Curriculum Best Practices

- CurricUNET User Guide
- Guide for Authoring Curriculum
- Bloom’s Taxonomy
- Procedures
- Resources
- Committee Meeting Dates
- Information on ADTs and C-ID
- Membership List
- Frequently Asked Questions

2016-17
Curriculum Contact Information:

Chairs:

Administrative Co-Chair: Jeremy Brown 951.639.5420  jebrown@msjc.edu
Faculty Co-Chair: Michelle Stewart 951.639.5645  mstewart@msjc.edu

Curriculum Office Staff:

Class Scheduling and Information Specialist: Angela Seavey 951.487.3402  aseavey@msjc.edu
Curriculum Clerical Support: Tina Vandewater 951.487.3409  tvandewater@msjc.edu

Curriculum Website:  From the MSJC Home Page, [http://www.msjc.edu](http://www.msjc.edu), select the Faculty & Staff button, then select Curriculum Committee from the list on the page under Faculty & Staff Resources

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For Faculty And Staff

Most Commonly Used Resources

- Web Mail
- Blackboard
- EagleAdvisor
- Campus Telephone Directory

Faculty & Staff Resources

- 2016-2017 Academic Calendar
- MSJC Academy (Teaching & Learning and Technology)
- Absence Request and Reporting Form (XLS)
- Academic Senate
- Academic Technology Services
- Blackboard Tutorial Videos
- Board of Trustees
- Branding Guidelines Checklist
- Budget Committee
- Campus Safety
- Child Care Center
- Classified Senate
- College Catalog
- Course Learning Outcomes by Department
- Curriculum Committee
  - Curriculum Best Practices (PDF)
- Discrimination Policy (PDF)
- Distance Education Faculty Handbook (PDF)
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Dear faculty,

As another academic year comes to an end, I wanted to give you an update regarding curriculum, especially the few changes to the process for next year as well as some reminders for those who plan to work on curriculum over the summer.

2-year CTE reviews

Last year it was discovered that our 2-year review process does not adhere to Title 5 requirements for CTE courses which require a validation of any requisites every two years. The process has therefore been changed to require faculty validate that the current requisites are still appropriate as part of the 2-year review. You will not be able to add, delete, or revise any requisites through this process since changes to requisites require a full course revision. Angela Seavey will be verifying that the requisites have been reviewed (be sure any drop-downs do not say “added”) and will ask faculty to make those changes before a 2-year review can go to the curriculum agenda. This will allow us to maintain the policy that 2-year review courses need not have representation at the curriculum meetings. (Textbooks will also need to be updated; see information below.)

Textbook dates

Because of the impact from C-ID, CSU, and UC approvals as well as CTE currency, courses must include at least one representative textbook that is dated within the last two years (for this coming year, we need dates of 2015 or 2016; 2017 would also be fine). Remember that the textbooks listed on the Course Outline of Record are representative texts and do not have to be the ones required for the actual course. If a recent textbook does not exist, please indicate that on the agenda form.

New curriculum

Our process for conceptually approving new curriculum helps to ensure faculty are not needlessly spending time creating a course in CurricUNET that we cannot offer (because it is upper-division or graduate level) or that we already offer (perhaps through another department). Provided that the department’s curriculum is all in compliance, a faculty member who wishes to propose a new course needs to complete an A9 form, which can be found on the N drive as well as provided through links on CurricUNET and on the Curriculum Committee website. The A9 form asks the faculty author to provide conceptual background of the course, including plans for prerequisites, units, DE or Honors addendum, and the rationale for adding the new course.

The process involves the following:

- Before obtaining signatures, send the completed form to the curriculum email to ensure you have provided the information the committee will need.
• You will receive feedback for any further information you should provide (and may be asked to resend a completed A9 form depending on the kind of information that is needed).

• Once the faculty co-chair notifies you that the form provides the information the committee will need to see to discuss the new course conception, you can obtain chair and dean signatures and send the form to Tina Vandewater in the Office of Instruction at the San Jacinto Campus.

• You will be notified that the A9 is on a particular agenda; the faculty member or a representative will attend a curriculum meeting and discuss the proposed new course.

• After the proposed curriculum is approved conceptually and the minutes from that meeting have been approved, a shell for the course will be created, and the course can be submitted via CurricUNET. (In the meantime, the faculty member can begin constructing the parts of the course outline in a Word document so that he or she is ready to cut and paste into CurricUNET as soon as the shell is created.)

We had a number of new courses proposed last year (most of which were approved) and found this process to be a productive way to ensure faculty creating new curriculum are considering any pertinent information (such as prerequisites or cross-listing) that will ensure smoother progress through the curriculum approval process both locally and statewide.

Keep in mind, however, that if you want a new course approved for the 2017-18 catalog (the one we are currently working on), you will need to get the A9 approved at the first meeting in September and then be very proactive in adhering to the curriculum approval process in order for your course to be approved by the October deadline for the November catalog meeting.

Affiliation Agreements related to curriculum

A number of recent Affiliation Agreements (formerly called MOUs or Memorandum of Understanding) are impacting curriculum, particularly with regard to prerequisites, corequisites, high school articulation, dual enrollment, and articulation for transfer. Please note that Affiliation Agreements impacting any of the above need to come through the committee so that affected areas (such as enrollment services, counseling, prerequisite subcommittee) know what is going on and can participate in the creation of these Affiliation Agreements so that we are not trying to determine how to make the agreement work effectively for students AFTER it has been signed. Affiliation Agreements that have previously been approved and are not being revised will need to come to the committee with signatures annually (or each time they are renewed). New and revised agreements will require the completion of an A8 form; previously approved and signed agreements will require the completion of an A7 form. For more information, contact the faculty co-chair.

Out-of-compliance and sunset lists

A list of those courses that are currently out-of-compliance or going out-of-compliance through July 2017 will be sent out in the next week. Please take advantage of this information so that you can work to revise courses BEFORE they go out-of-compliance as some deans may pull out-of-compliance courses from the schedule. Remember that courses that are eligible for a 2-year revision can go through the tech review process in a relatively short time and do
not require representation at a meeting. CTE courses that are eligible for this process can be brought into compliance simply by updating the textbook, reviewing any requisites currently in place, finishing a few areas of CurricUNET, and hitting the submit button. The 2016-17 Sunset list will also be sent out; if you have a course on that list, it is in jeopardy of being deactivated if you do not get it revised. Courses on the sunset list are not eligible for a 2-year review. If a course that is deactivated due to the sunset policy is required in an award, the award will also be deactivated.

**Working on curriculum this summer?**

A revised version of the Best Practices handbook will be posted to the curriculum website later this summer. We will not be printing copies for everyone in order to save money, so if you know you will be working on curriculum next year and prefer a hard copy, please send an email to the curriculum email (curriculum@msjc.edu), and we will send you one when the new versions come out. When the revised version is complete, I will let you know what has been revised, and you can determine whether you need the most recent in hard copy or can just refer to the revised sections online. Please take advantage of the materials since they are developed to help you move curriculum through the process more efficiently and with less frustration.

As is standard practice, we have turned off the submit button for CurricUNET over the summer. Any classes that did not get through the approval process for this year or did not get approved for the September 2016 agenda will be taken out of the approval process. Any work you did on the courses during the year will not be lost, but any feedback from technical reviewers will be. If you have a course in this group, you were sent a separate email with directions on how to “save” those comments.

You can work on curriculum over the summer; however, you will not be able to submit courses for approval until August 1. Email notifications will be suspended over the summer but will start up again once the submit button is activated.

**Catalog deadline**

The date for getting courses onto the agenda for the 2017-2018 catalog is October 21, 2016, at noon. Please note that this is the deadline to have the courses complete the approval process, not simply be launched. Because of the length of time it is taking some courses to get approved, we recommend you get your course submitted/launched by September 8 to meet that October deadline. This does not guarantee your course will make it to the agenda, and it is possible that courses that are submitted/launched after that date may make it to the agenda, but we are trying to give you an honest estimate of the time that it takes to get a course approved.

**Curriculum office**

While the faculty on the committee have the summer off from committee responsibilities, the curriculum office staff will be working over the summer (Monday-Thursday). They will monitor the curriculum email and, in some cases, can help you with issues you are having or point you to places where you can find assistance.

I know the process is complicated, but those who are taking courses through the CurricUNET process for the second time are finding that it gets easier once that initial work is done. One of the best things your department can do is to set a schedule for revising courses.
so that (1) you do not have to do them all (or too many) at once since the more courses you are working on at one time, the more frustrating the system seems; and (2) you stay current with the smaller changes to the process so that you are not having to learn so many changes all at once.

We are planning to offer CurricUNET training and a curriculum workshop at the Academy in August if you want training (or a refresher) or want an opportunity to work on curriculum with faculty assistance. Once we return in the fall, committee members are willing to work one-on-one with faculty who prefer hands-on assistance. Just reach out to a committee member or to me, and we can get you the help you need.

We have a great group of faculty on the curriculum committee, and I want to thank them all for the time they put into this important work. The committee appreciates all the hard work you do to put your courses through the system. Please let us know if there are other things we can do to help you navigate the system more easily.

Best,

Michelle Stewart
Faculty Curriculum Co-Chair
mstewart@msjc.edu
951-639-5645
Committee Information and Deadlines
Curriculum Committee Membership
Proposed 2016-2017

Chairs
Vice President of Instruction, or Representative (Non-Voting) Jeremy Brown, MVC [5420]
Faculty Co-Chair (Drawn from Voting Faculty Members) Michelle Stewart, MVC [5645]

Representation by Instructional Area
<table>
<thead>
<tr>
<th>Allied Health</th>
<th>Vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Tech, MVC</td>
<td>Vacant</td>
</tr>
<tr>
<td>Applied Tech, SJC</td>
<td>Dave Parrott, SJC [3665]</td>
</tr>
<tr>
<td>Arts, MVC</td>
<td>Vanessa Sheldon [5668]</td>
</tr>
<tr>
<td>Arts, SJC</td>
<td>John Tribelhorn [3641]</td>
</tr>
<tr>
<td>Arts, At Large</td>
<td>Vacant</td>
</tr>
<tr>
<td>Business/CIS, MVC</td>
<td>David Candelaria [5522]</td>
</tr>
<tr>
<td>Business/CIS, SJC</td>
<td>Ron Bowman [3190]</td>
</tr>
<tr>
<td>Business/CIS, At Large</td>
<td>Vacant</td>
</tr>
<tr>
<td>Language and Letters, MVC</td>
<td>Michelle Stewart [5645]</td>
</tr>
<tr>
<td>Language and Letters, SJC</td>
<td>Andrea Hammock [3755]</td>
</tr>
<tr>
<td>Language and Letters, At Large</td>
<td>Leslie Greer, MVC [5399]</td>
</tr>
<tr>
<td>Math, MVC</td>
<td>Taylor Baldwin [5697]</td>
</tr>
<tr>
<td>Math, SJC</td>
<td>Jorge Valdez [3758]</td>
</tr>
<tr>
<td>Math, At Large</td>
<td>Vacant</td>
</tr>
<tr>
<td>Nursing, MVC</td>
<td>Peter Zografos, MVC [5568]</td>
</tr>
<tr>
<td>Science, MVC</td>
<td>Jason Hlebakos [5731]</td>
</tr>
<tr>
<td>Science, SJC</td>
<td>Sujatha Pamula, SJC [3732]</td>
</tr>
<tr>
<td>Science, At Large</td>
<td>Crystal Anthony, MVC [5268]</td>
</tr>
<tr>
<td>Social/Behavioral Sciences, MVC</td>
<td>Gary Vargas [5759]</td>
</tr>
<tr>
<td>Social/Behavioral Sciences, SJC</td>
<td>Maria Lopez-Moreno [3690]</td>
</tr>
<tr>
<td>Social/Behavioral Sciences, At Large</td>
<td>Morgan Hoodenpyle, MVC</td>
</tr>
<tr>
<td>Student Development</td>
<td>Marlene Cvetko, SJC [3490]</td>
</tr>
</tbody>
</table>

Representation by Function
<table>
<thead>
<tr>
<th>Faculty Member at Large (3)</th>
<th>Rebecca Coleman, SJC [3647]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>William Farrar, SJC [3505]</td>
</tr>
<tr>
<td></td>
<td>Robin Suitt, SJC [3607]</td>
</tr>
<tr>
<td>DE Coordinator</td>
<td>Del Helms [5758]</td>
</tr>
<tr>
<td>Librarian</td>
<td>Adrienne Walker, SJC [3450]</td>
</tr>
<tr>
<td>Counselor (2)</td>
<td>Lyndsey Tone, SJC [3282]</td>
</tr>
<tr>
<td></td>
<td>Vacant</td>
</tr>
<tr>
<td>Articulation</td>
<td>Janet McCurdy, SJC [3280]</td>
</tr>
<tr>
<td>Associated Students (2)</td>
<td>Vacant</td>
</tr>
<tr>
<td></td>
<td>Vacant</td>
</tr>
<tr>
<td>Administration (2)</td>
<td>Joyce Johnson, MVC [5350]</td>
</tr>
<tr>
<td></td>
<td>Carlos Tovares, SJC [3410]</td>
</tr>
</tbody>
</table>

Support Staff (Non-Voting)
| Nik Mesaris, Research (SJC) | [3074] |
| Angela Seavey, Class Scheduling and Information Specialist (SJC) | [3402] |
| Tina Vandewater, Curriculum Clerical Support (SJC) | [3405] |
| Ted Blake, Learning Resource Center (MVC) | [5487] |
| Cheri Naish, Enrollment Services (SJC) | [3210] |

Extension numbers are designated in brackets. To dial any member directly, you can use 639 and the extension for MVC faculty or 487 and the extension for SJC faculty.

Membership subject to change and subject to approval by Academic Senate

Membership subject to change and subject to approval by Academic Senate
# 2016-2017 Curriculum Calendar

**ORGANIZATIONAL MEETING**

| Monday, August 22, 2016 3:30 PM MVC/814 |

NOTE: The curriculum approval process is ongoing. That is, if your submission does not receive the required FINAL approvals for a particular agenda cycle, it will then be considered for the following cycle.

### Deadlines and Action Required

<table>
<thead>
<tr>
<th>SEPTEMBER CYCLE</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>May 19, 2016 and Friday September 2, 2016 11:59 AM</em></td>
<td>Courses that have received FINAL Department Chair and Dean approvals by this date and time will be placed on the agenda for first read.</td>
</tr>
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</table>

**September cycle suggested submission/launch date is 8/1/16.**

<table>
<thead>
<tr>
<th>OCTOBER CYCLE</th>
<th>Action Required</th>
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<tbody>
<tr>
<td>Friday September 16, 2016 11:59 AM</td>
<td>Course authors must make all changes requested at the meeting for course to be placed on the agenda for second read.</td>
</tr>
</tbody>
</table>

**October cycle suggested submission/launch date is 8/11/16.**

<table>
<thead>
<tr>
<th>NOVEMBER CYCLE (2017-2018 catalog deadline meeting)</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday October 14, 2016 11:59 AM</td>
<td>Course authors must make all changes requested at the meeting for course to be placed on the agenda for second read.</td>
</tr>
</tbody>
</table>

**November cycle suggested course submission/launch date is 9/8/16.**

| Wednesday November 23, 2016 11:59 AM **3rd meeting, only if needed** | Any changes requested at November 21 meeting may still make catalog deadline if changes are made by November 23 and approved at December 5 meeting. |

*If you received the required FINAL Approvals prior to the May 19, 2016 deadline, your course will be included on the September Agenda.*

<table>
<thead>
<tr>
<th>Meeting Dates and Location</th>
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<tbody>
<tr>
<td>Monday September 12, 2016 3:30 PM SJC/305</td>
</tr>
<tr>
<td>Monday September 26, 2016 3:30 PM CCCConfere</td>
</tr>
<tr>
<td>Monday October 10, 2016 3:30 PM MVC/814</td>
</tr>
<tr>
<td>Monday October 24, 2016 3:30 PM CCCConfere</td>
</tr>
<tr>
<td>Monday November 7, 2016 3:30 PM SJC/305</td>
</tr>
<tr>
<td>Monday November 21, 2016 3:30 PM SJC/305</td>
</tr>
<tr>
<td>Monday** December 5, 2016 3:30 PM CCCConfere</td>
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</tbody>
</table>

**Please note that dates with a ▲ are holidays and the college is officially closed. Classified staff will not be available on these dates to answer questions.**
<table>
<thead>
<tr>
<th>FEbruary Cycle</th>
<th>2018 Catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Co-Chair Elections (even years only).</td>
<td></td>
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<tr>
<td><strong>Deadlines</strong></td>
<td><strong>Action Required</strong></td>
</tr>
<tr>
<td>Friday December 9, 2016 11:59 AM</td>
<td>Courses that have received FINAL Department Chair and Dean approvals by this date and time will be placed on the agenda for first read.</td>
</tr>
<tr>
<td><strong>February cycle suggested submission/launch date is 11/3/16</strong></td>
<td></td>
</tr>
<tr>
<td>Friday January 27, 2017 11:59 AM</td>
<td>Course authors must make all changes requested at the meeting for course to be placed on the agenda for second read.</td>
</tr>
</tbody>
</table>

| March cycle suggested submission/launch date is 12/1/16 |
|----------------|--------------|
| **MARCH CYCLE** | 2018 Catalog |
| Friday March 3, 2017 11:59 AM | Courses that have received FINAL Department Chair and Dean approvals by this date and time will be placed on the agenda for first read. | Monday February 27, 2017 3:30 PM SJC/305 |
| | Course authors must make all changes requested at the meeting for course to be placed on the agenda for second read. | Monday March 13, 2017 3:30 PM CCCConfér |

| April cycle suggested submission/launch date is 2/2/17 |
|----------------|--------------|
| **APRIL CYCLE** | 2018 Catalog |
| Friday April 7, 2017 11:59 AM | Courses that have received FINAL Department Chair and Dean approvals by this date and time will be placed on the agenda for first read. | Monday April 3, 2017 3:30 PM MVC/814 |
| | Course authors must make all changes requested at the meeting for course to be placed on the agenda for second read. | Monday April 17, 2017 3:30 PM CCCConfér |

| May cycle suggested submission/launch date is 3/3/17 |
|----------------|--------------|
| **MAY CYCLE** | 2018 Catalog |
| Friday May 5, 2017 11:59 AM | Courses that have received FINAL Department Chair and Dean approvals by this date and time will be placed on the agenda for first read. | Monday May 1, 2017 3:30 PM SJC/305 |
| | Course authors must make all changes requested at the meeting for course to be placed on the agenda for second read. | Monday May 15, 2017 3:30 PM CCCConfér |

Please note that dates with a ▲ are holidays and the college is officially closed. Classified staff will not be available on these dates to answer questions.

