal, they are required to justify it to the division dean. All nondegree-applicable courses in the Cañada course catalog must have the following statement at the end of the course description: “Units do not apply toward AA/AS degree.”

5.9 Credit Course Repetition

According to the California Community Colleges Chancellor’s Office:

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

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

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

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

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

For more information on these conditions, please see the current section on course repetition in the [Cañada College Catalog](#).

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

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

For more information, refer to the [Program and Course Approval Handbook \(PCAH\)](#) and the [Credit Course Repetition Guidelines 2013](#).

In accordance with [SMCCCD Board Policy 6.31](#), students can audit all SMCCCD courses "with the exception of classes in programs that require special preparation and/or program admission on a limited basis." For more information on the SMCCCD auditing procedure, refer to the [Cañada College Catalog Auditing of Courses section](#) or the [SMCCCD Audit Request Form](#).

5.10 Standards for Noncredit Courses

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

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

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

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

Selected topics courses are considered to be stand-alone and cannot apply to a state-approved program as General

Education and/or major requirements. These courses are numbered either **680-689** (*degree/certificate applicable, transferable*), **879** (*degree/certificate applicable, non-transferable*) or **880** (*nondegree/non-certificate applicable, non-transferable*). 680-689 courses may be used to meet elective program requirements (for specific unit limitations, see [Section 3.8 Standards for Nondegree-Applicable Credit Courses](#)). Similarly, they are CSU-transferable as units, but they do not meet specific CSU requirements (e.g. major preparation, GE requirements).

As with permanent courses, for a selected topics course to be placed in the schedule of classes, the course outline of record must first be approved by the curriculum committee, the district Board of Trustees, and the CCCCCO.

All selected topics courses that have gone through the curriculum approval process will be deleted at the start of the semester two years from the effective date on the course outline of record.

Once a selected topics course has been run for one semester, it must be converted into a permanent course if there are plans to continue offering the course. The proposer of the course must initiate this process. To convert a selected topics course into a permanent course, please contact the CISS. Once they have cloned the course and assigned a permanent course number, follow the instructions for creating a new course.

Selected topics courses do not have to be updated as part of the cyclical curriculum update.

5.12 Relationship Between Hours and Units

Credit hour calculations are aligned with the CCCCCO's [Hours and Units Calculations](#) as follows:

1. Credit Hour Calculations

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

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

For examples of the student learning hours ranges associated with each unit level, please refer to the appendices.

2. Instructional Categories

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

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

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

3. Unit Increments Issued
Colleges within the SMCCCD award units in 0.5-unit increments.
4. Cooperative Work Experience
Colleges in the SMCCCD award units for cooperative work experience according to CCCCO guidelines. 75 hours of paid work or 60 hours of non-paid work is equal to 1 unit of semester credit.

5.13 CB Codes and TOP Codes

The CB CODES screen on CurricUNET identifies appropriate values for MIS data elements in the Course Basic Record reported to the Chancellor's Office Management Information Systems (MIS). One of the data entry fields on the CB CODES screen is the TOP code.

The [Taxonomy of Programs \(TOP\)](#) is a system of numerical codes used at the state level to collect and report information on programs and courses that have similar outcomes offered by the 109 California community colleges. The TOP was created in 1979 by the State Chancellor's Office, is used only by California Community Colleges, and serves a variety of purposes at the state level. Although the TOP was designed to aggregate information about programs, it has been extended to courses as well. Each course must be given the TOP code that comes closest to describing the course content. For help selecting the appropriate CB and TOP codes, consult your dean and/or the instruction office.

5.14 Articulation Agreement

Articulation agreements define how courses taken at one college or university satisfy a subject requirement at another college or university campus. Articulation agreements between community colleges and colleges in the University of California and California State University systems can be found at www.assist.org.

5.15 Course Identification Numbering System (C-ID)

The [Course Identification Numbering System \(C-ID\)](#) allows comparable courses to be identified and articulated across institutions. In 2018, the California Community Colleges Chancellor's Office and the Association of Independent California Colleges and Universities (AICCU) signed an agreement ensuring that California community college students pursuing an Associate Degree for Transfer (ADT) can receive guaranteed acceptance and a more affordable, seamless pathway to 36 private, non-profit four-year colleges and universities.

C-ID addresses the need for common course numbers by providing a means to match courses. The number is assigned based on a course "descriptor" that was developed by intersegmental discipline faculty from California Community Colleges and CSUs, and then the descriptors are assigned a C-ID number. Once descriptors are developed, colleges submit their course outlines of record; CORs that are determined to match the descriptor based on prerequisite equivalence, units, objectives, and content are granted the C-ID number, facilitating course articulation.

In short, C-ID facilitates articulation. It provides a common number to comparable courses thus aiding student transfer.

C-ID Descriptors

A [C-ID descriptor](#) provides minimum requirements of a given course in terms of general course description, prerequisites, corequisites, recommended preparation, course content, lab activities, and course objectives. Once the descriptor for a course has undergone wide discipline review, it is posted for general viewing at <http://www.C-ID.net>. Any community college course that bears the C-ID number conveys that intersegmental faculty have determined it meets the published course content, rigor, and course objectives as listed in the descriptor. The C-ID descriptor also provides information for ongoing curriculum development and revision of lower division courses.

With the mandate for associate degrees for transfer (AA-T and AS-T degrees) that began in 2011, C-ID took on an additional and critical role: to provide descriptors and numbers for all of the courses in the Transfer Model Curricula (TMC). All courses that are part of an Associate Degree for Transfer (ADT) for which a C-ID descriptor is available must first be submitted and approved for C-ID.

5.16 Articulation System Stimulating Inter-institutional Student Transfer (ASSIST)

The ASSIST database is a repository of articulated, transferrable courses for all California Community Colleges, CSU, and UC campuses. It displays reports of how course credits earned at one California college or university can be applied

when transferred to another, and it can be searched by college or major. Contact the articulation officer for help searching a related database called the *ASSIST Information Center*, by keyword or course title. ASSIST also displays CI-D numbers and titles.

5.17 Associate Degrees for Transfer (ADTs)

ADTs require students to complete 60 semester units/90 quarter units eligible for transfer to California State University (CSU), which include the following components:

- [IGETC](#) or [CSU GE breadth](#) pattern
- A minimum of 18 units in the major or area of emphasis

Community college may not require any further local graduation requirements.

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

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

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

5.18 Transfer Model Curriculum (TMC)

The ASCCC, in collaboration with the CSU Academic Senate, have developed Transfer Model Curriculum (TMC) for certain majors for students who transfer from a California community college to a CSU. Each TMC represents a structure developed by community college and CSU faculty for establishing the major components of a California community college ADT. According to Title 5, section 55063, and Education Code, section 66746, the associate degree must include a major or area of emphasis consisting of a minimum of 18 semester units.

TMCs were developed as a means of facilitating a statewide response to the mandate that all California community colleges offer ADTs. Draft TMCs are developed by intersegmental faculty in the discipline and made available for vetting at www.c-id.net. Once a TMC template is finalized, community college faculty have the option of developing degrees that align with the TMC.

6. Courses

6.1 Types of Courses

Articulated

A course at one college that will fulfill a subject matter requirement at another college. The content of the articulated course has been reviewed by the two institutions who have determined that the courses are comparable. An articulated course will satisfy a specific major preparation or general education requirement at the transfer college.

Deactivated (formerly "Banked")

A course that has been temporarily deactivated and removed from the catalog until further action is taken. Any existing articulation for the course is preserved while it is deactivated. Beginning in 2023, colleges in the district are following the District standard operating procedure for reviewing courses not offered in the previous several years and either petitioning the district curriculum committee to maintain courses, with a plan for offering them, or deactivating such

courses.

Work Experience Education (670 and 672)

Regulations for work experience are covered in Title 5, beginning with section 55250. Students may earn up to 16 units of credit for any combination of 670, 671 and 672 courses offered within the district. At Cañada, we offer two types of work experience credit:

670 (1 - 4 units): Students may receive credit for work experience related to their major field or career goal. Students must attend an orientation offered during the first three weeks of each semester. Each unit requires 75 hours per unit for paid work and 60 hours per unit for unpaid work during the semester. The course may be repeated.

672 (1 - 3 units): Supervised internship in cooperation with private or public sector employers. Designed to apply knowledge and learn new skills directly related to the student's program of study outside of the classroom. Students must attend an orientation offered during the first three weeks of each semester. Each unit requires 60 hours per unit for unpaid work or 75 hours per unit for paid work during the semester. The course may be repeated.

Corequisite

A course that must be taken during the same semester or session as another course.

Cross-Listed

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

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

There must be a valid reason for faculty to propose cross-listed courses. Cross-listed courses are to be updated in the same academic year, but they do not have to be reviewed and approved at the same curriculum committee meeting. In the case that one cross-listed COR is updated and the other is not by the relevant deadline, the updated COR will remain active, while the un-updated COR will be deactivated and the cross listing will be removed.

Degree-Applicable

A credit course that is transcript-eligible in the student's record and can be counted towards transfer, a certificate, or a degree. Such courses must be in accordance with the requirements of Title 5, section 55062. To wit:

1. All lower division courses accepted toward the baccalaureate degree by the UC or CSU.
2. Courses accepted for transfer to the UC or CSU systems.
3. Courses within a TOP code designated as vocational, which are part of an approved CTE program.
4. English composition or reading courses not more than one level below the first transfer level course. ESL course are not considered under this definition.
5. All math courses above and including elementary algebra.
6. Credit courses in English or mathematics taught in or on behalf of other departments that are at a level comparable to transferable freshman composition (for English) or comparable to elementary algebra (for mathematics). This applies to ESL as well as all other disciplines. For English and ESL, this means that the course must require students to write several full-length essays for it to be associate degree applicable.

The curriculum committee approves degree-applicable credit courses based on the following standards established in Title 5, section 55002:

- **Grading policy:** The course culminates in a recorded grade based on standards outlined in Title 5, section 55023. Two key components that must be addressed as part of local approval are that the COR bases grades on:

- Demonstrated proficiency in the subject matter, and
- The ability to demonstrate proficiency, in part, through essays, problem solving exercises, or skills demonstrations, as deemed appropriate by the Curriculum Committee.
- **Units:** Units of credit are based on a relationship between the number of hours (typically expressed in terms of hours of lecture and/or hours of lab) and the number of units. Title 5, section 55002.5 provides details on calculating units, including this general principle:
 - Each unit of credit represents a minimum of three hours of study, including class time per week, over the length of the term used by the college.
- **Intensity:** The course must be designed with sufficient scope and rigor to require students to spend additional, independent study time beyond class hours. (The calculation of units is based on total student learning hours, i.e. hours spent both inside and outside of class.) The COR should provide sufficient scope and rigor to account for outside-of-class hours. *[Title 5, section 55002(a)(2)(C)]*
- **Prerequisite and Co-requisites:** Local curriculum approval includes an assessment of entry skills that may be necessary for students to successfully complete the course but that are not covered in the course. When the college and/or Curriculum Committee determines, based on a review of the COR, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites. *[Title 5, section 55002(a)(2)(D)]*
- **Basic Skills Requirements:** If success in the course is dependent upon communication or computation skills, then the course shall require as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively. *[Title 5, section 55002(a)(2)(E)]*
- **Difficulty:** The course calls for critical thinking and the understanding and application of concepts determined by the Curriculum Committee to be at the college level. *[Title 5, section 55002(a)(2)(F)]*
- **Level:** The course requires learning skills and a vocabulary that the Curriculum Committee deems appropriate for a college course. *[Title 5, section 55002(a)(2)(G)]*

Deleted/Deactivated

A course that has been removed from the catalog and from any associated programs in which the course had been included. Deleting a course will remove all course articulations.

Distance Education

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973, as amended. *[Title 5, section § 55200]*

Elective

Additional courses a student completes beyond general education and major requirements in order to achieve enough units for graduation or transfer. The number varies greatly among majors and depends on the number of courses already completed.

Experimental (680 and 880)

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

General Education

Also referred to as breadth requirements, this the pattern of courses required for graduation (English, history, arts, math and science, social science, literature and language) in addition to the courses required by the major. Cañada's GE pattern aligns with the CalGETC single transfer path to the UC and CSU.

Honors

Honors courses at Cañada offer extra challenge and research opportunities. While the class content and student learning outcomes remain the same, the student experience in an honors section may differ in the following ways:

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

The Honors Course Addenda describe honors-level work requirements.

Independent Study (695)

Courses that offer one-on-one instruction to achieve some specific goals beyond the current scope of existing courses. Such courses must have clear rules about faculty and student activities and interaction. Designed for students who are interested in furthering their knowledge via self-paced, individualized, directed instruction provided in selected areas to be arranged with the instructor and approved by the division dean using the Independent Study Learning Contract. Varying modes of instruction may be used -- lab, research, skill development, etc. For each unit earned, students are required to devote three hours per week throughout the semester. Students may take only one Independent Study course within a given discipline. Complete directions for enrolling and supervising an independent study student, and the Learning Contract, are found at the Curriculum Committee website.