The "submit" button in CurricUNET will be turned off as May 19, the final day of classes before Spring 2017 final exams. Ten days after the "submit" button is turned off, the CurricUNET approval process will be unavailable until August 2017. CurricUNET will be available for work on course and award revisions.

The 2017-2018 Curriculum Committee Schedule

**2017-2018 Curriculum Committee Schedule**

NOTE: If your submission does not receive the required FINAL approvals for the May Agenda Cycle, it may be considered for the September 2017 agenda if it receives the required FINAL approvals by May 19, 2017. Submissions that are not approved by May 19, 2017 will need to be resubmitted through the approval process beginning August 1, 2017. Revision work will not be lost; however, additional revisions may be required once resubmitted due to updates to the curriculum process and to CurricUNET over the summer. These changes, once approved, will not be in effect until the 2018-2019 catalog.
Process Information
Simplified Flow Chart of Course Approval Process

1. Author writes course
2. Department District-wide Review/Dept. Chair Review
3. Articulation Officer Review (Form D)
4. Library Review (Form C)
5. Tech Review Assigned
6. Assessment Coordinator
7. Tech Review – CSI/CCS
8. Student Services
9. Tech Review - Approval
10. Tech Review – Pedagogical
11. Honors Review
12. Tech Review – DE
13. Dept. Chair Final Review
14. Dean Review
15. Committee 1st read
16. Committee 2nd read
17. Board of Trustees
18. Course numbered 099 and below
19. Courses numbered 100 and above
20. UC/CSU submission for Articulation
21. Catalog inclusion
22. Course offering

Revised 06/2/14
CURRICUNET APPROVAL INFORMATION

Level 1 - LAUNCH
When you have completed writing or revising your course outline, a “submit” button will occur. Clicking on the submit button will launch your course through the CurricUNET approval process. Please be sure you have made all the necessary changes you want before launching your course as your course cannot be returned to you until it has gone through several of the levels of approval. This creates more work for all involved in the process. Honors should be submitted at the same time through a separate process. Please note that this is just the beginning of the approval process; in the levels that follow, you will get feedback from a variety of people to help insure that your course proceed through the first and second read approvals (those that occur at curriculum meetings) in order to receive board of trustee approval necessary for inclusion in the catalog that applies depending on the date of approval.

Level 2 – DEPARTMENT/CHAIR SUPPORT
At this level, all department faculty trained in CurricUNET (including associate faculty) will have an opportunity to review your course outline and provide feedback. Department chairs are encouraged to respond as faculty members first since their actions as department chairs are meant to reflect the will of the department not an individual action.

Faculty actions include the following:

- SUPPORTED: this action means the faculty member supports the course although the faculty member may provide feedback for suggested changes.
- NOT SUPPORTED: this action means the faculty member has concerns with the course or its revisions; choosing this action requires a faculty member provide an explanation of why the course is not supported.

Department chairs should allow other faculty time to review the course before selecting their actions as representatives of the department’s responses.

- SUPPORTED: this action means the department supports the course; the course will proceed to the next level without allowing the course author to make any changes.
- HOLD FOR CHANGES: this action should be selected when faculty members or the chair see changes that should be made to the course before it proceeds through the approval process; because it is best that the course start the approval process in the best possible form, we encourage chairs to make this choice if comments given by other faculty members provide helpful suggestions or if the chair himself or herself sees changes that would improve the course and make it move more smoothly through the approval process. This action will allow the course author to make changes before the course proceeds through the next level of approval.
- NOT SUPPORTED: this action means the other members of the department or the chair has concerns with the course or its revisions; choosing this action requires the chair provide an explanation of why the course is not supported. This action will require the course author reconsider more major aspects of the course before sending it back through department approval.
Level 3 – ARTICULATION/LIBRARY

Articulation Officer reviews the Comparable Transfer Courses section of the course. Actions include the following:

- **APPROVED**: this action means the Articulation Officer approves the Comparable Transfer Courses section as completed. The course can then proceed to the next level of approval once the librarian has also approved it.
- **HOLD FOR CHANGES**: the Articulation Officer will choose this action if revisions are required on the part of the faculty author. This will return the course to the author so that changes can be made. Until the changes are made, the course cannot proceed to the next level of approval.
- **NOT SUPPORTED**: this action means the Articulation Officer has concerns with the Comparable Transfer Courses section of the course; this will require the course author discuss the course with the Articulation Officer and reconsider its transferability.

Librarian reviews the Library section of the course. Actions include the following:

- **SUPPORTED**: this action means the library supports the course although the librarian may provide feedback for suggested changes.
- **NOT SUPPORTED**: this action means the librarian has concerns with the course or its revisions; the librarian will provide an explanation of why the course is not supported.

Once a course has been approved by the Articulation Officer and supported by the Librarian, it will proceed to Level 4.5.

Level 4.5 – ASSIGNED TECH REVIEW

At this level, the Curriculum Chair will assign your course to a pedagogical reviewer, a faculty member of the curriculum committee who will review your class at level 5.

Level 5 –TECH REVIEW

Level 5 of the approval process is the most complicated and, typically, takes the most time. Your course will need to get approval from five different people: (1) Assessment Coordinator, (2) Student Services, (3) Pedagogical Review, (4) CSI Review, and (5) DE Review (if applicable). Each is explained below. Please note that your course will not be sent back to you for changes until each of the reviews has been made. However, the pedagogical and CSI reviews must all be repeated each time you make requested changes, which takes time, so be sure you have addressed all of their concerns before you resubmit your class since everyone involved in the process has responsibilities beyond reviewing courses in CurricUNET. If you do not understand what someone is asking you to do and have not addressed the changes requested, you are wasting your time and everyone’s involved by asking everyone to review a course that will be required to be reviewed again. If you do not understand, you can review the Best Practices handbook or talk to a curriculum committee member or the chair or request to work with a curriculum mentor (contact the
curriculum chair if you want assistance and do not know which would be the best option). Faculty who have successfully navigated the system may also be able to help. Your course cannot go to the curriculum committee until it has received level 5 approval and can proceed to chair and dean approvals.

**Assessment Coordinator** reviews Student Learning Outcomes section. Actions include the following:
- **APPROVE**: this action means the Assessment Coordinator supports the course although the Assessment Coordinator may provide feedback for suggested changes.
- **HOLD FOR CHANGES**: this action means the faculty author needs to make changes; the Assessment Coordinator will provide an explanation of what needs to be revised to get approval.

**Student Services** reviews the course, in particular the General Education section. Actions include the following:
- **REVIEWED**: this action means the Counselor or Enrollment Services representative has reviewed the course and may provide feedback for suggested changes. If the Curriculum Chair feels the changes need to be made before the course goes to the committee for approval, that will be indicated when your course is returned to you for requested changes.

**Pedagogical Review** reviews the entire course. This is done by a faculty member from the committee who has been assigned your course in level 4.5. Using a spreadsheet approved by the committee for consistency in pedagogical review, faculty members will go through the sections of the course outline and provide feedback for what changes are required. Actions include the following:
- **APPROVE**: this action means the course meets the standards established by the curriculum committee in compliance with Title 5 and can proceed to the committee for approval.
- **HOLD FOR CHANGES**: this action means the faculty author needs to make changes so that the course meets the standards established by the curriculum committee in compliance with Title 5. A spreadsheet will be attached demonstrating which areas need to be revised to get approval.

**Technical Analyst Review (CSI Review)** reviews the course concentrating on those aspects that affect the Chancellor’s Office reporting as well as information that affects the catalog and scheduling, including course title, units, catalog description, relation to program, requisites, TOP code, and repeatability) as well as information related to awards. This portion of the review is done by the CSI Specialist. Actions include the following:
- **APPROVE**: this action means the course has met the requirements for technical analyst review and can proceed to the committee for approval.
- **HOLD FOR CHANGES**: the CSI will provide an explanation of what needs to be revised to get approval.

**DE Review** reviews the DE addendum to the course, if applicable, concentrating on aspects related to the course being offered in a hybrid or fully online format. Actions include the following:
- **APPROVE**: this action means the online addendum has met the requirements and the course can proceed to the committee for approval.
- **HOLD FOR CHANGES**: the DE Coordinator will provide an explanation of what needs to be revised to get approval. A spreadsheet will be attached demonstrating which areas need to be revised to get approval.
For cross-listed classes: you will be required to get email approval from the department chair(s) and dean(s) for the cross-listed classes and attach them to the “Attached files” area of the course before the course goes to the chair(s) and dean(s) of the main course for approval. You will be prompted to do this once all of the other requested changes have been made.

Once all reviews have been completed, the curriculum chair will send the course back to the author (Hold for Changes) to make requested changes unless all reviews indicate approval in which case the course will be approved to level 5.5.

**Level 5.5 –DEPARTMENT CHAIR APPROVAL (FINAL REVIEW)**

At this level, department chairs will review the course in its revised form since the version that was supported at level 2 may be significantly different from the version going before the committee. Approval at this level is equivalent to a signature of approval.

Actions include the following:

- **APPROVED:** this action means the Department Chair approves the course. Once both chairs have approved the course (if the department is district-wide), it will move to the next level of the approval process.

- **HOLD FOR CHANGES:** the Department Chair will choose this action if revisions are required on the part of the faculty author. Please note that this action should be chosen only if the chair has concerns related to changes that were requested through technical review, not for concerns that should have been addressed at level 2. Selecting “Hold for changes” will require the course go back through the technical review process.

Please see note at end regarding failure on part of department chair(s) to take action on curriculum. Once a course has been approved by department chair(s), it will proceed to Level 5.75.

**Level 5.75 –DEAN APPROVAL**

At this level, deans will review the course. Approval at this level is equivalent to a signature of approval.

Actions include the following:

- **APPROVED:** this action means the Dean approves the course. Once both deans have approved the course (if the department is district-wide), it will move to the curriculum committee for approval.

- **HOLD FOR CHANGES:** the Dean will choose this action if revisions are required on the part of the faculty author. Selecting “Hold for changes” will require the course go back through the technical review process.

- **NOT SUPPORTED:** this action means the dean has concerns with the course or its revisions; choosing this action requires the dean provide an explanation of why the course is not supported. This action will require the course author reconsider more major aspects of the course and will require it be rewritten and resubmitted through the course approval process.
**Level 6 –FIRST READ APPROVAL**

Courses should not get approval at this level until after the course has gone to the curriculum committee for approval. At the first meeting, the author will present the course to the committee on the open agenda. If the committee approves the course without requested changes, it proceeds to level 7 (second read). If the committee requests changes, the course will be sent back to the author to make changes. Once the pedagogical reviewer approves that the requested changes have been made, the course will proceed to level 7 (second read).

**Level 7 –SECOND READ APPROVAL**

Courses should not get approval at this level until after the course has gone to the curriculum committee for approval on the consent agenda. If the committee approves the course without requested changes, it proceeds to level 8 (Board of Trustees). If the committee requests changes, the course will be sent back to the author to make changes and will need to go through as a second read item again until approved.

**Level 8 –BOARD OF TRUSTEES APPROVAL**

After final approval by the Board of Trustees, the course is added/updated in the course database. Course will be offered effective with the curriculum and Board of Trustees approved term and catalog inclusion.

For transfer-level classes (those listed 100 and above), the course outline of record becomes active with the catalog cycle. After the catalog update these courses will be sent to CSU and UC systems for elective credit transfer status. After UC and/or CSU transfer is determined, courses can be submitted for GE or course-to-course articulation. It is recommended courses not be offered until CSU and/or UC transfer status is established.

**PLEASE NOTE:** It is the course author’s responsibility to monitor the status of each course in the approval process. Although most of the bugs have been eliminated from the approval process, on occasion, a course does get stuck at a particular level. There are some holds in place at various levels, and reviewers at all levels are given several days to take action. However, if a course appears to be stuck at a particular level for 10 or more days, please contact the person who needs to be reviewing the class as a reminder.

If a department chair does not act on a course for 10 days and a request for action does not result in action being taken, please send an email to the curriculum email (curriculum@msjc.edu) specifying the course number, the level at which it is frozen, the department chair who is supposed to be responding, and the date the course was sent to that department chair (it will be listed in the “Proposal Comments” or ). The dean for that campus will then take action on behalf of the chair, resulting in a chair’s forfeiture of the opportunity to approve or disapprove that curriculum.

If a course or award appears to be stuck at the dean level for 10 or more days, the course author should contact the dean who has not yet approved the class. If the dean has a reason for not approving the course to first read, he or she should try to resolve the issues with the faculty author so that the course can proceed to first read. If the department and dean cannot resolve the issue after a good faith effort has been made, the faculty author should notify the curriculum committee via email, copying the dean. The course will be
put on first read, and both parties may represent their support or lack of support for the course or award at the meeting.

Updated 07/18/2016
CURRICUNET APPROVAL INFORMATION for Course Deactivations

**Level 1 - LAUNCH**

When you want to deactivate a course, you will need to make a copy of it and then use the drop-down menu to select “Course Deactivation.” Clicking on the submit button will launch your course deactivation through the CurricUNET approval process.

**Level 2 – DEPARTMENT/CHAIR SUPPORT**

At this level, all department faculty trained in CurricUNET (including associate faculty) will have an opportunity to review your course deactivation to be sure they support it. Department chairs are encouraged to respond as faculty members first since their actions as department chairs are meant to reflect the will of the department not an individual action.

**Faculty** actions include the following:
- **SUPPORTED:** this action means the faculty member supports the course deactivation although the faculty member may provide feedback.
- **NOT SUPPORTED:** this action means the faculty member has concerns with deactivating the course; choosing this action requires a faculty member provide an explanation of why the course deactivation is not supported.

**Department chairs** should allow other faculty time to review the course before selecting their actions as representatives of the department’s responses.
- **SUPPORTED:** this action means the department supports the course deactivation; the course will proceed to the next level.
- **NOT SUPPORTED:** this action means members of the department or the chair has concerns with the course deactivation; choosing this action requires the chair provide an explanation of why the course deactivation is not supported. This action will require the course author reconsider more major aspects of the course before sending it back through department approval.

Please see note below about failure of department chair to take action at this level. Once a course has been supported by the department chair(s), it will proceed to Level 3.

**Level 3 – ARTICULATION**

**Articulation Officer** reviews all deactivations to be sure articulation agreements will not be affected by deactivating a course. Actions include the following:
- **APPROVED:** this action means the Articulation Officer approves the course deactivation. The course can then proceed to the next level of approval.
• **HOLD FOR CHANGES**: the Articulation Officer will choose this action if revisions are required on the part of the faculty author. This will return the course to the author so that changes can be made. Until the changes are made, the course cannot proceed to the next level of approval.

• **NOT SUPPORTED**: this action means the Articulation Officer has concerns with deactivating the course; this will require the course author discuss the course deactivation with the Articulation Officer and reconsider its deactivation.

Once a course has been approved by the Articulation Officer, it will proceed to Level 5.

**Level 5 –TECH REVIEW**

At Level 5 of the approval process, your course deactivation will need to get approval from the Class Scheduling and Information Specialist. Please note that the CSI review must be repeated each time you make requested changes, which takes time, so be sure you have addressed all of the concerns before you resubmit your class since the CSI Specialist has responsibilities beyond reviewing courses in CurricUNET. If you do not understand what the CSI Specialist is asking you to do and have not addressed the changes requested, your course deactivation will not proceed to the curriculum committee. If you do not understand, you can review the Best Practices handbook or request assistance (see the “Requesting Help” section of the handbook). Your course cannot go to the curriculum committee until it has received level 5 approval and can proceed to chair and dean approvals.

**CSI Review** reviews the course verifying that the course author has completed all required forms in reference to awards that the course deactivation impacts. Actions include the following:

• **APPROVE**: this action means the appropriate forms have been submitted with regard to the deactivation of the course, and the deactivation can proceed to the committee for approval.

• **HOLD FOR CHANGES**: the CSI will provide an explanation of what needs to be revised to get approval.

Once the course is reviewed at level 5, the curriculum chair will send the course back to the author (Hold for Changes) to make requested changes unless the CSI review indicates approval in which case the course deactivation will be approved to level 5.5.

**For cross-listed classes**: you will be required to get email approval from the department chair(s) and dean(s) for the cross-listed classes and attach them to the “Attached files” area of the course before the course goes to the chair(s) and dean(s) of the main course for approval.

**Level 5.5 –DEPARTMENT CHAIR APPROVAL (FINAL REVIEW)**

At this level, department chairs will review the course deactivation in its revised form since changes may have been made to the version that was supported at level 2. Approval at this level is equivalent to a signature of approval of the course deactivation. Actions include the following:

• **APPROVED**: this action means the Department Chair approves the course deactivation. Once both chairs have approved the course deactivation (if the department is district-wide), it will move to the next level of the approval process.