Course outlines for 695 courses are based on a generic outline format for Independent Study applicable to all disciplines. This standardization is done to ensure securing a control number from the state's Curriculum Inventory and for articulation. Therefore, the following segments of the COR are the same for all 695 courses and cannot be changed by course originators: Units/Hours, Method of Grading, Recommended Preparation, and Catalog Description.

However, the following segments of the COR can be customized to the discipline (if appropriate): Specific Instructional Objectives, Representative Methods of Instruction, Representative Assignments, and Representative Methods of Evaluation. Also, faculty must complete the "Justification for Board Report" field on the BASIC COURSE INFORMATION CurricUNET screen.

Leveled

Active participatory courses in physical education, visual arts, or the performing arts that are related to one another in content. (Courses are related in content when the courses have similar primary educational activities and different skill levels and are separated into distinct courses.) These courses are grouped into "families" of courses. Each course in the family represents a different skill level with different course outlines, course content, and SLOs for each level. Students are permitted to enroll in no more than four semesters of the courses that are related in content, i.e. per family of classes.

Examples:

MUS. 301: Piano I
MUS. 302: Piano II
MUS. 303: Piano III
MUS. 304: Piano IV

FITN 334.1: Yoga I
FITN 334.2: Yoga II
FITN 334.3: Yoga III
FITN 334.4: Yoga IV

Lower-Division

Generally understood as courses taken during the first two years of a four-year degree. Community college degree-applicable courses are generally considered lower division courses.

Major Preparation

Lower division (freshman/sophomore) courses taken at the community college in preparation for a major at a four-year university. Completing these "major prep" or "support for the major" courses increase a student's chances of acceptance into competitive majors.

Non-Degree-Applicable Credit

An additional type of stand-alone course. The category of nondegree-applicable credit courses was created by regulatory amendments adopted by the Board of Governors in 1986 and includes the following types of courses:

1. Basic skills courses as defined in Title 5, §55000(j).
2. Courses designed to prepare students to succeed in degree-applicable credit courses that integrate basic skills instruction throughout and assign grades partly upon demonstrated mastery of those skills.
3. Pre-collegiate CTE (Career Technical Education) preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable CTE courses or programs.

Title 5, section 55002(b), requires that nondegree-applicable credit courses be approved by the college Curriculum Committee and district governing board. These courses must provide instruction in critical thinking, prepare students to study independently outside of class, and include reading and writing assignments. However, the course materials and level of difficulty do not have to be at the college level.

The curriculum committee is responsible for recommending approval of nondegree- applicable credit courses based on standards specified in Title 5, section 55002(b):

- **Grading policy:** same as for degree-applicable credit courses.
- **Units:** same as for degree-applicable credit courses.
- **Intensity:** same as for degree-applicable credit courses, with the additional requirement that the course must demonstrate scope and intensity that prepares students – either through completion of this course or a required sequence of courses linked to this course – for degree-applicable work.
- **Prerequisites and Co-requisites:** Title 5 allows requiring pre or co- requisites for nondegree-applicable courses. Nondegree-applicable courses must follow the standards, criteria, and approval process for pre-requisites and co-requisites outlined in Title 5, section 55003.

Prerequisite

A course that must be completed with a C grade or better for a student to advance to another course. Prerequisite courses provide the skills and knowledge essential to success in the course for which it is required. A student can challenge a prerequisite if s/he feels it has already been met.

Repeatable and Non-Repeatable

The general rule is that students are not permitted to re-enroll in a credit course if they received a satisfactory grade on the previous enrollment. Thus, most courses are non-repeatable for credit. However, under Title 5, the following three types of courses are repeatable:

1. Intercollegiate athletics.
2. Intercollegiate academic or vocational competition.
3. Courses for which repetition is necessary to meet the major requirement of California State University (CSU) or University of California (UC) for completion of a bachelor's degree.

Additional information may be found in [SMCCCD Administrative Procedure 6.17.1 Course Repetition and Repeatable Courses](#).

Sequential

In a degree or certificate program, a sequential course follows a previous course in chronological or logical order.

Example:

PHYS 250: Physics with Calculus I

PHYS 260: Physics with Calculus II

PHYS 270: Physics with Calculus III

Transferable

Transferable courses are taken at one college and granted academic credit at another. To determine if a course qualifies as transferable, the most basic consideration is whether or not a comparable course is offered as preparation for a

major or as general education at the lower division at a CSU or UC. Therefore, if a course is intended for transfer credit, you must use the COMPARABLE TRANSFER COURSES screen on CurricUNET to indicate that a comparable course exists at four-year institution(s). This is necessary to confirm CSU-transferability for the course and for accurate articulation. Lower division parallel courses may come only from the CSU or UC systems. Contact the articulation officer for help in determining transferability of a course.

See the Cañada catalog for further information about course transferability and degree applicability, which is updated annually. For the most current information about course transferability, consult a Cañada College counselor and/or ASSIST, the online transfer information database: <http://www.assist.org/web-assist/welcome.html>

Transferable Non-Articulated

This refers to a course that will only be used for transfer credit at the transfer college. This type of transferable course does not satisfy any subject requirement and can only be used for unit or elective credit.

Variable Unit

A course in which the units earned by the student varies according to the amount of content covered and work required. Commonly used for internship courses and independent study courses.

6.2 Course Outline of Record (COR)

Course outlines of record (CORs) document the policies and expectations for a course and also serve as legal documents for articulation, accreditation, and program review. CORs also document content and learning objectives for instructors, helping to promote comparability of course sections.

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

Course Number

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

Semester Units/Hours

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

The chart below shows how to calculate semester hours.

LECTURE UNITS	FLC's (see note below)	FTE	Minimum Hours (@ 16 hours)	Maximum Hours (@ 18 hours)
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FLC's= Total minimum hours + 16 weeks
(See contract for English Composition Classes)

0.5	0.5	FLC's 0.03	8	to	9	Hours
1.0	1.0	FLC's 0.07	16	to	18	Hours
1.5	1.5	FLC's 0.10	24	to	27	Hours
2.0	2.0	FLC's 0.13	32	to	36	Hours
2.5	2.5	FLC's 0.17	40	to	45	Hours
3.0	3.0	FLC's 0.20	48	to	54	Hours
3.5	3.5	FLC's 0.23	56	to	63	Hours
4.0	4.0	FLC's 0.27	64	to	72	Hours
4.5	4.5	FLC's 0.30	72	to	81	Hours
5.0	5.0	FLC's 0.33	80	to	90	Hours

LAB UNITS	FLC's (see note below)	FTE	Minimum Hours (@ 48 hours)	Maximum Hours (@ 54 hours)
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FLC's= Total minimum hours x FLC's/hour ÷ 16 weeks
**See Faculty Load Credit Allocation, Appendix F of Faculty Contract

LAB (@.7)						
0.5	1.05	FLC's 0.07	24	to	27	Hours
1.0	2.10	FLC's 0.14	48	to	54	Hours
1.5	3.15	FLC's 0.21	72	to	81	Hours
2.0	4.20	FLC's 0.28	96	to	108	Hours
2.5	5.25	FLC's 0.35	120	to	135	Hours
3.0	6.30	FLC's 0.42	144	to	162	Hours

LAB (@.75) - P.E. ACTIVITY CLASSES						
0.5	1.13	FLC's 0.08	24	to	27	Hours
1.0	2.25	FLC's 0.15	48	to	54	Hours
1.5	3.38	FLC's 0.23	72	to	81	Hours
2.0	4.50	FLC's 0.30	96	to	108	Hours
2.5	5.63	FLC's 0.38	120	to	135	Hours
3.0	6.75	FLC's 0.45	144	to	162	Hours

LAB (@.8)						
0.5	1.20	FLC's 0.08	24	to	27	Hours
1.0	2.40	FLC's 0.16	48	to	54	Hours
1.5	3.60	FLC's 0.24	72	to	81	Hours
2.0	4.80	FLC's 0.32	96	to	108	Hours
2.5	6.00	FLC's 0.40	120	to	135	Hours
3.0	7.20	FLC's 0.48	144	to	162	Hours

Materials Fee

Students may be required to provide or purchase instructional materials. However, our Board of Trustees is asking us to minimize or eliminate materials fees whenever possible. Therefore, when a COR includes a materials fee, the technical review committee must ask whether the fee is absolutely necessary and require a justification for the fee. We must also ensure consistency with Skyline and CSM. If one college requests a materials fee for a course while the others don't, all VPIs must discuss and reach an agreement. Finally, the Board may reject a materials fee request if it's not consistent across all three colleges for the same course.

Method of Grading

The grading method must be specified. Three options are available: Letter Grade only, Credit/No Credit, or Grade Option. If the course is designated as Grade Option, this means that the instructor issues a letter grade for all students; students have the option of having the letter grade converted to Credit/No Credit if they submit a request to

Admissions and Records by the appropriate deadline. It should be noted that for certain majors, degrees and certificates, and for many four-year institutions, only letter grades are acceptable.

Prerequisite(s) and Corequisite(s)

Course prerequisites are those courses which must be completed satisfactorily (grade of C or better) prior to enrollment in the course. Course corequisites are those courses which must be completed concurrently with the course proposed. Title 5 regulations require that requisites be justified with, at the minimum, a Content Review. The establishment of prerequisites in English, reading, writing, and mathematics, and prerequisites in a different discipline requires the highest level of scrutiny involving appropriate research. For more information about requisites and completing Content Review see Section 4.6 Prerequisites, Corequisites and Content Review.

Course Designation

This section lists the designation of the course such as “degree” or “non-degree,” “credit” or “non-credit,” as well as any institutions awarding Transfer Credit for the course (CSU, UC) and any local degree or transfer requirements (e.g. CSU GE, IGETC, CalGETC) that the course fulfills.

Catalog Description

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

Schedule of Classes Description

This is identical to the catalog description.

Student Learning Outcomes (SLOs)

These are the major observable and assessable knowledge, skills, abilities or attitudes to be demonstrated as a result of completing the course. Instructors should complete this section in a manner that demonstrates students' use of critical thinking, (e.g., apply principles to new situations, formulate and assess problems and solutions, analyze, synthesize, evaluate, compare/contrast concepts/information learned). SLOs are required by the Accrediting Commission for Community and Junior Colleges (ACCJC) and must appear in both the COR and syllabus for all courses. SLOs may not be duplicated from one course to the next. They must be unique to a given course. In other words, no two courses may have identical or nearly identical SLOs. For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see section 6.4.

Course Objectives/Specific Instructional Objectives

These “are the key elements which must be taught each time the course is taught” ([The Course Outline of Record: A Curriculum Reference Guide, 2008](#)). For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see section 6.4.

Course Content

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

“Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in

the outline” ([The Course Outline of Record: A Curriculum Reference Guide](#), page 28). Also, If faculty plan to submit (or re-submit) a course for GE approval or articulation, they are cautioned to develop the course content section of the COR such that it is explicit that it is not a course in which the content covered changes from semester to semester.

For clarification of the difference between SLOs, Course Objectives/Specific Instructional Objectives and Course Content, see section 6.4.

Representative Methods of Instruction

How will the course be taught? Lecture, small group discussion, demonstrations?

Representative Assignments

List the kinds of reading, writing, and other assignments given in the course, including the approximate number of pages per week.

Representative Methods of Evaluation

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

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

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

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

Representative Text(s)

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

6.3 Course Outline of Record vs Syllabus

A course outline gives the basic components of the course required to be taught by all instructors. A syllabus, on the other hand, describes how a specific instructor will teach the course in terms of specific assignments, dates, grading standards, and rules of conduct. A syllabus can include methods and topics that go beyond the course outline, so long as all content in the Course Outline of Record (COR) is also taught.

6.4 Student Learning Outcomes, Specific Instructional Objectives, and Course Content

The creation of CORs for degree-applicable and nondegree-applicable credit courses is required by Title 5. §55002; §55002a(3) and §55002b(3) state that CORs must contain course objectives and content. CORs are used by several organizations in processes outside the college to evaluate and approve courses. These include the review and approval of each course by the California Community College Chancellor’s Office (CCCCO) before it is added to the college catalog; the evaluation of courses for the Course Identification Numbering System (C-ID), course-to-course articulation and IGETC/CSU general education (GE) approval; and the accreditation process. The role of these COR sections in each of

these processes is illustrated in Figure 4, below. Please note that this figure accounts only for these three sections and is not intended to illustrate fully any of the review processes listed.

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

Figure 1 - Role of SLOs, Specific Instructional Objectives and Course Content

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

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

Specific Instructional Objectives/Course Objectives are written from an instructor-centered perspective. They illustrate how the instructor will utilize the course content to guide students toward achieving the student learning outcomes (SLOs). In this way, Specific Instructional Objectives/Course Objectives are the critical link between Course Content and SLOs. Instructional Objectives/Course Objectives are expected to be broader than course content and more narrowly-focused/specific than SLOs.