• **HOLD FOR CHANGES**: the Department Chair will choose this action if there are concerns at this time with the changes made to the course deactivation. Please note that this action should be
chosen only if the chair has concerns related to changes that were requested through technical review, not for concerns that should have been addressed at level 2. Selecting “Hold for changes” will require the course go back through the technical review process.

Please see note below about failure of department chair to take action at this level. Once a course has been approved by the chair(s), it will proceed to Level 5.75.

**Level 5.75 —DEAN APPROVAL**

At this level, deans will review the course deactivation. Approval at this level is equivalent to a signature of approval. Actions include the following:

- **APPROVED:** this action means the Dean approves the course deactivation. Once both deans have approved the course deactivation (if the department is district-wide), it will move to the curriculum committee for approval.
- **HOLD FOR CHANGES:** the Dean will choose this action if revisions are required on the part of the faculty author. Selecting “Hold for changes” will require the course deactivation go back through the technical review process.
- **NOT SUPPORTED:** this action means the dean has concerns with the course deactivation; choosing this action requires the dean provide an explanation of why the course deactivation is not supported. This action will require the course author reconsider deactivating the course and will require it be resubmitted through the course approval process.

Once a course has been approved by the dean(s), it will proceed to Level 6.

**Level 6 —FIRST READ APPROVAL**

At the first meeting, the author will present the course deactivation to the committee on the open agenda. If the committee approves the course deactivation without requested changes, it proceeds to level 7 (second read). If the committee requests changes, the course deactivation will be sent back to the author to make changes. Once the CSI Specialist approves that the requested changes have been made, the course will proceed to level 7 (second read).

**Level 7 —SECOND READ APPROVAL**

If the committee approves the course deactivation without requested changes, it proceeds to level 8 (Board of Trustees). If the committee requests changes, the course deactivation will be sent back to the author to make changes and will need to go through as a second read item again until approved.

**Level 8 —BOARD OF TRUSTEES APPROVAL**

After final approval by the Board of Trustees, the course deactivation is updated in the course database. Course will be deactivated effective with the curriculum and Board of Trustees approved term and catalog inclusion.

**PLEASE NOTE:** It is the course author’s responsibility to monitor the status of each course in the approval process. Although most of the bugs have been eliminated from the approval process, on occasion, a course
does get stuck at a particular level. There are some holds in place at various levels, and reviewers at all levels are given several days to take action. However, if a course appears to be stuck at a particular level for 10 or more days, please contact the person who needs to be reviewing the class as a reminder.

If a department chair does not act on a course for 10 days and a request for action does not result in action being taken, please send an email to the curriculum email (curriculum@msjc.edu) specifying the course number, the level at which it is frozen, the department chair who is supposed to be responding, and the date the course was sent to that department chair (it will be listed in the “Proposal Comments” or ). The dean for that campus will then take action on behalf of the chair, resulting in a chair’s forfeiture of the opportunity to approve or disapprove that curriculum.

If a course or award appears to be stuck at the dean level for 10 or more days, the course author should contact the dean who has not yet approved the class. If the dean has a reason for not approving to first read the deactivation of a course, he or she should try to resolve the issues with the faculty author so that the course can proceed to first read. If the department and dean cannot resolve the issue after a good faith effort has been made, the faculty author should notify the curriculum committee via email, copying the dean. The course will be put on first read, and both parties may represent their support or lack of support for the deactivation of the course or award at the meeting.

Updated 06/13/2016
CURRICUNET APPROVAL INFORMATION for C-ID Conditional Revisions

As approved by the curriculum committee in September 2014, when a course receives conditional approval from C-ID with requests to revise content or textbook only, a course will be eligible for an abbreviated approval process through CurricUNET provided that it was approved by the curriculum committee within the previous 18 months. In this instance, the truncated technical review will require approval by the Articulation Officer to ensure the requested changes were made and then placed on the agenda for one read. The approval will not change the approval date for the course or the BOT approval date. Once approved by the committee, the course will be resubmitted to C-ID.

**Level 1 - LAUNCH**

When you want to approve a course that has been identified as eligible for the C-ID Conditional Revision process, you will need to make a copy of it and then use the drop-down menu to select “C-ID Conditional Approval Revision.” After making any changes to Content, Methods of Instruction, Methods of Evaluation, Assignments, or Learning Resources (textbooks) as identified through the C-ID approval process and completing the agenda form (A1), you will be able to launch the course for approval. You will have to finish all areas of the course – even those you do not change – so that the “submit” button will appear. (If you wish to make changes to anything other than those indicated above – such as prerequisites, title change, units, etc, the course is not eligible for this truncated approval process, and you will need to do a Course Modification and complete the entire course approval process.) Clicking on the submit button will launch your course through the C-ID Conditional Revision approval process. (Please note: this approval process will not change the BOT approval date.)

**Level 5 –TECH REVIEW**

Because the C-ID Conditional Revision review is a minor revision, technical review is required only by the Articulation Officer who will ensure you have addressed all of the C-ID concerns in your revision. If you do not understand what you are being asked to do, contact the Articulation Officer. Your course cannot go to the curriculum committee until it has received level 5 approval and can proceed to chair and dean approvals.

Actions include the following:

- **APPROVE**: this action means the appropriate forms have been submitted accurately, and the course can proceed to the committee for approval.
- **HOLD FOR CHANGES**: the Articulation Officer will provide an explanation of what needs to be revised to get approval.

Once a course has been approved by Articulation it will proceed to Level 5.5.

**Level 5.5 –DEPARTMENT CHAIR APPROVAL (FINAL REVIEW)**

At this level, department chairs will review course regarding changes based on C-ID recommendations. Approval at this level is equivalent to a signature of approval of the course. Actions include the following:
• **APPROVED:** this action means the Department Chair approves the course. Once both chairs have approved the course (if the department is district-wide), it will move to the next level of the approval process.

• **HOLD FOR CHANGES:** the Department Chair will choose this action if there are concerns at this time with the changes made to the course. Please note that this action should be chosen only if the chair has concerns related to changes based on C-ID recommendations, not for larger revision concerns (as that would require a different approval process). Selecting “Hold for changes” will require the course go back through the technical review process.

Please see note below about failure of department chair to take action at this level. Once a course has been approved by the chair(s), it will proceed to Level 5.75.

**Level 5.75 – DEAN APPROVAL**

At this level, deans will review the course. Approval at this level is equivalent to a signature of approval. Actions include the following:

• **APPROVED:** this action means the Dean approves the course. Once both deans have approved the course (if the department is district-wide), it will move to the curriculum committee for approval.

• **HOLD FOR CHANGES:** the Dean will choose this action if revisions are required on the part of the faculty author. Selecting “Hold for changes” will require the course go back through the technical review process.

Once a course has been approved by the dean(s), it will proceed to Level 7.

**Level 7 – First AND ONLY READ APPROVAL**

Because this is a C-ID review in which only limited changes will be allowed, it will be a one-read only item. Once the course is approved, the process is complete.

**PLEASE NOTE:** It is the course author’s responsibility to monitor the status of each course in the approval process. Although most of the bugs have been eliminated from the approval process, on occasion, a course does get stuck at a particular level. Although courses in this approval process require review only by Articulation, who is given several days to take action, if a course appears to be stuck at level 5 for 10 or more days, please contact the Articulation Officer as a reminder.

Updated 07/28/2015
CURRICUNET APPROVAL INFORMATION for 2-Year CTE Review

Level 1 - LAUNCH
When you want to approve a CTE course for two year review, you will need to make a copy of it and then use the drop-down menu to select “CTE 2 Year Review.” After making any changes to Learning Resources (textbooks), validating any existing requisites, and completing the agenda form, you will be able to launch the course for approval. (If you wish to make changes to anything other than textbook, you will need to do a Course Modification and complete the entire course approval process.) Clicking on the submit button will launch your course through the CurricUNET 2-Year CTE approval process. (Please note: CTE courses are required to go through entire course approval process every six years.)

Level 5 –TECH REVIEW
Because the two-year CTE course review is a minor revision, technical review is required only from CSI Specialist (CSI). Please be sure you have addressed all of the CSI concerns before you resubmit your course. If you do not understand what you are being asked to do, you can review the Best Practices handbook or request assistance (see the “Requesting Help” section of the handbook). Your course cannot go to the curriculum committee until it has received level 5 approval and can proceed to chair and dean approvals.

Actions include the following:
- APPROVE: this action means the appropriate forms have been submitted accurately, and the course can proceed to the committee for approval.
- HOLD FOR CHANGES: the CSI will provide an explanation of what needs to be revised to get approval.

Level 5.5 –DEPARTMENT CHAIR APPROVAL (FINAL REVIEW)
At this level, department chairs will review the 2-year CTE course regarding changes to textbooks. Approval at this level is equivalent to a signature of approval of the course. Actions include the following:
- APPROVED: this action means the Department Chair approves the course. Once both chairs have approved the course (if the department is district-wide), it will move to the next level of the approval process.
- HOLD FOR CHANGES: the Department Chair will choose this action if there are concerns at this time with the changes made to the course. Please note that this action should be chosen only if the chair has concerns related to changes to textbooks, not for larger revision concerns (as that would require a different approval process). Selecting “Hold for changes” will require the course go back through the technical review process.

Please see note below about failure of department chair to take action at this level. Once a course has been approved by the chair(s), it will proceed to Level 5.75.
Level 5.75 –DEAN APPROVAL
At this level, deans will review the course. Approval at this level is equivalent to a signature of approval. Actions include the following:

- **APPROVED**: this action means the Dean approves the course. Once both deans have approved the course (if the department is district-wide), it will move to the curriculum committee for approval.
- **HOLD FOR CHANGES**: the Dean will choose this action if revisions are required on the part of the faculty author. Selecting “Hold for changes” will require the course go back through the technical review process.

Once a course has been approved by the dean(s), it will proceed to Level 6.

Level 6 –FIRST READ APPROVAL
Because this is a 2-year review in which only the textbook can be changed, the course author need not attend the curriculum meeting to represent the course, and changes will not be required between reads, so the course will proceed to level 7 (second read).

Level 7 –SECOND READ APPROVAL
Once the course is approved at second read, the process is complete.

**PLEASE NOTE**: It is the course author’s responsibility to monitor the status of each course in the approval process. Although most of the bugs have been eliminated from the approval process, on occasion, a course does get stuck at a particular level. There are some holds in place at various levels, and reviewers at all levels are given several days to take action. However, if a course appears to be stuck at a particular level for 10 or more days, please contact the person who needs to be reviewing the class as a reminder.

If a department chair does not act on a course for 10 days and a request for action does not result in action being taken, please send an email to the curriculum email (curriculum@msjc.edu) specifying the course number, the level at which it is frozen, the department chair who is supposed to be responding, and the date the course was sent to that department chair (it will be listed in the “Proposal Comments” or ). The dean for that campus will then take action on behalf of the chair, resulting in a chair’s forfeiture of the opportunity to approve or disapprove that curriculum.

If a course appears to be stuck at the dean level for 10 or more days, the course author should contact the dean who has not yet approved the class. If the dean has a reason for not approving the 2-year review of the course to first read, he or she should try to resolve the issues with the faculty author so that the course can proceed to first read. If the department and dean cannot resolve the issue after a good faith effort has been made, the faculty author should notify the curriculum committee via email, copying the dean. The 2-year review will be put on first read, and both parties may represent their support or lack of support for the course at the meeting.

Updated 07/10/2016
CURRICULUM COMMITTEE OPERATING PROCEDURES

Charge
This committee shall serve to consider and recommend policies and procedures regarding curriculum and award development, requisites, graduation requirements, general education requirements, program review, grading policies, and program discontinuance. On curricular and grading issues of a daily operational nature, this committee will make recommendations to the Board of Trustees with College Council review.

Mission
The mission of the Mt. San Jacinto College Curriculum Committee is to facilitate quality, advocacy, guidance, policies, and criteria to ensure that all instructional programs, including courses and awards, are academically sound and compliant with educational regulations, reflect excellence in instruction, and uphold the integrity of our institution. The committee ensures that all curricular matters are responsive to the evolving educational needs and goals of the college community while preserving the mission of the college.

Committee Structure
Co-Chairs:
- Vice President of Instruction or designee (non-voting)
- One Elected Faculty Member

Faculty Members as follows:
- Single representation from the areas of Allied Health, Nursing, and Student Development
- A representative from the Menifee Valley Campus, the San Jacinto Campus, and an at-large representative for the areas of Business/CIS, Social/Behavioral Sciences, Math, Science, Arts, and Language and Letters
- A representative from the Menifee Valley Campus and the San Jacinto Campus for Applied Technology
- Faculty Members-at-Large (3), one of which will be reserved for an Associate Faculty member from a department that does not have any full-time faculty
- Non-Voting Technical Reviewers (3), who are faculty members with prior curriculum committee experience

Membership:
- Articulation Officer
- Two Counselors from two different campuses
- Distance Education Representative (from ETC)
- Librarian
- Two (2) Instructional Administrators
- Two (2) Students, preferably 1 from each campus

**Support Staff (non-voting):**
- CSI Specialist
- Curriculum Clerical Support
- Director of Research
- Enrollment Services Dean or Evaluator or a representative
- Learning Center Representative

**Membership Appointments**

All appointments shall be forwarded to the Faculty Co-Chair prior to the end of the previous term.
- The Area Representatives and Librarian are appointed by their Area with the approval of the Academic Senate.
- The Faculty Members-at-Large and the Counselor are appointed by the Academic Senate.
- The Non-Voting Tech Reviewers are appointed by the Curriculum Committee Faculty Co-Chair with the approval of the Academic Senate.
- The Instructional Administrators are appointed by the Vice President of Instruction
- The Enrollment Services Dean or Evaluator or representative is appointed by the Dean of Enrollment Services.
- The Students are appointed by the SGA.

**Selection of Faculty Co-Chair**

The term of office for the faculty co-chair will be two years. During the first meeting in the spring semester in even years, the faculty members on the committee will elect a Faculty Co-Chair for the following two years from the current membership or other interested faculty.

The election date for the Faculty Co-Chair will be published in the Curriculum Committee Calendar in August at the beginning of the Academic Year. The deadline for nominations will be two weeks before the election date. Academic Senate will put out a call for nominations and will forward the names to the curriculum office to include on the agenda. The list of nominees will be published in the agenda for the first meeting in the spring semester. Each candidate may speak for up to five minutes prior to the committee vote. If a candidate is unable to be present at the election, a representative may speak on the candidate’s behalf.
Voting for Faculty Co-Chair will be limited to voting faculty members serving on the Committee. The election will be chaired by the Administrative Co-Chair or designee, and voting will be done by a ballot, which will be prepared prior to the meeting. If only one faculty member is nominated, the committee will vote to confirm the nomination. Votes will be tallied during the meeting, and the results will be announced and recorded in the minutes.

## Committee Roles and Functions

All members are responsible for reviewing curriculum agenda materials prior to each meeting, attending each meeting and participating in the deliberation process. In addition, all members should report relevant curriculum policies, procedures, and actions to their respective constituencies in a timely fashion. All faculty members are also responsible for participating in tech review.

### Faculty Co-Chair

The Faculty Co-Chair will preside over the meetings of the Committee using an adapted form of Robert's Rules of Order. In the absence of the faculty co-chair, another voting faculty member will be chosen by the Committee to conduct the meeting. Other responsibilities of Faculty Co-Chair include, but are not limited to, the following:

- Remaining current on Title 5 and State Academic Senate Best Practices for curriculum and disseminating information to committee, faculty, and administration as changes are made;
- Overseeing the Office of Curriculum with respect to creating materials, including meeting schedules, agendas and minutes and maintaining Committee web page;
- Interpreting Curriculum Committee policy between meetings;
- Serving as liaison with the Academic Senate, Program Review, Institutional Assessment Council, Dual Enrollment, college administration, and other college entities;
- Overseeing the Technical Review process in CurricUNET which includes assigning courses to pedagogical reviewers, sending courses back to course authors for changes, forwarding courses to first read, reviewing courses for requested changes between first and second read, forwarding courses to second read, and sending them forward to Board of Trustees for final approval;
- Communicating curriculum policies, procedures, and actions to the faculty and the Academic Senate in a timely fashion;
- Scheduling and overseeing relevant information, curriculum mentors, and curriculum and CurricUNET training sessions throughout the semester and during college-wide meetings and in conjunction with faculty-development activities;
- Developing and revising Best Practices handbook and CurricUNET user's guide;
- Working with CSI Specialist in maintaining CurricUNET, problem-solving errors in process or database, and making changes to CurricUNET process and database.
**Administrative Co-Chair**
The Administrative Co-Chair will serve in a non-voting capacity. Responsibilities of Administrative Co-Chair include the following:

- Remaining current on Title 5 and disseminating information to committee, faculty, and administration as changes are made;
- Supporting the faculty co-chair in interpreting Curriculum Committee policy;
- Serving as liaison with the college administration;
- Communicating curriculum policies, procedures, and actions to academic deans in a timely fashion;
- Providing information – including budgetary considerations – related to new, revised, or deactivated programs in consultation with deans assigned to programs.

**Technical Review**
The pedagogical technical review subgroup will consist of all faculty on the committee with the exception of the librarian (who oversees the library resources aspect of curriculum), counselors (who review general education aspects of curriculum under Student Services), and the Distance Education representative (who oversees DE portions of the tech review). The Assessment Coordinator will be responsible for reviewing the Course Learning Outcomes (CLOs). The pedagogical technical review group will develop a rubric for the review of curriculum for compliance with Title 5 and local policies by which they evaluate course proposals and revisions; the DE representative will develop a rubric for the DE addenda. Faculty representatives will be responsible for timely review of course proposals and revisions submitted as assigned by the curriculum faculty co-chair.

The committee has established two types of technical review:

**Technical Analyst**
Technical analyst review will be conducted by the CSI Specialist. It will entail checking objective information that affects the Chancellor’s Office reporting as well as information that affects the catalog and scheduling such as catalog description. Objective information includes information on curriculum forms as well as ensuring all required boxes on forms are completed and that the required forms are attached to course and award submissions. Objective errors may be completed by the CSI Specialist before materials are sent to the Board of Trustees for approval.

Chancellor’s Office reporting and catalog review will entail checking information that affects state reporting, the catalog and scheduling, such as course title, units, catalog description, requisite language, TOP code, and repeatability. Additionally, information related to awards and courses will be reviewed, monitored, and reported to the Chancellor’s Office for approval.

**Pedagogical**
Pedagogical review will be conducted by faculty committee members. It will entail providing feedback to the course author about bringing proposed curriculum content, including Distance Education addenda and prerequisites, into compliance with local and state curriculum guidelines.
Additionally, requested MSJC GE Breadth placement will be reviewed. The pedagogical reviewers will also be responsible for ensuring changes required at first read have been addressed prior to course being forwarded to second read.

*See Best Practices handbook for checklist of evaluation criteria used for Technical Review.*

**Prerequisite Review Subcommittee**

Prerequisite Review Subcommittee shall be a standing subcommittee of the Curriculum Committee. The Subcommittee will be charged with (1) reviewing Title 5 requirements and the state of prerequisites, corequisites, and recommended preparation at MSJC, (2) overseeing the implementation of Board policy in regard to prerequisites, corequisites, and recommended preparation, (3) developing research-methods and statistical standards for justifying writing and math prerequisites, and (4) reviewing forms and policies for consultation with the committee. The committee will meet at least once a semester.

The composition of the Prerequisite Review Subcommittee shall include the following:

- One counselor
- Three additional faculty members from the curriculum committee
- One student
- Articulation Officer
- Enrollment Services representative (advisory)
- College Researcher (advisory)
- CSI Specialist (advisory)

**Non-Voting Technical Review Member**

A non-voting technical review member of the committee will be a faculty member with prior curriculum committee experience who cannot attend committee meetings for an extended period of time but who wishes to continue to participate in the curriculum committee business. The number of spots reserved for non-voting technical review members shall be limited to three. These committee members are responsible for participating in the pedagogical technical review approval process through CurricUNET and will be assigned, when necessary, to blocks of courses to assist course authors in getting the courses through the approval process in a timely manner. Although the non-voting technical review members are not expected to attend meetings, they are responsible for reviewing the agendas and minutes and staying abreast of changes to Title 5 and the MSJC curriculum process as required to be effective technical review members. Such a position will count as college committee service.

**Non-Voting Faculty Member**

A non-voting faculty member of the committee will not vote unless and until he or she is promoted to voting status to fill the vacancy of a voting faculty member on the committee.
Curriculum Committee Meeting Procedures

**Robert's Rules of Order and Quorum**
Meetings will be conducted using a simplified approach to Robert’s Rules of Order as established by Committee tradition. Discussion should be limited to agenda items which have been motioned and seconded to bring them to the floor.

A quorum shall consist of one-third (1/3) plus one of the voting membership.

**Meeting Schedule**
The committee shall meet twice a month on Monday beginning at 3:30, with the first meeting of the month alternating campuses and the second meeting of the month held via CCCConfer with the exception of the November catalog meetings when the second meeting will also be held face-to-face and the third meeting, if necessary, held via CCCConfer. Regular meetings will be held each month during the school year, generally August through May. The Committee may meet more frequently if the Committee so votes.

**Organization of Work**
The committee will work on a one month cycle: curriculum issues which require two readings for passage will be initiated at the first meeting of the month and come back for a final reading at the second meeting of the month.

- Generally, the first meeting is reserved for the introduction of new curriculum conceptual reviews, new course proposals, course revisions, 2-year Career Education reviews, new program proposals, prerequisite additions and changes, and program revisions on the Open Agenda.
- The second meeting of the month is reserved for final approval of the above items as well as proposed course addenda (honors/distance education). New course conceptual reviews, C-ID Conditional revisions, and information Items are heard at both meetings.

The agenda will be organized by the type of curriculum issue being considered, as follows:

1) **Opening of Meeting**
   a) Call to order
   b) Approval of Minutes
   c) Comments of individuals, groups, delegations limited to agenda items.

2) **Consent Agenda - Action Items**
   a) Final Approval - New Course proposals- Second Reading
   b) Final Approval - Course Revisions (including reactivations and deactivations)- Second Reading
   c) Final Approval - Prerequisite/Co-requisite/Recommended Preparation Proposals- Second Reading
   d) Final Approval - New Program Proposals- Second Reading
   e) Final Approval - Program Revisions (including reactivations and deactivations) - Second Reading
   f) Final Approval - Procedure Revisions - Second Reading
   g) Final Approval - Other Curriculum Changes - Second Reading
   h) Final Approval - 2 year Career Education Review – Second Reading
i) Final Approval - Honors Addendum Proposals- First and only Reading
j) Final Approval – Distance Education Addendum Proposals – First and Only Reading
k) Final Approval – Employment Concentration Certificates – First and Only Reading
l) Final Approval – New Curriculum Conceptual Reviews – First and Only Reading
m) Final Approval – C-ID Conditional Revisions

3) Open Agenda - Action Items
   a) Conceptual Approval - New Course Proposals- First Reading
   b) Conceptual Approval - Course Revisions (including deactivations)- First Reading
   c) Conceptual Approval–Prerequisite/Co-requisite/Recommended Preparation Proposals –First Reading
   d) Conceptual Approval - New Program Proposals- First Reading
   e) Conceptual Approval - Program Revisions (including deactivations)- First Reading
   f) Conceptual Approval–Procedure Revisions –First Reading
   g) Conceptual Approval – Other Curriculum Changes - First Reading
   h) Conceptual Approval - 2 year Career Education Review - First Reading

4) Information/Discussion Agenda
5) Adjournment

Unfinished Business

Regarding curriculum approvals with suggested amendments at final reading, the committee reached a consensus that items with required changes should be tabled pending re-submission with recommended changes and should return on the following Consent Agenda for the committee’s final approval.

All items tabled at final reading will be carried to the following Committee agenda unless the requestor asks that the item be removed. At the end of the academic year, the last meeting minutes will be approved by electronic vote, and any unresolved items on the agenda will be removed from the agenda and from the CurricUNET approval process. Curriculum can be approved up until the day before final exams start in the spring; any courses that complete the approval process by that date will be scheduled to be discussed at the September agenda of the following academic year. There will be no carry over items forwarded for the new academic year.

Submission of Curriculum for Approval

Catalog Inclusion Date

Each academic year, the Curriculum office will publish a catalog inclusion deadline which accounts for committee action time, Board of Trustee approval dates, and College Catalog printing deadlines. When the catalog inclusion deadline has passed, curriculum submissions will apply to the next available catalog. Any exceptions require approval by the Vice President of Instruction.
**Submission and Approval Process**

Instructions are available in the Best Practices handbook, on the Curriculum Committee website, and through CurricUNET. The two-meeting a month schedule with curriculum considered at each meeting is intended to stream-line the time period for adoption of new curriculum or revision of established curriculum.

Items that are tabled at the first read due to lack of representation will be dropped from the current cycle and be moved to the next cycle rather than carried on to the second meeting of the month.

Items that are tabled at first read pending further documentation or information will also be moved to the next cycle rather than carried on to the second meeting of the month, provided requested back up materials are received or requested changes are made by that deadline. Exceptions may be made during the November (catalog) cycle on a case-by-case basis.

Items that are approved to second read with changes required will be placed at second read if the materials are received or the requested changes are made by the deadline for the second meeting of the month. If the materials are not received or changes are not made by that deadline, the item will stay on the agenda with a note that the backup materials were not received/changes were not made, and the items will be tabled and reflected in the minutes. If the materials are received by the deadline for the subsequent month’s meeting cycle, the items will stay on the agenda; if the materials are not received by the subsequent month’s meeting deadline, the items will be dropped from the agenda until the backup materials are received/changes are made.

**Submission Deadlines**

**Items requiring Technical Review** (new courses, course revisions, and distance education addenda).

At least six weeks prior to the designated meeting, the outline (including, if applicable, distance education addendum) must be submitted/launched through CurricUNET for support from department faculty and chairs and approval of Technical Review. After making the changes suggested and getting approval from Articulation, Library, Assessment, Student Services, Pedagogical Review, Distance Education review (if applicable), and CSI Specialist Review, the course will be forwarded to the department chairs and deans for review and approval.

At the time of submission of the course, the Honors addendum, if applicable, should also be submitted through CurricUNET so that the Honors committee can conduct a separate Technical Review once the addendum has received department faculty and chair support. Once all requested changes have been made to the Honors addendum portions of CurricUNET, the Honors coordinator will approve the Honors course; the addendum must then get approval by the CSI Specialist Review, after which it will be forwarded to department chairs and deans for review and approval. The course cannot go to the agenda until the Honors addendum is also approved to the agenda.

Two-year Career Education revisions and course deactivations require abbreviated technical review: for 2-year revisions by the CSI Specialist Review and for deactivations by Articulation and CSI Specialist
Review. Once approved, the 2-year revision or deactivation will be forwarded to department chairs and deans for review and approval.

Courses and all appropriate addenda must complete the technical review process and receive all chairs and deans approvals by the due dates specified on the curriculum calendar for placement on the agenda. Cross-listed courses require email approval from cross-listed department chair(s) and dean(s) which must be attached to the course in CurricUNET. *(For specific information and dates: See curriculum calendar.)*

**Items not requiring Technical Review** (all submissions other than those listed above)
Such items are due in the Curriculum Office approximately ten days prior to the meeting. *(For specific dates: See curriculum calendar.)*

**Inaction of department chair in CurricUNET approval process**
It is the course author’s responsibility to monitor the status of each course in the approval process. Holds are in place at various levels, and reviewers at all levels are given several days to take action. However, if a course appears to be stuck at the department chair level for 10 or more days, the course author should contact the department chair who needs to be reviewing the class. If the request does not result in action being taken, the dean for that campus will then take action on behalf of the chair, resulting in a chair’s forfeiture of the opportunity to approve or disapprove that curriculum. For specific details, see Best Practices handbook.

**Inaction of dean in CurricUNET approval process**
It is the course author’s responsibility to monitor the status of each course or award in the approval process. Holds are in place at various levels, and reviewers at all levels are given several days to take action. However, if a course or award appears to be stuck at the dean level for 10 or more days, the course author should contact the dean who has not yet approved the class. If the dean has a reason for not approving the course to first read, he or she should try to resolve the issues with the faculty author so that the course can proceed to first read. If the department and dean cannot resolve the issue after a good faith effort has been made, the faculty author should notify the curriculum committee via email, copying the dean. The course will be put on first read, and both parties may represent their support or lack of support for the course or award at the meeting.

**Required Representation for Curriculum Submissions**
In order to assure that curriculum items will be considered by the Curriculum Committee, representation is required at meetings except for 2-year Career Education reviews. The Committee highly encourages the course author to speak to the issues regarding curriculum submissions but understands that it is not always feasible for the course author to attend at the scheduled meeting time and place. Therefore, the committee will accept representation by a department chair, a designated faculty member, or instructional administrator for that department as long as the committee determines that the representative is knowledgeable concerning the relevant issues and has reasonable access and commitment to communicate needed changes to the course author. If representation is not deemed adequate, the committee reserves the right to table the curriculum item. If someone besides the course author represents the course, the course author is responsible for contacting the representative concerning feedback from the Curriculum Committee.
In an effort to save paper and avoid waste, the committee no longer provides a copy of the committee agenda for each course author. Course authors can utilize the curriculum website to print out the appropriate pages from the agenda for their reference at the meeting; they should bring a hard copy to the meeting for reference and to make note of any changes requested by the committee.

**Curriculum is a Faculty-Driven Process**

Based on California Ed Code §70902 (b) (7), Title 5 §53200 and MSJC Faculty Association CTA/NEA Contract Section VIII B.2.b (5), curriculum is a faculty-driven process. To that end, only full-time or associate faculty may write or revise curriculum. Classified employees and consultants may be trained in the use of CurricUNET and will have the ability to view courses in CurricUNET, but they will not be assigned to a department or have access to the approval process. Any staff or administrative member who was previously in a faculty position but is no longer employed as faculty will not be able to submit new or revised courses through the curriculum process. Hired consultants may serve as a resource to assist faculty in writing or revising curriculum, but the courses must be submitted, revised, and represented by faculty members and, ultimately, be the faculty member’s responsibility. This policy is in keeping with California Ed Code, Title 5, and the MSJC contract but also seeks to protect classified employees who would be taking on responsibilities that are outside of their contractual obligations if they engage in writing or revising curriculum.

**Submission Types and Requirements**

**New Course**

In order to submit a new course through the curriculum process, all other department curriculum must be in compliance. A faculty member must then present a conceptual overview of the curriculum before the committee. To do so, the faculty member completes an A9 form, which can be found on the N drive, in CurricUNET, and the Curriculum Committee website, giving conceptual background of the course, including plans for prerequisites, units, DE or Honors addendum, and the rationale for adding the new course. The faculty member or a representative will attend a curriculum meeting and discuss the proposed new course. After the proposed curriculum is approved conceptually and the minutes from the meeting at which the new course conception is approved have been approved, a shell for the course will be created, and the course can be submitted via CurricUNET. New course submissions require support from department faculty and department chair(s), approval from the Librarian and the Articulation Officer, technical review (including technical and pedagogical – see above), Distance Education (as appropriate) approval, Students Services support (as appropriate), Honors approval (as appropriate), Assessment Coordinator approval, chair(s) and dean(s) approval, two readings and Board of Trustee approval. (For specific information and dates: See Best Practices Handbook and curriculum calendar.)

**Revised Course**

Course Revision (including reactivations)

Course revision submissions require support from department faculty and department chair(s), approval from the Librarian and the Articulation Officer, technical review (including technical and pedagogical – see above), Distance Education (as appropriate) approval, Students Services support (as appropriate), and Assessment Coordinator approval, chair(s) and dean(s) approval, two readings and Board of Trustee approval. (For specific information and dates: See Best Practices Handbook and curriculum calendar.)
approval. Additionally, when a Course Outline of Record is submitted to the Curriculum Committee for revision, any Honors or Distance Education Addenda applied to that course must be reviewed, revised (as necessary), and resubmitted for approval at the same time as the revised Course Outline of Record. The submission of a Course Outline of Record without the resubmission of applicable Honors and Distance Education Addenda will be deemed incomplete and will not be placed on the Curriculum Committee agenda until reviewed, revised, or deactivated Honors and Distance Education Addenda are submitted. Course revisions such as unit value change that impact awards will require submission of award revisions and cannot be processed without the accompanying revisions to awards. *(For specific information and dates: See Best Practices Handbook and curriculum calendar.)*

**Career Education 2-year Review**

Title 5 requires Career Education (CTE) curriculum be reviewed every two years. In order to make this process more manageable for faculty, the Curriculum Committee has approved a process that allows faculty to review courses to meet this requirement without having to revise the courses unless major revisions are required. Requisites must be validated as part of the 2-year review but cannot be changed or deleted without going through the entire revision process. Courses will need to go through the complete curriculum process at least every six years. If, upon reviewing a course, changes in textbooks are the only revisions being made, these can be completed using the CTE 2 Year Review approval process in CurricUNET, provided that the course will not become out-of-compliance in fewer than two years. CTE 2 Year Review submissions require a truncated technical review by CSI Specialist, chair(s) and dean(s) approval, and two readings. Approval of a Career Education 2-year review will include approval of all addenda associated with the course. *(For specific information and dates: See Best Practices Handbook and curriculum calendar.)*

**Course Deactivation**

Course deactivation submissions require a truncated technical review by CSI Specialist, chair(s) and dean(s) approval, two readings and Board of Trustee approval. The action of deactivating a course will necessarily include the deactivation of any associated distance education addendum or honors addendum of the course although Honors addenda deactivations must also be submitted through CurricUNET. If a course deactivation impacts another course for which it is a requisite, the course(s) must also be revised for the deactivation to take effect. If that involves courses or awards in another department, the author of the course being deactivated should email faculty in the department(s) affected and copy the curriculum email. If the other departments do not submit the revisions to the courses impacted by the deactivation within four weeks of the email notification, then the curriculum chair will intervene. In cases where a deactivation affects an award pattern, the course author will be required to submit award revisions; the deactivation cannot be processed without the accompanying revisions to awards. *(For specific information and dates: See Best Practices Handbook and curriculum calendar.)* See Sunset Policy below for further information pertaining to deactivation.

**Prerequisite Change**

Course prerequisite, corequisite, recommended preparation advisories, and other enrollment criteria must be processed with the course and require two readings and separate approval. For prerequisite, corequisite, recommended preparation advisory or other enrollment criteria changes to previously
approved courses, revision to course outlines is required. *(For specific information and dates: See Best Practices Handbook and curriculum calendar.)*

The committee has established guidelines to standardize prerequisite, co-requisite, and recommended-preparation language:

1. Prerequisite, co-requisite, and recommended-preparation language should reflect economy of wording. It should not include the following wording:
   a. “Or equivalent,” where equivalency is redundant
   b. Other superfluous wording.
2. All prerequisite courses will include the language: “with a grade of C or higher.” *(CurricUNET will automatically include it.)*
3. For recommended preparation or co-requisites, the course only should be listed (do not use “with a grade of C or better”).