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

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

Another important distinction is that our accreditors require “The institution [to] identify and regularly assess learning outcomes for courses, programs, certificates and degrees using established institutional procedures.” We are required to have “officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline” ([ACCJC Accreditation Standards](#)).

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

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

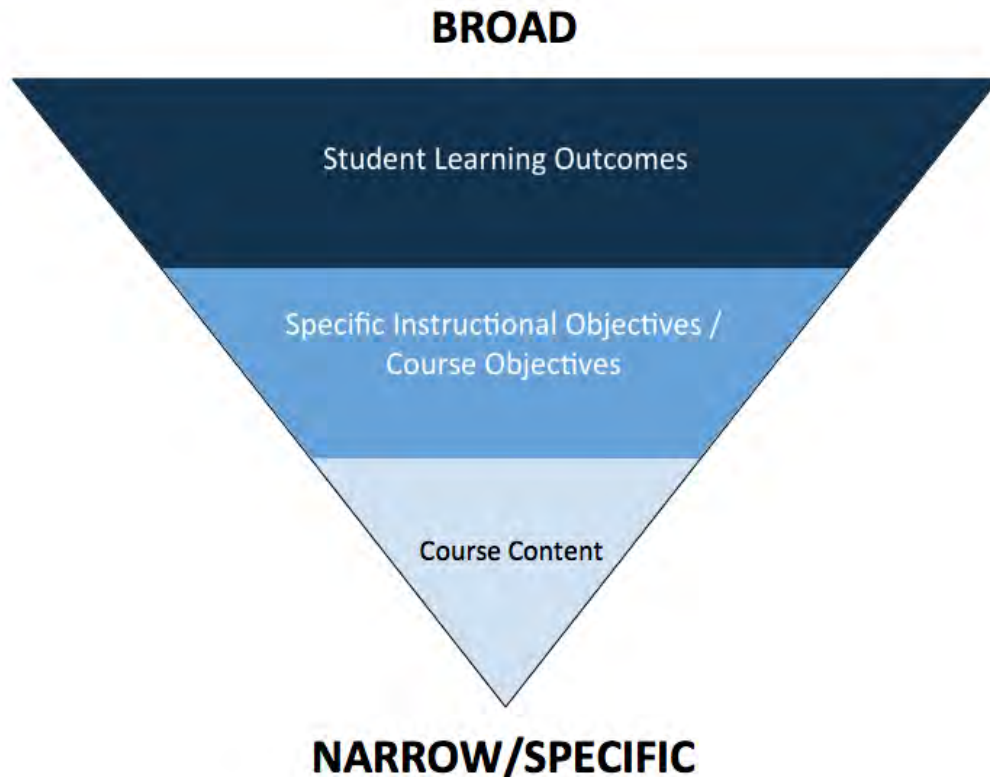


Figure 2 - Relationship between Student Learning Outcomes, Specific Instructional Objectives/Course Objectives and Course Content

6.5 Interdisciplinary Courses

Faculty must take precautions when creating a course under the interdisciplinary prefix or that is interdisciplinary in nature.

According to the [2017 Minimum Qualifications Handbook](#), the minimum qualifications listed for Interdisciplinary Studies in the Disciplines List are:

- Master's in the Interdisciplinary area, OR
- Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline(s).

The existence of this designation satisfies the need to require more specialized minimum qualifications than that of a single discipline or cross-listing of courses. Cross-listing is the assignment of two or more disciplines to a course, and a faculty member with the minimum qualifications in any of the disciplines assigned to the course can teach the class. For more information, see the ASCCC paper [Understanding Interdisciplinary Studies](#).

If the CCCCO discovers that the instructor does not meet minimum qualifications to teach a course, students risk losing course credit. Faculty need to exercise due diligence when creating course content that reflects interdisciplinary subject matter. The technical review committee will flag any interdisciplinary course material to ensure faculty have complied with minimum qualifications restrictions.

Assignment of Disciplines

Minimum qualifications for disciplines are established at the state level in the [2017 Minimum Qualifications Handbook](#). The assignment of courses to disciplines is locally determined and is primarily the responsibility of local Academic Senates, with the specific work of assigning courses to disciplines typically delegated to Curriculum Committees. Reference [ASCCC's article Who Gets to Teach that Course? The Importance of Assigning Courses to Disciplines](#) for additional information.

The Cañada College Curriculum Committee approved the assignment of select disciplines to HUM 650 and SOSC 650 – Life and Culture. Reference the [Assignment of Disciplines: Life and Culture memo](#) for additional details.

6.6 Prerequisites, Corequisites, and Content Review

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

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

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

“Prerequisite means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. Meeting the prerequisite provides assurance that the student has the skills, concepts, and/or information to succeed in the target course. The prerequisite ensures that students possess the skills or knowledge necessary for success in a program or course” ([Program and Course Approval Handbook, 6th edition](#), page 84). However, faculty may need to justify prerequisites by validating their necessity. For example, we may no longer offer below transfer English or math courses as they were found to hinder, not assist, student completion and success.

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

Completing Prerequisite/Corequisite Justification in CurricUNET

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

first requisite course.

6. On the following screen under “Content Review Type” you are then given a series of options with radio buttons:

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

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

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

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

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

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

6.7 Courses Offered at More Than One District College

If a new or modified course is taught at any of the colleges in our district, the relevant faculty and/or dean must consult with their counterparts regarding the course prior to creation/modification.

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

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

6.8 COR Supplements

Distance Education Addenda

Distance Education includes:

- **Online courses** - Courses in which the instructor and student are separated by distance for the entire course and interact exclusively through the assistance of communication technology. The course is conducted through a class website, which may include multimedia material and links to other online resources. Students interact with the instructor and other students through posted class discussions, direct individual communication and assignments that may include group work. Testing may be done online, via proctoring arrangements, or other means. Instructors require no mandatory on-campus meetings. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance education means of student participation in the on-campus aspects of the course.
- **Hybrid courses** - Courses that substitute a portion of face-to-face instructional hours with online work. The course may have some regularly scheduled on-campus meetings without alternative distance education means of student participation.

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

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

All courses submitted to the curriculum committee as part of the curriculum review and approval process that have DE supplements shall be reviewed by the coordinator of online instruction, whether the DE supplement is new, revised, or existent without revision. Before being placed on a curriculum committee agenda, all course proposals with DE supplements require the coordinator of distance education's approval.