**Distance Education Addendum**

A Distance Education Addendum is now part of the Course Outline of Record. Therefore, a revision to Distance Education requires technical review (as part of the course approval process), one reading and separate approval on the curriculum committee agenda. In order to add a Distance Education Addendum to a previously approved course, a revision to the course outline is required. Additionally, when a Course Outline of Record is submitted to the Curriculum Committee for revision, any Distance Education Addenda applied to that course must be reviewed, revised, and resubmitted for approval at the same time as the revised Course Outline of Record. A Distance Education deactivation will also require a revision to the course outline and will follow the procedures for a course revision. Distance Education additions, revisions, or deactivations will take effect with the appropriate catalog deadline. *(For specific information and dates: See approval flowchart and curriculum schedule.)*

A Distance Education Addendum must be approved by the Committee in order for a course to be taught in Fully Online and/or Hybrid form. The approved fully-online Distance Education Addendum for a course will allow a department to offer the course in a hybrid form without additional Curriculum Committee approval. However, in the case that only a hybrid Distance Education Addendum exists, a department must submit a fully-online Distance Education Addendum in order to offer the course fully online. A fully-online Distance Education Addendum will replace any existing hybrid addendum. A department is advised to deactivate an existing fully-online Distance Education Addendum and replace it with a hybrid Addendum if the department determines that the fully-online format is not viable. *(See information on writing Distance Education classes and Regular Effective Contact Hours Policy.)*

An Honors course requires a separate Distance Education addendum in order to be offered online. However, the MSJC Honors Committee, as a member of the National Council of Honors Programs, follows the position of the NCHC and does not approve of honors addenda for fully online Honors courses. The Honors committee is willing to consider hybrid honors addenda that require some face-to-face meeting between the instructor and the student.
**Honors Addendum**
Honors Addenda require technical review by the Honors curriculum subcommittee, CSI Specialist, approval by department chair(s) and dean(s) and Honors coordinator, one reading and separate approval on the curriculum committee agenda. In order to add an Honors addendum to a previously approved course, revision to the course outline is required. For new Honors addenda for existing courses, the course author must contact the Office of Curriculum (via email) and request a new Honors course be created. Additionally, when a Course Outline of Record is submitted to the Curriculum Committee for revision, any Honors Addenda applied to that course must be reviewed, revised (as necessary), and resubmitted for approval at the same time as the revised Course Outline of Record. Note that the Honors committee conducts a separate Technical Review. See information above regarding submission deadlines. *(For specific information and dates: See Best Practices Handbook and curriculum calendar.)* It was the consensus of the Honors committee and the curriculum committee that an Honors course will require a separate Distance Education addendum in order to be offered online.

**New Award**
The Chancellor’s Office requires all new CTE degree and certificate submissions obtain approval from the regional consortium. This approval process can take place prior to launching a CTE award in CurricUNET or concurrently, but a new CTE degree or certificate will not be placed on the agenda for first read at the curriculum committee until confirmation of approval from the regional consortium (as demonstrated through meeting minutes) is attached to the award submission. The regional consortium approval requires two reads. For more information on the details, see the Best Practices Handbook. After approval by the consortium, the award (except Employment Concentrations) requires two readings at the curriculum committee and Board of Trustee approval before being submitted to the Chancellor’s Office for approval. *(For specific information: See the Best Practices Handbook.)*

**State Approved Degrees (minimum 18 major-preparation units for a total of 60 units)**
New state approved degree submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET, including regional consortium approval, and require CSI Specialist, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**State Approved Certificates (minimum 18 units)**
New state approved certificate submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET, including regional consortium approval, and require CSI Specialist, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**Employment Concentration (fewer than 18 units)**
New employment concentration submissions require appropriate approvals and back up materials including labor market analysis and career advisory information and require CSI Specialist, chair(s) and dean(s) approval and one reading on the Consent agenda.
**Revised Award Revision**

Award revision submissions of a title change, TOP code change, or unit value change require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET and require CSI Specialist, chair(s) and dean(s) approval, and with the exception of Employment Concentrations, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office. Depending on the type of changes made, Chancellor’s Office forms may be required. *(For specific information: See the Best Practices Handbook.)*

**State Approved Degrees (minimum 18 major-preparation units for a total of 60 units)**

Revised state approved degree submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET and require CSI Specialist, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**State Approved Certificates (minimum 18 units)**

Revised state approved certificate submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET and require CSI Specialist, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**Employment Concentration (fewer than 18 units)**

Revised employment concentration submissions require appropriate approvals and back up materials and require CSI Specialist, chair(s) and dean(s) approval and one reading on the Consent agenda.

**Award Deactivation**

Award deactivations require appropriate back up materials attached to the submission in CurricUNET and require CSI Specialist, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**State Approved Degrees (minimum 18 major-preparation units for a total of 60 units)**

Deactivation of state approved degree submissions require appropriate back up materials attached to the submission in CurricUNET and require CSI Specialist, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**State Approved Certificates (minimum 18 units)**

Deactivation of state approved certificate submissions require appropriate back up materials attached to the submission in CurricUNET and require CSI Specialist, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**Employment Concentration (fewer than 18 units)**

Deactivation of employment concentration submissions require appropriate approvals and back up materials and require CSI Specialist, chair(s) and dean(s) approval and one reading on the Consent agenda.
**Other Curriculum Committee Policies**

**College Curriculum Policy**
Items of curriculum policy include, but are not limited to, grading, course equivalency such as CLEP and AP, and graduation requirements. Such a proposal may be requested as “Information Item,” at which time the committee shall determine placement for consideration on future agendas. Information items require the completion of an A7 form, which can be found on the N: drive, in CurricUNET, and on the curriculum website. A7 forms require hard copy signatures and must be submitted to the Curriculum Office no later than 10 days before the curriculum committee meeting date. Items that require a vote (action items) require the completion of an A8 form, which can be found on the N: drive, in CurricUNET, and on the curriculum website. A8 forms require hard copy signatures and must be submitted to the Curriculum Office no later than 10 days before the curriculum committee meeting date. If an item is approved by the committee, it must be forwarded to the Board of Trustees for approval.

**High School Articulation Agreements**
High school articulation agreement submissions require the completion of an A7 form (which can be found on the N: drive, in CurricUNET, and on the curriculum website) with appropriate signatures and back up materials and one reading on the “Information” agenda.

**Affiliation Agreements related to curriculum**
Any Affiliation Agreement (formerly known as Memorandum of Understanding [MOU]) that involves curriculum-related issues such as prerequisites or dual enrollment will be submitted to the committee. New Affiliation Agreements require the completion of an A8 form with appropriate signatures and a copy of the Affiliation Agreement for a vote and requires two reads. Once approved, signed Affiliation Agreements will be presented as they are updated or agreed upon with new parties; these will require the completion of an A7 form with appropriate signatures and copies of the Affiliation Agreement and one reading on the “Information” agenda.

**Mnemonic Changes**
In cases where a department wishes to change its mnemonic, the department chair should email the curriculum committee chair and the Academic Senate president with the request. The curriculum committee chair and Academic Senate president will then confer to determine whether the issue should come before curriculum committee or the Academic Senate or both. Once the change in mnemonic is approved, the department would need to revise courses for the mnemonic change to take effect.

**Program Name Changes**
Proposed program title change and possible new mnemonic (for courses) will need to be approved by the Academic Senate before being brought to the Curriculum Committee. Once approved and Academic Senate minutes have been received, an A8 Form (on the N: drive) will need to be developed for the program title change and presented to the Curriculum Committee for approval. This will go through the first and second read process. At the same time as the A8 form is presented for the program title change to the Curriculum Committee for approval, an A7 Form – Information Item (also on the N:drive) will need to be developed to present the new mnemonic to the curriculum committee. This is just an information item.
Once the Program Title change has gone through the Curriculum Committee for approval and is then approved by the Board of Trustees, it will be uploaded into Colleague and Program Title Changes in the Catalog will take place. At this time, all courses that will assume the new mnemonic will need to be revised within the current Curriculum processes (please see Best Practices Handbook on how to Revise Courses and, if applicable, how to revise awards if the award titles are being revised).

Catalog deadlines will apply to Program Title Changes, as they do with courses and awards.

Repeatability policy

Per Title 5 § 55041, most credit courses at Mt. San Jacinto College are not repeatable. Exceptions to this regulation are limited to the following. Title 5 §55041(a) states that districts may only designate the following types of courses as repeatable:

1. Intercollegiate academic or vocational competition courses where the course is part of a district sanctioned competitive activity. These courses must be designed specifically for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. Courses must be limited to no more than 4 enrollments, including W and substandard grades. The participation of the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section §55002. The following Mt. San Jacinto College course is allowed repetition under this exception: COMM 160.

2. Intercollegiate athletics as defined in section §55000, such that an intercollegiate course is one in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport. Courses must be limited to no more than 4 enrollments, including W and substandard grades. The participation of the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section §55002.

Section §58162 further specifies that state apportionment may be claimed for the attendance of students enrolled in approved courses of intercollegiate athletics, as defined in section §55000, which are otherwise eligible for state assistance. However, state apportionment for students in courses of intercollegiate athletics shall not be claimed for more than 350 hours of attendance for each enrolled student in each fiscal year for each sport in which the student participates. Of the 350 hours of attendance, no more than 175 hours can be claimed for student enrollment in courses dedicated to the sport, and no more than 175 hours can be claimed for student enrollment in courses that focus on conditioning or skill development for the sport.

In addition to the limitation of hours as defined above, Mt. San Jacinto College policy requires that any course that is deemed repeatable for purposes of intercollegiate athletics have the following:

- A PEIC mnemonic
- The intercollegiate TOP code of 083550
- A prerequisite that limits the course to intercollegiate athletes
A clear indication in the course description that the course is for intercollegiate athletics
- Repeatability of no more than 4 times

3. Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The college governing board must retain supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The supporting documentation must be retained by the district as a Class 3 record basic to audit as required by section §59020.

Music Ensemble and Applied Music classes have been deemed repeatable based on language from UCLA and California State University Northridge, as required for their majors.

Only Modern Dance and Ballet classes have been deemed repeatable, up to two times per level and no more than 4 times within a related-content group, based on language from California State University Fullerton, as required for their majors.

Option 1:
- Level 1 – repeated 2 times for credit
- Level 2 – repeated 2 times for credit

Or Option 2:
- Level 1A – 1 time for credit
- Level 1B – 1 time for credit
- Level 2A – 1 time for credit
- Level 2B – 1 time for credit

Or Option 3:
- Level 1A – 1 time for credit
- Level 1B – 1 time for credit
- Level 2A – 2 times for credit
- Level 2B – 2 times for credit

Because Dance majors are most likely to begin their college career with some experience and thus should not start at the beginning level but need to be taking dance skill classes each semester, two takes at the intermediate (Level 2) were deemed appropriate for Modern Dance and Ballet.

All other dance genres may have two beginning and two intermediate level courses, but none of the courses may be repeated.

Theater Production courses may be repeatable California State University Pomona and Fresno State University.
When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student’s grade point average. All attempts – including “W” and substandard grades – will count toward the enrollment limitation.

When course repetition occurs pursuant to this section, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

Related-Content Groups
Courses which are “active participatory courses” (Title 5 § 55000) and courses which are in “Physical Education, Visual Arts, or Performing Arts” (Title 5 § 55040) shall be placed in related-content groups to be designated by discipline faculty and approved by the Curriculum Committee. This applies to courses associated with one of the following TOP codes:

TOP 10 Fine and Applied Arts
  1001.00 Fine Arts General
  1002.00 Art (Painting, Drawing, Sculpture)
  1002.10 Painting and Drawing
  1002.20 Sculpture
  1002.30 Ceramics
  1004.00 Music
  1007.00 Dramatic Arts
  1008.00 Dance
  1009.00 Applied Design
  1009.10 Jewelry
  1011.00 Photography

TOP 08 Education
  0835.00 Physical Education
  0835.10 Physical Fitness and Body Movement

Courses in vocational education TOP codes do not at this time need to be put into groups.

Limitation on Enrollment within Related-content groups
Per Title 5 § 55040 (c) a student may enroll in “related” active participatory courses for no more than four semesters or six quarters. This limitation applies even if a student receives a substandard grade during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045.”

Per Title 5 § 55043 (b), if the district determines that a student needs to repeat an active participatory course, as defined above due to significant lapse of time, that repetition shall be counted in applying to the student’s total number of experiences within that course group. If the student has already exhausted the number of experiences within a related-content group, an additional repetition due to significant lapse of
time may be permitted or required by the district. However, apportionment shall not be collected for course repetition exceeding a student’s four experiences within a group even if there has been a significant lapse in time.

Exceptions
Title 5 § 55040 (7) permits a student with a disability to repeat a special class for students with disabilities any number of times based on an individual determination that such repetition is required as a disability-related accommodation for that particular student. The district policy may allow the previous grade and credit to be disregarded in computing the student’s GPA each time the course is repeated.

Per Title 5 § 55040 (8) permits a student to petition to repeat a course determined to be legally mandated as defined in section 55000, regardless of whether substandard academic work has been recorded. Such courses may be repeated for credit any number of times.

Title 5 § 55040 (9) permits a student to petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated for credit any number of times.

Title 5 § 55045 permits a student to petition to repeat a course previously completed because of “extenuating circumstances.” Extenuating circumstances are defined in Title 5 are verified cases of accidents, illness, or other circumstances beyond the control of the student

NOTE: As mandates from the state come to us, these requirements may change.

Sunset Policy
Title 5 §55003 requires course outlines be revised every six years (every two years for CTE classes). Courses that are out of compliance jeopardize transfer, articulation, and licensing requirements. Therefore, courses that have not been revised in eight or more years will be subject to the following sunset policy:

- Each September, a list of courses that are eight years old or more (out-of-compliance) will be published as an information item on the Curriculum Committee agenda, putting department faculty on notice.
- These out-of-compliance courses may be offered the subsequent Spring Semester to allow students to complete any relevant awards.
- During the subsequent academic year, these out-of-compliance courses will become inactive and cannot be offered.
- A list of inactive courses will be published as an information item on the November agenda of the year in which they are inactive. They will be automatically deactivated and removed from the catalog and any related awards. Any awards in which a deactivated class is a requirement will also be deactivated.

To avoid deactivation, any inactive course must be successfully revised by the catalog deadline of the year (usually November) in which it is inactive.
An example of a possible timeline follows:

- Fall 2016 COURSE XXX notified it is out-of compliance
- Spring 2017 COURSE XXX may be offered
- Fall 2017-Spring 2018 COURSE XXX inactive and cannot be offered
- Fall 2017 (November) COURSE XXX automatically deactivated
- Fall 2018 COURSE XXX removed from catalog and awards

**Other Curriculum Committee Roles and Responsibilities**

**Role of the Committee with respect to Course/Student Learning Outcomes**

It is the consensus of the Curriculum Committee (1) to support the process of developing and assessing student learning outcomes at Mt. San Jacinto College on various levels and (2) to become a repository of assessment materials and results.

At the course level, the Committee will continue to ask that learning objectives be phrased in the form of behavioral outcomes. These objectives along with examples of assignments serve as starting points for developing and applying assessment tools. To allow for flexibility in assessment, the committee has decided that the assessment procedures will not become part of the outline of record. A field in CurricUNET requires Course Learning Outcomes be developed for each course and are approved by the Assessment Coordinator so that all new and revised courses will be required to have corresponding Course Learning Outcomes.

At the department level, the Committee has added a field to the Request for Placement form which asks departments to explain how a new and revised program or course supports the discipline’s Departmental Learning Outcomes. The information will not become part of the outline of record or program proposal, but rather the question is intended to stimulate and maintain an ongoing discussion of DLOs.

At the institutional level, the Committee will be part of the process of developing and revising Institutional Learning Outcomes. A fundamental question in reviewing new or revised curriculum is how the curriculum supports the learning outcomes of the college as a whole. The committee has also developed General Education Learning Outcomes (GELOs) so that any course that is approved in a General Education area will be tied to a Title-5 based and Academic Senate-approved definition of that area and to GELOs for each area, which reflect Institutional Learning Outcomes.

**Role of Committee in Program Review**

The committee will work with departments, programs, and the Program Review Committee in recommending new courses, revising outdated courses, and deactivating courses which are no longer needed in the curriculum.

The Committee has added a field to the Request for Placement form which asks departments to explain how a new and revised program or course supports the department’s program review. The information will not become part of the outline of record, but rather the question is intended to stimulate and maintain an ongoing discussion of the relationship between curriculum and program review.
The Curriculum Committee must review and approve policy and procedure established by the Program Review Committee which relates to the Curriculum Committee charge, that is, “curriculum development, prerequisite, graduation requirements, general education requirements, program review, grading policies, and program discontinuance.” Such policies and procedures will be dealt with as two-read action items; they require the completion of an A8 form, which can be found on the N drive as well as on the Curriculum Committee website. The A8 form requires hard copy signatures and should be forwarded to the Curriculum Office by the appropriate calendar deadline for the meeting.

In the event of financial crisis, the Curriculum Committee will develop guidelines for reducing or eliminating departments and programs.

**Role of Committee in Distance Learning**

The committee will work with the Education Technology Committee in developing policy for distance education including providing guidelines for distance education addenda, class size, and other pedagogical issues related to delivery of courses via internet technology. The Distance Education Coordinator assigned to the curriculum committee will be responsible for a separate technical review of the Distance Education addendum for each course to assure quality of the online instruction as well as reflect up-to-date best practices of distance education and changing technology.

**Role of Committee with respect to mediating department conflicts**

In cases where two departments or faculty from the same department cannot agree on curriculum-related issues, the Academic Senate in consultation with the curriculum committee chair will meet to decide the appropriate course of action. Actions may include but are not limited to the following: meeting with each department chair either separately or together to hear both sides of the issue(s); consulting with curriculum committee chair and academic deans to clarify the impact of the conflict and/or issues; notifying department chairs and curriculum committee of the outcome and appropriate course of action; asking department to bring curriculum or award to the committee so that faculty with differing perspectives can present the different sides of the issue to the committee to make a decision.

**Articulation**

A memorandum will be sent to the Articulation Officer and Curriculum Committee Counselor requesting:

- A master schedule of dates for ASSIST, UC-TCA, IGETC, and CSU-GE submission for articulation purposes so that departments may more effectively plan the proposal/review/revision of curriculum.

- Information on how we might improve the process of articulating courses with other systems of higher education to facilitate a seamless transfer process.

- Information of how we might improve the process of placement of courses in the AA/AS degree and certificate requirements.

Updated 4/8/16
Writing and Revising Curriculum: The CurricUNET Process and User’s Guide
CurricUNET Process and User’s Guide

2016-17

www.msjc.edu

7th edition
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This version of the manual has been modified to correspond with Mt. San Jacinto College’s version of CurricUNET. It reflects the policies and procedures established by the Mt. San Jacinto College Curriculum Committee as of May 2016.
Logging On to CurricUNET

To get to the CurricUNET program, you need to enter the web address http://www.curricunet.com/msjc into your web browser. Firefox or Chrome typically works better than Internet Explorer.

Once on the CurricUNET site, you will need to log in. If you do not know your login or password, please contact the curriculum email (curriculum@msjc.edu) and these will be given to you. Please allow 48-72 hours for a response, excluding holidays and weekends. Once logged in, you can change your login or password. If you ever forget your login or password, contact the curriculum email to retrieve this information.

Security

While anyone can view course outlines, only those trained in CurricUNET have access to make course revisions and to approve curriculum, depending on the roles they are assigned to once trained and authorized. Each authorized user is assigned a user name and password. Your user name and password identify you to the CurricUNET system. Only the originator and other authorized users have the ability to view and edit a course proposal in the pre-launch state.

Functions are also assigned to each user. The function allows the user to approve course proposals at a given time. See approvals.

Search

The search area is broken into two categories: Course and Awards.

You can search each of these categories by clicking on the text link found in the Search section of the main menu.

Course Search Results Screen

After performing a course search, you will be brought to this screen. This screen will display a list of courses matching the search criteria you have entered. To the left of the course information, you will see several icons.
The 📖 icon is used to create a PDF document of the course outline of record.

The 📚 icon is used to create a PDF document of the distance education addendum.

The 📊 icon is used to create a Course Learning Outcomes Report.

The ⌖ icon takes you to the Course Construction screen where the course can be edited. Changes can only be made if using this icon in a course copy (see next icon).

The 📖 icon is used to copy the existing course for course revisions.
Main Menu Bar

This section provides an overview of the main menu bar in CurricUNET.

The Log Out text link will log you out of the CurricUNET system.

The CurricUNET Home button takes you to the Home Page of CurricUNET. This page provides an entry point into the system.

The Prefs area contains user personal information as well as email notifications.

The Build area is where you will create, revise, reactivate, and deactivate courses and awards.

The Track area is where you can track proposals and approvals.

The Links area contains links to web sites outside the CurricUNET system as well as links pertinent to MSJC curriculum, which you may find useful. We continue to add links to this area, so this picture may not match exactly what you see on your screen.

The Search area is where you conduct all course and award searches.

The CurricUSEARCH area allows you to search for course outlines at other campuses that utilize CurricUNET.

The Help area links are provided by GoverNET for system set up. Please do not use these links. For help with curriculum submissions in CurricUNET see the MSJC CurricUNET FAQ, MSJC CurricUNET User’s Guide or the Best Practices HB under the “Links” section.
Icon Definitions

This icon, when clicked, allows a user to view a Course Comparison Report, which shows the changes that have been made to a course.

This icon, when clicked, allows a user to view a Course Impact Report, which shows the relationship between a course and any requisites or awards to which it is attached.

This icon, when clicked, allows a user to view the comments for the course or award in the approval process.

This icon, when clicked, shows the Course Outline of Record. It can be saved as a document.

This icon, when clicked, shows the Distance Education Addendum. It can be saved as a document.

This icon, when clicked, allows a user to view a Distance Ed Course Comparison Report, which shows the changes that have been made to the DE addendum of a course.

This icon, when clicked, allows you to view help pages.

This icon signifies if a course or program area is complete.

This icon, when clicked, copies an existing course for modification, reactivation, or deactivation.

This icon, when clicked, deletes a course, program or other information.

This icon, when clicked, allows you to edit general information.

This icon, when clicked, moves the information above.

This icon, when clicked, moves the information below.

This icon, when clicked, shows the Course Learning Outcomes Report.
Approvals

Overview
You can revise a course at any time, but the course does not become part of the curriculum approval process until you “launch” (submit) it. Once the course has been launched, you can no longer edit or delete the course until it is returned to you for requested changes.

You will not be allowed to launch the course until all course entry screens have been marked complete. By launching, you send the created or revised course into the approval process. Please note that launching the course does not mean you are finished; in fact, it is only the beginning of the process to approve the changes you have made to the curriculum. There will be several individuals reviewing, approving, suggesting changes to and possibly disapproving your course. After each approval step is completed, an email will be sent to the appropriate people notifying them of the required actions needed for the next step.

You can track each step of the approval process by clicking the My Proposals text link on the main menu and viewing the Visual icon. You may see all comments related to the approval process by clicking on the comments icon or clicking on “Proposal Comments.” Please note that any attachments given during technical review (as is typically done by pedagogical reviewers) will not show up on the “Proposal Comments” but only on the comments icon.

To take action on the approvals that are required of you, click the My Approvals text link on the main menu. You will need to select the user role from the drop down menu (e.g., Menifee Valley Department Chair, Technical Review Committee, or Course Author). Click “Next.” If your approval is required, you will be able to click on the “Action” button and a pop-up window will appear where you can enter comments and select an action. Be sure you click the “Save” button so that the course moves out of your queue. Any time the approval process is waiting for action from you, the course will not progress through the approval process until you take action. You should get an email telling you when action is required from you, but keeping an eye on your approvals will keep the process moving in a more timely fashion.

To get out of the screen, click the back button on your browser and you will be returned to the main approval screen.

Approvals Area Selection
This screen shows the courses and awards currently in the approval process.

The subject area, course, or award and the step and level for each course and award in the approval process will be displayed. To the right of this information there is an Action button. When you click on this button, it allows you to view the approval process step that the course or award is currently in.

NOTE: Once a course has been launched, all subsequent resubmissions must be done by taking action through this Action button rather than with a “submit” button.
Standard Approval

This is the standard approval screen for all the approval steps.

On this screen you will see important course or award identification information as well as an area to enter comments. The last item on the screen is a list of actions that can be taken on the approval step. This list changes depending on which step the approval process is in.

Select an Action from the drop down list and click on the Save button in the lower right hand corner of the screen. This will save your action and comment, move the course or award to the next approval step and return you to the Approval Process screen.

Note: You must select and save an Action or the approval process will not continue.

Note: Once a course has been launched, all subsequent resubmissions must be done by taking action through “My Approvals” and the Action button rather than with a “submit” button.
Originator Approval (Launch)

The originator will not be able to launch a course or award until all entry screen sections have been completed.

This screen is where the originator will launch the course or award into the approval process.

Once all entry screen sections have been completed, the course or award can be launched into the approval process by clicking on the Submit button.

**NOTE:** Once a course has been launched, all subsequent resubmissions must be done by taking action through “My Approvals” and the Action button rather than with a “submit” button.

Creating Course Outline Reports

To create an outline report for a course or Honors addendum or award: Find the course/award information by using the search screens.

To search for a course: Click on the Course text link found in the Search section of the main menu. This will take you to the Course Search where you will enter the search criteria and click OK. This will take you to the Course Search Results screen.
On the search result screen, clicking the icon will generate a PDF document for you to save or print out. The icon will generate a PDF document of the DE Addendum for you to save or print out.

**Note:** This document is a report only. Any changes made to the document are not saved in the system. Any changes to courses or awards must be made using the CurricUNET system.
Proposing New Courses/Awards
New Courses

Faculty no longer have access to create new courses through CurricUNET. The process for conceptually approving new curriculum is a faculty-driven process that ensures faculty are not spending time creating a course in CurricUNET that we cannot offer (because it is upper-division or graduate level) or that we already offer (perhaps through another department). Provided that the department’s curriculum is all in compliance, a faculty member who wishes to propose a new course must complete an A9 form, which can be found on the N: drive as well as on the Curriculum Committee website. The form asks the faculty member to provide, conceptual background for the course, including plans for prerequisites, units, DE or Honors addendum, and the rationale for adding the new course. (Please see information on the A9 form below.) The faculty member or a representative will attend a curriculum meeting and discuss the proposed new course. After the proposed curriculum is approved conceptually, and the minutes from the meeting at which the course is approved have been approved, a shell for the course will be created, and the course can be submitted via CurricUNET. Please see the appendix for a sample A9 form.

Once the course has been approved through the curriculum committee and a shell has been created, you can follow the information under “Revised Courses” for the areas of CurricUNET to complete.

Please note: new courses cannot be created if a department has any curriculum that is out-of-compliance.

New Honors Courses

Faculty no longer have access to create new Honors courses through CurricUNET. To create a new Honors course for a course that already exists, please send an email to the curriculum email (curriculum@msjc.edu), and a new Honors course shell will be created. You can then proceed to create and submit a new Honors course.

To create a new Honors course for a new course, check the appropriate box on the A9 form (see below). Once the course proposal is approved as discussed above, a shell will be created for you, and you can proceed to create and submit a new Honors course to go with the newly proposed course.

See the information under “Revised Honors Courses” for the areas of CurricUNET to complete.

Please note: new courses cannot be created if a department has any curriculum that is out-of-compliance.
Completing the A9 Form

Proposed Course Name and Title:

This is the mnemonic and number you are proposing for your course. Check with Angela Seavey prior to submitting the form to be sure you are proposing a number that has not previously been used. Remember the following parameters:

- 1-69 Basic Skills (Not degree applicable/not transferable)
- 70-99 Degree Applicable (but not transferable)
- 100-299 Degree Applicable/Transferable (courses numbered 100-199 are generally considered first-year level and courses numbered 200-299 second-year level)

See Catalog "Degrees, Certificates, and Curricula" for more information.

Contact the curriculum email to make sure a number has not been used before.

Proposed number of units:

As a California Community College, we must calculate unit/hour equivalencies according to the "Carnegie Unit," a value incorporated into Title 5, Section 55002.5: “one-unit of community college credit requires three hours (of work on a student’s part) throughout a term of 16...weeks. For lecture classes, this 3 hour requirement is traditionally fulfilled with one hour meeting (in class) plus assignments that requires students to work two hours outside of class.”

Therefore, a three-unit lecture course would meet in class for three hours per week (1 hour per unit x 3 = 3). Furthermore, instructors in a three hour lecture course should assign work requiring students to work an additional six hours outside of class (2 hours per unit x 3 units = 6).

Title 5 continues, “for laboratory classes, this three hour requirement may be fulfilled by either 2 hours in lab plus assignments requiring students to work 1 hour outside of class or three hours in lab, (with) no assignments outside of class.”

In general, the nature of a laboratory requires students to do the majority, if not all their work, on campus in the laboratory. Therefore, the two hours normally required for outside class work in a lecture course is spent in lab, or less frequently divided between the lab and outside of class.
Check the following boxes based on what you are proposing (this can change as you work on the course):

Program Applicable:
Mark with an X if the course will be applicable to a degree or state-approved certificate (of 18 or more units). Indicate in the area below which awards you propose to include the course in and whether it will be required or elective for those awards.

Stand Alone:
Mark with an X if the course will not be applicable to a degree or state-approved certificate (of 18 or more units). If it is part of an Employment Concentration Certificate only, it qualifies as “Stand Alone.”

Adding to a degree:
Mark with an X if the course will be added to a degree. Indicate in the area below which degrees you propose to include the course in and whether it will be required or elective for those degrees.

Adding to a state-approved certificate:
Mark with an X if the course will be added to a state-approved certificate (of 18 or more units). Indicate in the area below which certificates you propose to include the course in and whether it will be required or elective for those certificates.

Adding to an ECC (Employment Concentration Certificate):
Mark with an X if the course will be added to an ECC. Indicate in the area below which ECCs you propose to include the course in and whether it will be required or elective for those ECCs.

Please check all that you are considering (this can change as you work on the course):

On-line or hybrid delivery

Honors addendum

Cross-listed If checked, indicate which department(s) you plan to cross-list course with (and be sure you indicate that in the title as well as the number that is being proposed for the cross-listed course)

Requisite for this course If checked, indicate the requisites you are proposing for this course (whether another course, language, assessment, etc)

Will this course be a requisite for another course? If checked, indicate the courses that you propose this course be a requisite for and whether a (prerequisite, corequisite, or recommended preparation)

Rationale/need for this new course:
In this section, you need to justify the need for the course. Because this information is sent to the Chancellor’s Office, it is important that it be specific and detailed and indicate whether the course is intended to fulfill a requirement for a degree or certificate or whether it is intended to meet a career educational need or a requirement for transfer to UC, CSU, and other institutions.
Consider all of the following questions.

- How is this course appropriate to the college’s mission?
- How does this course fit into the general scheme of the department(s) and/or program(s) which it serves?
- How does this course enhance the program(s) and/or department(s)?
- How does the role of this course differ from that of similar courses?

The purpose of this section is to meet the need criterion spelled out in the Curriculum Standards Handbook published by the California Community College Chancellor's Office. According to this document, there must be a "demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program.”

Need may be demonstrated by:

- Data demonstrating student demand.
- Compliance with a transfer agreement.
- Job market information including statistical data, employer surveys, and trend analysis.
- Compliance with the requirements of an accrediting agency or agencies.

If you are submitting a course which you hope to be approved as a MSJC general education course (MSJC Option A), then you will be required to justify why the course meets a particular area of the general education when you complete the full course proposal.

**Examples of Rationale/Need for the course might include:**

**DIG-192**

This course supports MSJC’s mission of preparing students with skills and knowledge needed to compete in today’s complex world. This course fills the need for coursework supporting robust digital media design skills that existing digital media courses do not address. This course expands the department’s offerings to support digital media technologies. This class fulfills the requirements for the Digital Media Certificate and Video Production ECC.

**HIST-117**

New course that Mt. San Jacinto College now offers in any discipline is entirely devoted to the cultures, religions, art, and political accomplishments of India and South Asia. As the second most populous country in the world with a growing economy, increasing regional importance, and large number of immigrants arriving in Southern California, India certainly commands the attention of any serious college curriculum. This History of India course will be an important addition to the History Department’s offerings, fulfill the requirements of multiple degrees offered by the college, serve as an additional course that can be offered under Area F for MSJC graduation.

**MATH-055**

Students are just not being successful with the current track that we offer for mathematics. The success rate for a student starting in MATH 050 is really low. This will give students who can place into the course a much more efficient pathway to succeed. There is a huge demand for students that need to
take a class that will get them prepared for MATH 090, which is the next course in the math sequence leading to the math competency requirement.

**Note:** If the course is approved, you will be able to copy this information into the corresponding area in CurricUNET.

**Relation to Program Review and PLOs:**

This area of the agenda form asks you to connect the specific course to your program review and to your PLOs. Please do not use a generic statement, but demonstrate specifically how the course you are creating or revising is related to your most recent department review.

**Examples of Relation to Program Review might include:**

**DAN-135A**

Given the success, fill, and retention rates of Beginning Hip Hop indicated in recent program reviews, it is clear that an intermediate level course is in demand and is likely to become one of our most popular course offerings. Hip hop technique helps to round out our offerings and expands interest in the dance program drawing a larger and more diverse group of students to the department. As the dance field continues to require eclectically trained dancers, DAN 135A also offers our students the opportunity to meet this demand and to train in yet another technique at an intermediate level. As a result, this course will positively impact the dance program by improving the physical, technical, and artistic abilities of dance students increasing their success in matriculation.

In addition, students who continue to study hip hop discover anatomical connections that lead to an increased understanding and skill in their technical ability. As aesthetics are discussed and practiced in relation to class exercises, students also learn to evaluate movement for aesthetic and technical value. (PLO 3 and 5)

**HIST- 117**

In keeping with our 2014 Program Review, this course will help our department’s commitment to “address the diverse needs and interests of our students and will help provide a broader range of offerings to those who wish to pursue the AA-T History Degree.” Additionally, a history of India course meets the History Department’s Program Learning Outcomes by “exposing students to multiple perspectives from multiple disciplines,” and encouraging students to critically think about the origins and cross-cultural influences of India over time.

**PEIC-139A**

One of the main objectives of the Mt. San Jacinto Physical Education Department's program review is to review, revise, rewrite and develop pertinent course outlines. Throughout the program review process it was discovered that within the physical education department there were many outdated course outlines which needed major revisions. This course reflects changes within the repeatability laws and contact hour mandates. This course also provides an elective choice for the PE degree. It relates to our PLOs because throughout the pre-season students will developing a foundation for further competition
by learning the intricacies of the rules, specific techniques and strategies as well as developing personalized plans for fitness and strength development.

**Note:** If the course is approved, you will be able to copy this information into the corresponding area in CurricUNET. This information goes into two different areas of CurricUNET.

**ASSIST.ORG information:**

Follow the directions in the appendix on Articulation (Comparable Transfer Course) instructions for developing a new course.