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

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

Select whether the supplement is new or a revision. Do not check both. Changes to the DE Contact field are considered a "Revision" to the DE supplement.

The "Modes of Delivery" and "Distance Ed—DE Contact fields" must correlate.

Distance Education Training

Select "Distance education component was developed by an instructor with training in online pedagogy."

Add to the text window: "This course was designed by, and will be taught by, faculty who have received Cañada's QOLT or QOTL training, or an equivalent certification (e.g., @ONE Online Teaching & Design Course)." A general description is needed that applies to any current or future instructor, and an equivalency statement is required.

Method of Distance Education

In most cases, select the first option.

Online Method Limitations

This item articulates with the “Modes of Delivery” item from the Course Checklist.

In most cases the text window will remain blank (or enter N/A), or, if there are justifiable limitations, explain. For example: “This DE course may only be offered in a hybrid modality with an in-person lab component.”

Limitations usually apply to DE courses that are offered as “hybrid” but not “online”.

“Computer access” or “high-speed internet access” should not be listed as limitations. Students taking a DE course need to ensure they have access to both. Alternatively, they can enroll in-person.

Course Content and Methodology

Select all seven boxes. Your department must have reviewed the course to determine that it may be taught effectively through distance education. Checking all items in this category indicates that such a review has taken place and that the course is compatible with this mode of delivery.

Instructional Methodologies

Select *all* that apply or *could* apply to this course when taught by *any* instructor.

Use the “shift” key to select multiple options.

In most cases, all options will be selected except “Telephone” and “Video one-way”.

This item articulates with “Methods of Evaluation” within the addendum and with “DE Contact” in the Course Checklist. For example, if you list that students communicate via “Discussion Boards” under DE Contact, please make sure to select “Electronic Forum” here.

“One-way video conferencing” is equivalent to “online asynchronous modality,” while “Two-way-video conferencing” is equivalent to “online synchronous modality.” For an “online” course select *both* to include all possible teaching approaches regardless of the preferences of any particular instructor.

Representative Courseware / Textbook Materials

List textbooks/courseware used online *only*. Review the main proposal. If the textbooks are already listed there, note in the text window: “No additional textbooks/courseware required.”

Methods of Evaluation of Student Performance

List methods of evaluation used online *only*.

Each entry needs to emphasize the DE modality (e.g., online quiz, homework submitted online, exam proctored online).

Each entry needs to include the frequency range (e.g., once a week, three times per semester).

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

Suggested information for the text window (add as needed):

- All videos and/or lecture screencasts contain accessible captions.
- Transcripts are provided for all multimedia files (e.g., audio).
- All embedded images, figures, formulas, and equations are described by using [Alt Text](#).
- All files/documents are made accessible by using standardized formatting that supports various screen readers. Various accessibility checkers are used (Microsoft Office, Adobe Acrobat Pro, Canvas accessibility checker, external accessibility tools such as Ally, UDOIT, Pope Tech).
- Course is evaluated using the [CVC-OEI Rubric](#).
- Faculty will work with the DRC to ensure that proper accommodations are provided for students with special needs (e.g., extended time, Kurzweil, additional UDI support types).

DE Contact (located independently in the Course Checklist)

Add Contact Types one by one, then add frequency/explanation.

Select *all* that apply, or *could* apply, to this course when taught by *any* instructor. Generally, all options except “Correspondence by postal mail” and “Telephone/Telephone conversations” will be selected.

Use *general* rather than specific language e.g., weekly discussion boards in the “course LMS” (general), rather than “Canvas” (specific).

This item articulates with “Instructional Methodologies” and “Methods of Evaluation” within the addendum. For example, if you list that students communicate via “Electronic Forum” under Instructional Methodologies, please make sure to select “Discussion Boards” here.

Note on hybrid-only courses

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

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

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

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

The DE supplement will be reviewed when the proposal has been submitted to technical review. As part of the technical review process, the coordinator of online instruction may return the proposal to the proposer with requests for changes/additional information. The proposer must then make the requested changes/respond to the request (as well as any received from the other technical review committee members) before resubmitting the proposal.

Honors Supplement

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

All courses submitted to the curriculum committee as part of the curriculum review and approval process that have honors supplements shall be reviewed by the Honors Transfer Program (HTP) coordinator, whether the honors supplement is new or revised. All course proposals with new/modified honors supplements include the HTP coordinator in the curriculum review and approval process as part of the technical review committee and require the HTP coordinator’s approval to be placed on the curriculum committee’s agenda.

To add an honors supplement to a course proposal:

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

Courses that may be offered as honors courses will automatically populate with the following information in the course outline of record in the “Honors Content” section:

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

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

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

Honors Supplement Review


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

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

6.9 Proposal Impact Reports

Modifying, deleting, or deactivating a course may affect other courses that are linked to that course (e.g. as a prerequisite or corequisite), or programs of which that course is a part. To determine whether a course modification/deletion/deactivating that you are proposing impacts other courses or programs, run a Proposal Impact Report each time you create a proposal.

To run a Proposal Impact Report while editing a proposal, find the **Edit Course** menu on the left side of the screen.

Under this heading you will see the following icon: . When you hold your mouse pointer over this icon a menu will come up; from this menu select “Course Impact Report.” The page that appears lists all courses and programs affected by your course proposal.

To run a Proposal Impact Report after submitting a proposal into the Curriculum Approval Process queue, under the

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

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

7. Programs, Degrees and Certificates

7.1 Definitions

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

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

AA and AS Degrees

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

AA-T and AS-T Degrees

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

Certificates of Achievement

Certificate programs are designed for students looking for short-term programs of instruction with a high degree of specialization. They are designed to prepare individuals to enter a particular field of employment or provide a level of in-service training or education for those already employed.

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

Certificates of Achievement represent a well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to career or GE. All Certificates of Achievement programs of 8 or more semester units of degree-applicable coursework must be submitted for Chancellor's Office approval.

Cañada College awards two thresholds of Certificates of Achievement (only certificates of 16 or more semester units are eligible for federal Title IV aid):

- a) **8 to fewer than 16 semester units** of degree-applicable credit coursework that have been approved by the state of California as a program leading to a higher-level certificate of achievement and will be posted to the student's transcript. These certificates are **NOT** eligible for federal Title IV aid.

- b) **16 or more semester units** of degree-applicable credit coursework that have been approved by the State of California and will be posted to the student’s transcript. These certificates are eligible for federal Title IV aid.