**Note:** If the course is approved, you will be able to copy this information into the corresponding area in CurricUNET.

**Course Outline of Record Listings:**

Go to the N drive>Public>Committees>Curriculum. Find the most recent “Course Outline of Record Listing Revised” (it will be in the Excel documents in the main folder). Copy the columns for the courses in your department and then delete the unnecessary columns so that columns B, C, F, G, H, and I remain. See the sample on the A9 form.

Before obtaining signatures, submit the completed A9 form to the curriculum email (curriculum@msjc.edu). You will receive feedback to ensure that your A9 has the information most likely needed by the committee to make an informed decision about the proposed course. You may be requested to provide additional information on the form or backup materials (such as information related to facilities or to support information provided in the rationale). Once the form is completed as required, you will be notified by the faculty co-chair that you can obtain signatures and submit the form for a committee meeting agenda. You will need to obtain signatures of approval from all department chairs (including those for cross-listed departments, if appropriate) as well as all deans (including those for cross-listed departments, if they are different) and submit the completed form by the appropriate deadline to get on the curriculum agenda. This will be a one-read item only but must have representation at the meeting.
New Awards

The award submissions in CurricUNET are what will appear in the catalog. The Chancellor’s Office submission must be completed and attached to the submission in CurricUNET. The Chancellor’s Office Program and Course Approval Handbook will give you information on awards, including the SB 1440 (degrees for transfer) degrees. You can find the PCAH (Program and Course Approval Handbook) at the following link: http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf. Requirements for awards and for completion of Chancellor’s Office paperwork are subject to change and not under control of the MSJC curriculum committee or office.

After the award is approved through CurricUNET, Curriculum and the Board of Trustees, the Class Scheduling and Information Specialist will submit it to the Chancellor’s Office. We do not place the award in the catalog until the Chancellor’s Office approves it.

Please note: ADT (AA-T/AS-T) awards cannot be submitted to the state for approval if any courses on the award are out-of-compliance or have not been C-ID approved. Revisions to courses and resubmission to C-ID must be completed prior to submission to the committee.

See the information under “Revised Awards” for the areas of CurricUNET to complete.
Revising or Reactivating Courses/Awards
Revised or Reactivated Courses

When revising or reactivating a course, you must first make a copy of it before making the necessary revisions. Click on the Courses text link found in the Build section of the main menu. This will take you to the My Courses screen displaying courses already in the system (you may need to use the drop-down menu to find the actual discipline). Click on the Course Modification link which will take you to the screen where you will enter the course information (discipline and number) and click “OK.” You will see a screen that has all active courses for that course number.

To revise a course, you must first make a copy of it by clicking on the icon. Clicking this icon will take you to the Course Review Proposal screen. Scroll down under Proposal type. If you are revising a course, select “Course Revision” (for a revision of an Honors Course, be sure you click on “Honors Course - Revision” not “Course Revision”). If you are reactivating a course, select “Course Reactivation.” Click Next.

You will be asked to give rationale for the revision or reactivation (Are you revising the course due to Title 5 mandates that require revision every six years? Are you revising the course based on Program Review? Are you revising the course to add a Distance Education Addendum or an Honors addendum?) If you are reactivating a course, provide the justification for reactivating the course. This information does not have to be detailed as there is another area that the committee will see and where the details can be added to as needed. Click OK.

You will see a screen that indicates the course is being copied:

Once the course has been copied, the Construction Screen should appear so that you can revise the course.
The Course Construction Screen

This screen is available only while the course is in the development or revision stage. Once a course has been launched/submitted, modifications can no longer be made until the course has been returned to the author for requested changes.

The construction screen consists of three sections. The first section contains descriptive information about the course such as the subject, course number and title, etc. This section also contains the Add Co-Contributor text link used to add co-contributors to the course.

<table>
<thead>
<tr>
<th>Course Construction Main Menu</th>
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<tbody>
<tr>
<td><strong>Course Number</strong></td>
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<tr>
<td><strong>Course Title</strong></td>
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<tr>
<td><strong>Short Title</strong></td>
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<tr>
<td><strong>Co-Contributor(s)</strong></td>
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The second section contains the Course Checklist. This consists of the different areas of course development. To the left of each area is a checkbox. The box will be blank if the area has not been marked as complete and will show a checkmark if it has been marked as complete. That section will also turn green when it is complete.
The third section of the construction screen is the Help section.

You can move directly to any checklist area by clicking on the text links. You can do this even if the area has been marked as complete. Once an area has been marked complete, you can open it for editing by entering the area and clicking the Unlock button at the bottom of the screen.

Once all of the areas have been marked as complete, the course is ready to start the approval process, and a “Submit” button will appear. If the submit button does not appear, check to see which areas are still blue (not complete). Even if all areas are green, you will not get a “Submit” button during the summer months (June and July) since the approval process is turned off at that time. Once the “Submit” button is reactivated (typically on August 1), it will be available if all areas of the course have been marked complete. Once launched into the approval process, changes can no longer be made, and the appropriate people will be notified that the course needs review and approval.

**Course Screens**

If at any point while in the entry and edit screens, you want to leave, you MUST use the save button on the bottom of the screen or much of your work may not be saved. Please note that some of the screen shots in this section may include an area for Codes/Dates – this area is not available to faculty.

**Cover**

This screen is where most of the descriptive information is entered about a course. When you are finished entering information, click “Save.” If the page is complete, click “Finish.” You will notice this will place a check mark in the box next to the page and change its color to green in the Course Checklist as well as lock the page for editing to show it is complete. This is the same for every page in the Create Course process. Keep in mind most sections of this page must be filled out before it can be marked as complete.
### Course Cover

**Department:**

This is the department for your course.

**Subject:**

This is the mnemonic for your course. Use the drop-down menu to find the appropriate one.
Course Number:

This is the course number that appears in the College Catalog and Schedule of Classes. Before assigning a number to your course, consider the following parameters:

- 1-69 Basic Skills (Not degree applicable/not transferable)
- 70-99 Degree Applicable (but not transferable)
- 100-299 Degree Applicable/ Transferable (courses numbered 100-199 are generally considered first-year level and courses numbered 200-299 second-year level)

See Catalog "Degrees, Certificates, and Curricula" for more information.

Contact the curriculum email to make sure a number has not been used before.

There are a number of other issues to consider when assigning a course number. The number should make sense in terms of the general progression of numbers in the department and discipline. Prerequisites should precede in numbering any classes requiring them when possible. Sequences of courses should be numbered accordingly. Some types of courses are assigned consistent course I.D. numbers across all disciplines, including special topics courses (299) and cooperative work experience courses (149).

You should also consider articulation issues. For example, if you want courses to transfer to the UC or CSU systems, consult with the Articulation Officer before assigning a number. Courses that do not transfer to the UC or CSU systems should not be numbered 100-299.

Course Title:

This is the descriptor used to identify the course in the Schedule of Classes and the MSJC Catalog. The course title is all some students know about the content of a course, so make it as descriptive as possible. No two MSJC courses can have the same title. For instance, "Fundamentals of Physics" cannot be the title of an introductory and an intermediate course.

For the short title, the length is limited to 19 characters (including spaces). This limit corresponds to the Colleague Short Course Title field, which is used on both the student's transcripts and EagleAdvisor. Short Titles should be typed in Title Case (Upper case first letter, lower case for the rest of the word.) Some of the short titles have come over from the legacy system as all CAPS; however, this is not a requirement for short titles.

Former Information:

If course number and/or title is changing, be sure to complete this with the former number and/or title. Please note, the former information must remain on the course outline for a minimum of three catalog cycles and then can only be removed with a course revision.
Taught at:

Because curriculum is district-wide, most often, this will be marked “Both,” except in instances in which the facilities or programs are specific to a single campus.

Catalog Course Description:

The heart of the catalog description is its summary of the course’s content. It should be thorough enough to establish the comparability of the course to those at other colleges, convey the role of the course in the department, as well as to distinguish it from other courses at the college. At the same time, it should be brief enough to encourage a quick read. Make the catalog description appealing and easy to understand.

The catalog description should begin with “This course” rather than give the name or number of the course. The description should be a concise (75 words or less) overview of the course, written in complete sentences in the present tense. The course description should be consistent with the goals, objectives, and content of the course. We no longer include a statement about the students for which the course is intended, so if you are revising an older course outline that incorporates that language, please delete it (examples to delete include “first course in the graphic arts major” or “intended for students in allied health majors” or “meets foreign language requirement”). We also no longer include repeatability information in the catalog description since Colleague will automatically incorporate that information into the catalog in those instances where repeatability is allowed.

Remember that this description is the main vehicle students use to select classes, counselors use to advise, and upon which outside reviewers base their assessments. Strive for a succinct, accurate but comprehensive summary of the course.

Catalog Schedule Description:

Although the class schedule course description is not currently used anywhere, it should be a brief version of the catalog description (25 words maximum). It should contain the most essential information from the catalog description in just a few lines. It should begin with “This course” rather than with the course name or number. Make the schedule description appealing and easy to understand.

Need for the Course:

In this section, you need to justify the need for the course. Because this information is sent to the Chancellor’s Office, it is important that it be specific and indicate whether the course fulfills a requirement for a degree or certificate or whether it meets a requirement for transfer to UC, CSU, and other institutions or career educational need. To verify this information, be sure you look at the Course Impact (CI) report and incorporate award requirements.
Consider all of the following questions:

- How is this course appropriate to the college’s mission?
- How does this course fit into the general scheme of the department(s) and/or program(s) which it serves?
- How does this course enhance the program(s) and/or department(s)?
- How does the role of this course differ from that of similar courses?

The purpose of this section is to meet the need criterion spelled out in the Curriculum Standards Handbook published by the California Community College Chancellor’s Office. According to this document, there must be a “demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program.”

Need may be demonstrated by:

- Data demonstrating student demand.
- Compliance with a transfer agreement.
- Job market information including statistical data, employer surveys, and trend analysis.
- Compliance with the requirements of an accrediting agency or agencies.

If you are submitting course outlines which you hope to be approved as a MSJC general education course, then you will be required to justify why the course meets a particular area of the general education in a section that comes later.

**Examples of this might include:**

**DIG-192**

This course supports MSJC’s mission of preparing students with skills and knowledge needed to compete in today’s complex world. This course fills the need for coursework supporting robust digital media design skills that existing digital media courses do not address. This course expands the department’s offerings to support digital media technologies. This class fulfills the requirements for the Digital Media Certificate and Video Production ECC.

**HIST-117**

No course that Mt. San Jacinto College now offers in any discipline is entirely devoted to the cultures, religions, art, and political accomplishments of India and South Asia. As the second most populous country in the world with a growing economy, increasing regional importance, and large number of immigrants arriving in Southern California, India certainly commands the attention of any serious college curriculum. This History of India course will be an important addition to the History Department’s offerings, fulfill the requirements of multiple degrees offered by the college, serve as an additional course that can be offered under Area F for MSJC graduation.
Proposal Information:

Crosslisted:

Mark “Yes” if the course is cross-listed. Cross-listed classes require justification for why the cross-listing is warranted in the A1 area of the agenda forms.

Distance education:

Mark “Added” if you are adding a distance education component (meaning the course can be offered either fully online or hybrid), “Removed” if you are removing a previously approved distance education addendum, or “Reviewed” if you have previously had a distance education addendum and wish to continue offering the course in that format (even if you are changing it from hybrid only to fully online or vice versa). If you mark “Added” or “Reviewed,” the Distance Ed areas of the course outline of record will become accessible for editing. Distance Education classes require justification for how the online format will serve the needs of students in the A4 area of the agenda forms. Please note, if there is no Distance Education component on the course, the default is "Not Applicable."

<table>
<thead>
<tr>
<th>Cross Listed with another course?</th>
<th>No</th>
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<tr>
<td>Distance Ed</td>
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<td>Added</td>
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<td>Reviewed/Revision</td>
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<td>Not Applicable</td>
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<td>Honors</td>
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<td>Special Topics</td>
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<td>Yes</td>
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Honors:

Mark “Yes” if the course has an Honors addendum. This will require you create or revise a separate course in order to get the Honors addendum approved. Please note that any corresponding Honors addendum must be revised at the same time the course is.

Special topics:

Mark “Yes” if the course is a "Special Topics" course meaning that it is one course with several topics (A-J). This will give an avenue for storing the separate courses including the individual course numbers and corresponding Chancellor's Office approval codes. Please note that Special Topics courses are not typically used anymore. If you think a course makes sense as a Special Topics course, please consult the faculty co-chair for guidance.
**Unit/Hours**

This is where you will enter/edit course information such as lecture and lab hours, maximum enrollment, grading method, TOP code, and if the course is Stand Alone or repeatable.

As a California Community College, we must calculate unit/hour equivalencies according to the "Carnegie Unit," a value incorporated into Title 5, Section 55002.5: “one-unit of community college credit requires three hours (of work on a student’s part) throughout a term of 16...weeks. For lecture classes, this 3 hour requirement is traditionally fulfilled with one hour meeting (in class) plus assignments that requires students to work two hours outside of class.”

Therefore, a three-unit lecture course would meet in class for three hours per week (1 hour per unit x 3 = 3). Furthermore, instructors in a three hour lecture course should assign work requiring students to work an additional six hours outside of class (2 hours per unit x 3 units = 6).

Title 5 continues, “for laboratory classes, this three hour requirement may be fulfilled by either 2 hours in lab plus assignments requiring students to work 1 hour outside of class or three hours in lab, (with) no assignments outside of class.”

In general, the nature of a laboratory requires students to do the majority, if not all their work, on campus in the laboratory. Therefore, the two hours normally required for outside class work in a lecture course is spent in lab, or less frequently divided between the lab and outside of class.
Variable Units:

Mark “yes” if the course units vary. Most often, the units will not be variable.

Type of Units:

Distinguish the type of units for the class: Lecture, Lab, IS (Independent Study), Paid CWE (Cooperative Work Experience), Unpaid CWE (Cooperative Work Experience).

Semester Hours:

These will be populated by CurricUNET, based on the number of lecture and lab units assigned.

Repeatability:

Title 5 allows all students to repeat classes for which they receive substandard (non passing) grades up to three times. This section of the form relates to courses that allow students to repeat the class even if they have taken and passed it previously. In accordance with the repeatability laws established in Title 5 in 2012, repeatability is allowed only in the following circumstances (1) intercollegiate academic or vocational competition courses where the course is part of a district-sanctioned competitive activity; (2) intercollegiate athletics; (3) courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree and (4) non-credit courses. Courses that fall into one of these categories must be designated as such by checking the appropriate reason and then providing justification in the box that will open if you mark the course as repeatable. Please see below for other requirements related to intercollegiate athletics courses and courses required to complete majors at CSUs or UCs.

Please note: courses that were previously repeatable may show, on the WR, information related to repeatability. To remove that information, check that the course IS repeatable, delete the prior information, and then check that the course is NOT repeatable and hit SAVE.

For intercollegiate courses to be repeatable, the following are required according to approved MSJC policy:

- Course must have a PEIC mnemonic
- Course must be under the intercollegiate TOP code of 0835.50
- Course must have a prerequisite that limits the course to intercollegiate athletes
- Course must clearly indicate in the catalog description that the course is for intercollegiate athletics
- Course may not be repeated more than 4 times

For courses that are required to be repeated for major requirements at CSUs or UCs, the faculty must submit documentation from a current CSU or UC catalog that verifies that the repetition is necessary to meet the major requirements. Attach the documentation to the “Attached Files” (available on the checklist at the right). It is recommended that this documentation must first be reviewed by the faculty
co-chair concerning compliance with Title 5 requirements before the course is placed on the agenda to assist the faculty member in understanding Title 5 requirements and MSJC repeatability policy as well as to assist the committee in making its determination regarding repeatability for specific courses.

Maximum Enrollment:

In a paper published in 2012 by the Statewide Academic Senate regarding course maximum enrollments, the Senate explained that decisions regarding how large or small a course should be must “begin with considering the factors that create the best environment for student learning from an instructional standpoint”; however, course authors must also work with administrators “to find the right balance between maximizing learning opportunities for students and assuring program and college viability.” That is, in an ideal world, we could all teach smaller courses, but the college relies on enrolled students to fund its operations. Therefore, while making sure course size is justified based on pedagogical concerns, faculty need to consider additional perspectives. Classroom size should NOT determine maximum enrollment. Mt. San Jacinto College is in the process of establishing a course size list in conjunction with Academic Senate, the curriculum committee, and administration to be negotiated in the contract. Because of that project, course sizes cannot be lowered at this time. However, any course that is outside of the standard size (40 students for a course with lecture units only, 30 students for any course that has lab units or a combination of lecture/lab) will need to justify its course size under the standard size – even if already approved at that lower size. For courses with a course maximum size outside the standard range, a justification section will open up, as below:

You will need to mark one or more of the justifications for a lower course size that is lower than the standard (see above):

- Course requires significant response to written materials
- Course requires significant individualized instruction or assessment
- Course has safety or compliance factors which influence the enrollment cap
For each of the “options” selected, a drop-down of specifics will open up that will assist you in determining whether the course truly meets the standards for smaller course size (based on statewide Academic Senate documentation and MSJC Academic Senate approval).

For courses that require significant response to written materials:

1. Course requires significant response to written materials - check all that apply:
   - 1. Course requires several 10+ page papers to grade per student per semester.
   - 2. Course requires more than seven 3+ page papers to grade per student per semester.
   - 3. Course requires an unusually large amount of written work to be responded to individually by the instructor per semester.