The Certificates of Achievement are designed on the career ladder concept; all of the coursework applied to the certificates can also be applied to Associate Degrees. If no Associate Degree major exists in the area, all of the units can be counted as electives toward any Associate Degree.

Skills Certificates

Skills Certificates are credit programs from 8 to fewer than 12 semester units of course work that have **NOT** been approved by the state of California and will be awarded to the student by the department offering the certificate. Skills/Career Certificates will **NOT** be posted to the transcript. These certificates are **NOT** eligible for federal Title IV aid.

7.2 Program Approval Process

Programs must be approved at multiple levels before they become active in the college catalog and available to students. This process can take a year or more. Below are details for both non-CTE and CTE (Career Technical Education) programs.

Non-CTE Programs

After a program is approved by the curriculum committee, it is submitted for the SMCCD Board of Trustees’ approval. After the program has been approved by the Board, the dean submits it to the chancellor’s office curriculum inventory (COCI). The chancellor’s office will return the program with comments and/or requested edits, if any.

CTE Programs

Career and Technical Education (CTE) programs require additional steps. After Board approval, the CTE faculty member must work with the dean to submit supporting documentation for the program to the [Bay Area Community College Consortium \(BACCC\)](#) for [regional recommendation](#). Only after receiving regional recommendation can the program be submitted to the chancellor’s office for approval.

In addition, CTE programs require additional supporting documentation to COCI:

1. Labor market information (LMI) and analysis
2. Regional consortia approval meeting minutes
3. Advisory committee recommendation minutes (with clear support that the advisory committee voted to approve new curriculum)

7.3 Program Learning Objectives (PLOs) & Institutional Learning Objectives (ILOs)

Program learning outcomes (PLOs) distinguish learning resulting from the completion of an organized sequence of courses. Course student learning outcomes (SLOs) are mapped to PLOs. Program learning outcomes remain the same across programs. PLOs are created using [Bloom’s Taxonomy](#) and are mapped to Institutional Learning Outcomes (ILOs). ILOs include the knowledge, skills and competencies embedded within every aspect of the college to enhance students’ transferable learning skills.

ASCCC Example:

SLO: “Argue a historical thesis that explains the development of social, political, economic and/or cultural patterns in modern Latin America, and use primary and/or secondary sources to support that thesis.”

PLO: “Use primary and secondary sources effectively to argue a historical thesis.”

7.4 Creating a New Program in CurricUNET

Prior to developing a new program, determine whether a similar program already exists in the district by consulting with your dean and discipline colleagues at College of San Mateo and Skyline or by searching CurricUNET for similar programs, as explained in 3.3 Creating a New Course and/or Program.

If you determine that no similar programs exist in the district or in another department at Cañada, or complete and


document the dean and cohort consultation process to assess the need for the program, you may continue your curriculum development in CurricUNET. Follow the same steps as for creating a new course except select build “program,” on CurricUNET, rather than “course.”

1. Once logged on to CurricUNET, under “Build,” click on “Programs” and “Create New Program.”
2. A page entitled “Create a New Program” now appears. Complete the required information. If you do not have any options available in the “Disciplines” field, contact your division dean to obtain origination rights for your discipline. When finished with this screen, click “OK.”
3. CurricUNET will process the information and display it on a screen entitled “Program Construction Main Menu.” Notice the “Degree/Certificate Checklist” in the right margin. This lists the screens to complete.
4. Click on the first screen in the Degree/Certificate Checklist: “Basic Program Information.” Complete all data fields in this screen, paying attention to default settings and pull-down menus. In particular, select the proposed curriculum meeting date for your proposal and make note of the relevant submission deadlines. Click “Save” and wait a few seconds for CurricUNET to save your work. It usually displays a message indicating the “Page Last Saved on: Date, Time, [Your Name].” If no such statement appears, wait for the Microsoft “spinning wheel” to stop, indicating your information has been saved.
5. If an error message appears, you may not have completed one or more fields. Supply the requested information and click “Save.” Once you have ensured that your information has been saved, click “Finish,” at which point a screen lists the information you have provided. You may return later to “unlock” and edit .
6. As you complete each screen in the Degree/Certificate Checklist on the right margin, the title of that screen will be checked and appear in bold as visual cues that you have edited and saved that screen.
7. By completing all the relevant screens for your new program on the Degree/Certificate Checklist, you have entered all the necessary information for CurricUNET to create a program outline.
8. When you’ve completed all the relevant screens and are ready to submit your course proposal to your dean, click on the “Submit” button, which should read “You may submit your course now.”

Notes:

- The creation of new programs that are not AD-Ts requires a substantive change notice to be sent by the Accreditation Liaison Officer to the Accrediting Commission for Community and Junior Colleges (ACCJC).
- Programs (degrees and certificates of achievement) do not appear in the catalog until they are approved by the state chancellor’s office.


7.5 Modifying an Existing Program in CurricUNET

1. Follow the same basic instruction as for modifying a course except under “Build,” click on “Programs” and “Modify Program.”
2. On the “Program Search” screen, select the college and discipline. If no options are available in the “Disciplines” field, contact your division dean to obtain origination rights. If the program is a currently active/approved degree or certificate, click the button next to “Active” under “Status.” If you know the name of the program, enter it in the “Program Title” box or leave this blank. Click “OK.” If the program you are modifying is a banked/deactivated degree or certificate, see **3.7 Reactivating an Existing Course in CurricUNET**.
3. When the “Program Search” results are displayed, under “Actions,” click on the “Copy” icon () next to the version of the program marked ***Active***. This creates a new working copy of the program that – once modified and approved – will replace the original version, which will be archived. If no “Copy” icon appears, the program was probably already modified in the current academic year. If so, a version of the program marked ***Approved*** should also appear in your “Program Search” results. Ask the CISS to implement the ***Approved*** version of the program.
4. On the “Revise a Program” screen, modify the title of the program if applicable and, on the pull-down menu, select “Cañada College Program Modification.” Click “Save.”
5. When the copying process is complete (usually less than one minute), a screen will appear entitled “Program Construction Main Menu.” On the right side is a list of screens called the “Degree/Certificate Checklist.” Click on “Basic Course Information.” Select the proposed curriculum meeting date for your proposal and make note of the submission deadlines. Also, complete the “Justification for Proposal” section, keeping in mind that “This is not a new program” is insufficient justification for modified program proposals. When finished, click “Save” and

then “Finish.” The “Basic Course Information” screen will again display with a summary confirming that you have completed all the necessary information for that screen.

6. Select other screens (one at a time) from the “Degree/Certificate Checklist” in the right margin that need to be completed. The screens that need to be completed depend on the modification(s) you are making. However, it is good practice to go through all the screens in the checklist to ensure that the information is current and accurate. After completing each screen, remember to click “Save” and wait for CurricUNET to accept and redisplay the changes. Then click “Finish.” To make changes, click “Unlock,” make your edits, and save again.
8. When you’ve completed all the relevant screens and are ready to submit your program proposal to your dean, click on the “Submit” button, which should be indicating “You may submit your course now.”

7.6 Deactivating an Existing Program in CurricUNET


1. Once logged on to CurricUNET, on the left navigation bar on the home page, under “Build,” click on “Programs.”
2. On the left navigation bar, under “Programs” click “Deactivate Program.”
3. A screen will be displayed entitled “Program Search.” Select the college and discipline of the program you wish to modify (if you do not have any options available in the “Disciplines” field, please contact your division dean to obtain origination rights for your discipline). If you know the name of the program you may enter it in the program title box, or you may leave the box blank. Click “OK.”
4. When the “Program Search” results are displayed, under “Actions,” click on the “Copy” icon () next to the ***Active*** version of the program. This creates a new copy of the program that – once modified and approved – will replace the original, archived, version. If no “Copy” icon appears, the program has probably already been modified in the current academic year, and a version of the program marked ***Approved*** should appear in your “Program Search” results. Ask the CISS to implement the ***Approved*** version of the program.
5. When the “Revise a Program” screen displays, use the pull-down menu for the proposal type, select “Cañada College Program Banking *OR* Deletion.” Click “Save.”
6. When the copying process is complete (usually less than one minute), a screen will appear entitled “Program Construction Main Menu.” On the right side is a list of screens called the “Degree/Certificate Checklist.” Begin by clicking on “Basic Program Information.” When that screen appears, select the proposed curriculum meeting date for your proposal and make note of the submission deadlines. Also, complete the “Justification for Proposal” section, keeping in mind that “This is not a new program” is not sufficient justification for deactivated program proposals. When you’re finished with this screen, click “Save.” Wait a few seconds for that command to be processed, and click “Finish.” The “Basic Course Information” screen will again display with a summary confirming that you have completed all the necessary information for that screen.
7. You may now select other screens (one at a time) from the “Degree/Certificate Checklist” in the right margin and click on “finish” until the “submit” icon appears.
8. Once the “Submit” icon appears, click on it and your proposal will be submitted to your dean for review.

7.7 Reactivating an Existing Program in CurricUNET

1. Prior to reactivating a program, determine whether a similar program exists in the district by consulting with your dean and district discipline colleagues and/or searching for similar programs on CurricUNET.
2. Log on to CurricUNET. Under “Search,” click “Program.”
3. In the “College” field on the “Program Search” page, select “District,” type keywords from the program title, and click “OK.”
4. The page that comes up gives the results of your search for your keywords in the program titles at all colleges in the district. ***Active*** programs are currently active in a college’s catalog. ***Historical*** programs are archives of previous versions. ***Pending*** programs have a proposal in CurricUNET that has not yet been submitted into the queue. ***Launched*** programs have a proposal in CurricUNET and have been submitted into the queue. ***Approved*** programs have gone through the curriculum proposal review and approval process in the past academic year. Entries in black type marked ***Banked*** or ***Deletion*** are programs that have been deactivated and no longer appear in that college’s catalog.
5. If you do not get results using keywords, return to the “Program Search” page, clear the keywords from the “Program Title” field, and select the discipline from the drop-down list in the “Discipline” field. Click “OK” The page that comes up gives all of the programs in the discipline at all colleges in the district. The designations of these entries (e.g. ***Active***, ***Historical***, etc.) is the same as described in step 3.

6. If you find a similar ***Active***, ***Approved***, ***Pending*** or ***Launched*** program at another SMCCCD college or in another Cañada department and you have not yet consulted with your dean and relevant discipline faculty, do so. Consider the following:
 - o Is there a need for this program at Cañada given that it already exists at another college in the district?
 - o Are there sufficient students to support this program at multiple colleges in the district?
 - o If reactivating a program that already exists in another department at Cañada, is the discipline assignment of the existing program appropriate?

After completing and documenting the consultation process, you may continue reactivating the program in CurricUNET.

1. Log on to CurricUNET. On the left navigation bar on the home page, under “Build,” click on “Programs.”
2. Under “Programs,” click “Modify Program.”
3. Under “Program Search,” select the college and discipline of the program. If no options are available, contact your division dean to obtain origination rights for your discipline. To search all deactivated courses in your discipline, select the discipline and click the box next to “Banked.” Enter the name of the program in the program title box or leave it blank. Click “OK.”
4. When the “Program Search” results are displayed, under “Actions,” click on the “Copy” icon () next to the ***Active*** version of the program. This creates a new working copy of the program that – once modified and approved – will replace the original, archived, version. If no “Copy” icon appears next to the ***Active*** version of the program, this is likely because the program has already been modified in the current academic year. If so, a version of the program marked ***Approved*** should appear in your “Program Search” results. Contact the CISS to request implementation of the ***Approved*** version of the program.
5. When the “Revise a Program” screen displays, modify the title of the program if applicable, and using the pull-down menu for the proposal type, select “Cañada College Program Reactivation.” This is used to reactivate (“unbank”) a program that was previously deactivated. Click “Save.”
6. When the copying process is complete (usually less than one minute), a screen will appear entitled “Program Construction Main Menu.” On the right side of the page is a list of screens called the “Degree/Certificate Checklist.” Begin by clicking on “Basic Course Information.” When that screen appears, select the proposed curriculum meeting date for your proposal and make note of the submission deadlines. Also, complete the “Justification for Proposal” section, keeping in mind that “This is not a new program” is insufficient justification for modified program proposals. When you’re finished with this screen, click “Save.” Wait a few seconds for that command to be processed, and then click “Finish.” The “Basic Program Information” screen will display with a summary confirming that you have completed all the necessary information for that screen.
7. Select other screens, one at a time, from the “Degree/Certificate Checklist” in the right margin. The screens requiring completion depend on the modification(s) you are making. However, it is good practice to go through each screen to ensure current and accurate information. After completing each screen, click “Save” and wait a few seconds for CurricUNET to accept and display your changes. After each screen is redisplayed, click “Finish.” If you need to make changes to previously completed screens, select the screen from the right margin, click “Unlock,” make your edits, and save.
8. When you’ve completed all the relevant screens and are ready to submit your program proposal to your dean, click on the “Submit” button on the left, which should read “You may submit your program now.”



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Olive Edition: 2024-2025