For courses that require significant individualized instruction or assessment:

2. Course requires significant individualized instruction or assessment - check all that apply:
   - 1. Course requires graded class discussion and graded class participation.
   - 2. Course requires 3 or more oral presentations by each student per semester.
   - 3. Course relies on small group dynamics as a means of instruction or assessment.
   - 4. Course requires that each student be evaluated individually on a set of skills more than twice per semester.
For courses that have safety or compliance factors which influence the enrollment cap:

It will be important that the course outline of record reflect the checked information; for example, if a course requires significant response to written material, writing assignments and instruction in writing should be reflected in the course content, the Methods of Instruction/Evaluation, and the Assignments.

You will also need to complete the justification that ties to the specifics of the course rather than just repeat what is in the check-off list. As this box indicates, all course size justifications must be pedagogically based, so the size of the classroom or the number of monitors or software licenses are not sufficient justification for smaller course sizes. Limited equipment can be part of the reason for a smaller course size but cannot be the sole determining factor; consider how many students could be served in the course if more equipment were available.
Examples of the justifications of course max size might include:

**COMM-108 (size of 30)**

Because this course goes beyond mere knowledge and concepts of culture and requires that students examine and grow their own unique intercultural communication skills, the dynamics of smaller groups are relied upon significantly. Groups collectively allow for maximum individual student contributions. It is critical to the efficacy of the course that students be allowed time to consider and elucidate on their own shifting cultural paradigms as they hear the views of others. This cannot be done in isolation (solitary assignments) nor is it effective as an entire class body. Additionally, the course has a lower success rate than other Comm classes (68%), enlarging the class size would be counter intuitive to efforts to raise the overall success rate.

**ENGL/ED-132 (class size of 30)**

As a literature course, English/ED 132 requires a substantial amount of individual analysis on the part of students, which requires instructor feedback, particularly because many of the students are not comfortable with analysis. Students read approximately one novel a week, and each novel requires students submit written work requiring the instructor respond to the students' ideas, understanding of the texts, and ability to apply the concepts learned in class to the novels. Frequent quizzes on the reading material to ensure students keep up with the reading are also required, as are take-home analytic reading responses that require written feedback on the part of the instructor. The midterm and final are in-class analyses rather than multiple choice and several analytic papers also require individual assessment and feedback so that students grasp the concept of analysis as applied to adolescent literature.

**Grading Methods:**

Most courses will be "Letter Grade or P/NP." Those marked "P/NP only" mean the student will earn either a Pass or a No Pass but not be allowed to earn a letter grade.

**Stand Alone:**

A Stand Alone course is a non-degree applicable credit course or a degree applicable credit course which is not part of a degree or state certificate and is not approved in one of the GE areas. If a course is only approved in an employment concentration certificate, it is considered Stand Alone.

**CB03 TOP Code:**

Please review the TOP code manual (provided in a link on the left in CurricUNET) to be sure to choose the most appropriate number. Any changes to TOP code will need to be explained on the A1 form.
Minimum Qualifications

This section asks you to identify the minimum qualifications necessary for teaching the course.

Courses should specify the Minimum Qualifications needed to teach this course. The most recent Minimum Qualifications document approved by the state can be found in a link on the left in CurricUNET. Most courses have come over from the initial download as not having minimum qualifications which is not, in fact, the case. Check previous course outlines of record to see which minimum qualifications were in place and add them. If you are making any changes to the minimum qualifications, be sure you justify that on the A1 form area of the Agenda Form section.

Comparable Transfer Courses

The purpose of this section is to convey the CSU/UC courses that this course articulates to or may articulate to (the latter for a new course).

For course REVISION, this area of CurricUNET provides the information formerly given on D forms and approved by the Articulation Officer. It is a faculty member’s responsibility to complete this section. The "ASSIST Info page" will take you to info.assist.org (ASSIST) where you can find the information. Please see the appendix of the Best Practices or the link on CurricUNET to get detailed directions on completing this area.

For NEW courses, the process is a bit different since the courses will not yet have been articulated. The course author should check to see if any other community college has this course and if it is articulated anywhere; this can be done through info.assist.org. Or the course author can look at all CSU and/or UC catalogs and see if this course exists in the lower division for any Baccalaureate degree at a state university in California. Course author can use www.collegesource.org for access to all college and university catalogs.
If you are submitting course outlines which you hope to be approved for either Intersegmental General Education Transfer Curriculum (IGETC) or the CSU General Education Breadth Requirements, you should submit those outlines to the college curriculum committee in time for the November catalog deadline.

**Course Learning Outcomes**

The purpose of this section is to identify the Course Learning Outcomes (previously called the Student Learning Outcomes) that have been written for the course. It is not necessary to revise the outline every time the CLOs are modified.

This section asks you to provide the Course Learning Outcomes (CLOs) for the course. CLOs are not the same as the Objectives of the course (although they should be related). At least three CLOs with measurable outcomes are required. Please work with the Assessment Coordinator if needed.

**Program Learning Outcomes**

The purpose of this section is to convey how the course supports the Program Learning Outcomes.

Program Learning Outcomes (PLOs) are for the entire program even if broken down into several "subjects." All PLOs have been pre-loaded but not original rationale. (The next time you revise the
course, however, the rationale should appear, but you will need to check the appropriate PLOs.) On this page you will select those that apply to this course and provide a rationale that links the course to the PLOs selected. The rationale should be specific to that class and to specific PLOs.

If a department wants to revise their Program Learning Outcomes, they should contact the Assessment Coordinator, Paul Hert.

Examples of the Relation to Program Learning Outcomes:

**ANTH-103A**

In this course, the archaeological record of American Indian occupation of the continent provides the complex backdrop to the events of the invasion by Europeans. The clashes between cultures are best understood with a suspension of judgment about societies, and an understanding of the significance of language is relevant to questions about historic events involving American Indians. The relationship between people and landscape is significant throughout prehistory into the present time.

**AUD-141**

For students to be successful within the workforce of the Audio & Video Technology industry, students must know the essential theories of audio and video. It is critical they understand how to apply those theories within the audio/video industry. Currency with the audio and video industry is a major component of this class.

**Objectives**

The purpose of this section is to convey the expectations of what students are able to do after successfully completing the course. In a well-integrated course outline, course objectives are the basis for the rest of the course outline.

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<th>Course Objectives</th>
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<tr>
<td>By Julie Freeman</td>
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Upon satisfactory completion of the course, students will be able to:

1. Exhibit proper alignment as applied to intermediate jazz dance while performing class warm-up and movement combinations.
2. Demonstrate progression and transition to an intermediate level of jazz dance technique and vocabulary.
3. Discover an increase in flexibility, strength, endurance, and expressivity within complex movement combinations at an intermediate level.
4. Examine the dynamic, style, phrasing and rhythm of choreography learned and performed in class.
5. Examine and utilize jazz dance terminology effectively and correctly.
6. Develop improvisational dance skills as are appropriate to the jazz style introduced.
7. Evaluate class performances and individual progress for those skills specific to the jazz dance form, including specificity as it applies to dynamic expression and rhythmic interpretation.
8. Discover jazz dance as a form of American vernacular dance with multicultural influences.
9. Analyze the ways in which the study of a technique for dance impacts healthful living and self-development.
Effective instructional design begins with well-written objectives. All courses applicable to a college degree are required to demonstrate critical thinking. As stated in the Statewide Academic Senate’s paper, Stylistic Considerations in Writing Course Outlines of Record, “the incorporation of critical thinking must be evident throughout the course outline but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation. It must be clear that students are expected to think critically, are instructed in how to do so, and are held accountable for their performance.” The students must master the objectives and show through the methods of evaluation that they have done so.

For the reasons described above, course objectives must also be measurable. According to the Statewide Academic Senate’s website for Curriculum Development, this is accomplished through using “active verbs for observable behaviors.” For example, a course objective such as “to understand the process of polynomial factoring” is neither active nor observable. Instead, this objective should be written to require students “demonstrate the ability to factor a polynomial” or, for a higher order verb, “derive the factors of a polynomial.”

A useful way to understand this concept is through Bloom’s Taxonomy which utilizes verbs for cognitive, affective and psychomotor outcomes (a copy is provided in the appendix of the Best Practices handbook and is available through the CurricUNET links). Most courses will use the Cognitive Domain Outcomes although Bloom’s Psychomotor Domains are acceptable for activity courses. (Note, however, that most courses will use only one category of outcomes since what is higher order on one list may be lower order on another). All courses numbered 70 and above must have at least half (50%) of their objectives begin with higher-order verbs in Bloom’s Taxonomy (taken from the three right-hand columns). Courses numbered below 70 must have at least a quarter (25%) of their objectives begin with higher-order verbs in Bloom’s Taxonomy (taken from the three right-hand columns).

This is a CRUCIAL part of the outline since objectives must be integrated through the various sections of the course outline (content, methods of instruction, methods of evaluation, and assignments). Objectives should be broad in scope (rather than narrow and specific), encompassing the theory, principles and concepts of the course and reflecting what the student will have learned upon successfully completing the course. You should have no more than 10-12 objectives. For courses that are 5 or more units, 15 objectives are allowed. If the course was previously approved with a large number of objectives, you need to combine them or revise them to get them to the 10-12 range (this is also true for courses that have a C-ID or outside agency equivalent). Place the verb at the beginning of the objective.

Enter each objective separately and click "add" before adding additional objectives. Do NOT number them--CurricUNET will include numbers when the objectives are "added." After an objective is added to the list, the originator may edit the objective by clicking on the "pencil" icon or "delete" the objective by clicking on the "scissor" icon. Clicking on the "up arrow" or "down arrow" icons will move the objective up or down the list.
Examples of Behavioral Objectives might include:

**ANTH-201**
Relate the practical knowledge learned in the course to the writing of forensic analysis reports and courtroom testimonies.

**BADM-170**
Analyze the concept "globalization" and its evolution as well as its impact on business, environmental policies and national sovereignty.

**BIOL-100**
Compare changes in cardiovascular and respiratory function before and during exercise and relate those measurements to the level of body fitness.

**CDE-103**
Develop a philosophy of early childhood education and early intervention and apply this philosophy when creating and evaluating an appropriate curriculum.

**COMM-108**
Document the role of cultural patterns, verbal codes, non-verbal codes in the development of intercultural interpersonal relationships.

**ENGL-280**
Assess the influence of specific historical events and cultural and religious values and beliefs on various ethnic American literary traditions to decode unfamiliar individual and social experiences found in texts.

**HIST-111**
Identify persons, events, major developments, and institutions that have shaped US history in the period covered by the course.

**HS-123**
Differentiate between drugs used for medicinal purposes and psychoactive substances used to alter an individual's perceptions of reality.

**LNSK-051**
Appraise learning strengths and weaknesses through assessment and analysis of results.

**MATH-213**
Determine limits, continuity, and the domain of functions of several variables.

**MUS-112**
Perform piano literature of an intermediate level in front of an audience.

*Some of the objectives have been modified slightly to provide a clearer model for emulation. Not all of these contain higher-order verbs.*
Course Content

This is where the course’s content is entered in outline format. Tools are available on this page to format the outline properly, as well as a spell check tool.

This is a comprehensive compilation of course topics. Compose your course’s content section in outline format, using the outline tool on this page. Arrange sections with major and minor headings following whatever pattern you desire. The amount of information should correlate with the number of units of the course. Half a page for a three-unit class would therefore not be sufficient detail. The Course Content should be detailed enough to convey the topics covered fully but not so lengthy that a quick scan cannot ascertain the scope of the course. Do not merely copy the Table of Contents of a textbook.

Be descriptive and illustrative, citing types and examples whenever appropriate. Keep in mind that the content listed in the course outline is required to be taught by all faculty teaching the course. The listed content, however, does not limit instructors from going beyond the topics in the outline. Remember
that the course content is not the same as a syllabus, but you do need to detail the minimal topics covered by the course, regardless of the individual instructor or section.

In many vocational programs the content is predetermined by the accreditation body; therefore, the Course Content section for these programs may be much longer.

If a course has lab units only, please put “Lab units only” in this area.

**Lab Content**

For courses that designate lab units, a lab content screen will appear. In the past, the Articulation Officer would try to determine which parts of the course content were taught in the lab portion and separate the content when submitting to the Chancellor’s Office. However, the discipline faculty should make this determination. Like course content, this section should indicate a comprehensive listing of all content that will be covered in the lab portion of the course, given in outline form with topics and subtopics. The lab content may be similar to the course content, may be parts of the course content, or may be significantly different, depending on the course.

**Examples of Lab Content might include:**

<table>
<thead>
<tr>
<th>Course Lab Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page Last Saved on Wednesday, Sep 2, 2015 at 6:00</td>
</tr>
<tr>
<td>By Payden Ackerman</td>
</tr>
</tbody>
</table>

1. **Application of makeup**
   - **A. Types of makeup products**
     - a. Ingredients
     - b. Usage
   - **B. Greasepaint**
   - **C. Crème**
   - **D. Pancake**
   - **E. Types of sponges and their usage**
   - **F. Sponges versus brushes for application of makeup**
   - **G. Proper makeup removal and cleansing**

2. **Beauty make up**
   - **A. Lecture and discussion on**
     - a. Current trends in beauty makeup and how they apply to theatre
   - **B. Classic beauty makeup**
   - **C. Base selection and application**
   - **D. Shading application**
   - **E. Highlight application**
   - **F. Moist or oil-base cheek and color glow application**
   - **G. Powder application**
   - **H. Dry cheek color application**
   - **1. Eye color or upper lid liner or shading accentuation**
   - **J. Actual upper lid highlight application**
   - **K. Lovers lid line application**
   - **L. Eyebrow application**
   - **M. First mascara application (upper and lower lashes)**
   - **N. Strip and individual false eyelash application**
   - **O. Lip line and inner blending**
   - **F. Lip color selection and application**
   - **G. Lip shading**
   - **K. Lip highlighting**
   - **S. Gloss application**
   - **T. Corrective lip lining and adjustment**
Methods of Instruction

This screen is where you will enter/edit the methods of instruction and explain how they integrate with the course objectives and content.

Describe the range of instructional methods appropriate for the objectives of this course. If, for example, an objective of the course is self-criticism of original work, lecture alone will not suffice as a method of instruction. Some examples of methods of instruction include lecture, discussion, field trips, in-class exercises, group or individual projects and so on. Instructors have the academic freedom to choose how they will achieve course objectives, so define parameters appropriate to the course but with enough flexibility to accommodate different teaching styles.

The Statewide Academic Senate, in a paper entitled Components of a Model Course Outline of Record, recommends that the methods of instruction “should provide real guidance to instructors in designing their class sessions. For example, rather than stating ‘lecture’ the description might be ‘lecture and demonstration by instructor, with in-class practice, including feedback, coaching, and evaluation by the instructor.’” For MSJC, the added detail belongs in the “integration” section – see below.

The methods must appropriately align with the expected learning objectives, content, and evaluation methods of the course as well as reflect the needs of a variety of learning styles. Choices of methods can include Activity, Critique, Directed Study, Discussions, Experiments, Field Experience, Field Trips, Film Viewing and Discussion, Group Projects, Homework, In-class Exercises, Individual Projects, Individualized Instruction, Lab, Lecture, Live Performance Viewing, Observation and Demonstration, Online
Activity/Discussion, Papers and Reports, Projects, Readings, Role Playing and Simulation, Service Learning, Visiting Lectures, and Work Experience. (The types of methods are subject to change.) Please check any type of instructional methods that may be used by instructors of this course. If there are any instructional methods that are not listed, please check "other" and list them in the box provided.

Methods of instruction must tie back to learning objectives and indicate, in the integration section, how the method will apply in this particular course (avoid generic integration descriptions).

This area is formatted differently than it was in the past, so the methods of instruction on course revisions will need to be revised the first time you revise the course through CurricUNET. Each method should be a brief description of the method of instruction (use the descriptors from the drop-down menu whenever possible). Do not use a method more than once – combine the various redundant sections within one integration. The integration should be a complete idea that clearly incorporates the method (the method can be the first word but does not have to be). Very old course outlines may have percentages in this section – we no longer require percentages, so please remove them.

Note: If the course is offered through distance education, a new page will appear on the checklist which must be filled out.

Examples of Methods of Instruction might include:

**BADM-150**

**Method:** Discussion  
**Integration:** Classroom discussion focused on analyzing small business management principles and practices, and the implications for business formation, management and success.

**CDE-140**

**Method:** Visiting Lecturers  
**Integration:** Parents of exceptional children will be guest speakers discussing the joys and challenges of parenting a child with exceptionalities. In addition, there will be professional guest speakers discussing some of the career opportunities available to those interested in working with children with disabling conditions and special needs.

**DIG-180**

**Method:** Lecture  
**Integration:** Presentation illustrating responsive design elements and the relationship to user interface design. Topics include HTML5 and CSS relationship, media queries and device support, HTML5, typographical communication and imagery.

**ENGL-203**

**Method:** Film/video viewing and discussion  
**Integration:** In-class and out-of-class video presentations of Shakespearean plays followed by instructor-guided analysis of character and plot.
Method: In-class Exercises
Integration: Working in groups, in-class exercises will allow students to develop a better understanding of how to formulate limits using numerical or graphical data, use the limit to identify whether a function is continuous at a given domain value and to formulate the derivative utilizing the difference quotient, and calculate derivatives of exponential and logarithmic functions.

Methods of Evaluation
This page is used to document the methods of evaluation used for the course and explain how they integrate with the course objectives, content, and methods of instruction. You should be listing not the details of what the method of evaluation is but the details of HOW it will be evaluated.

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method: Class Participation</td>
</tr>
<tr>
<td>Integration: Evaluation of class participation based on the student’s development of technical dance skills and movement expression.</td>
</tr>
<tr>
<td>Method: Exam/Test(s)</td>
</tr>
<tr>
<td>Integration: Movement exams to assess the student’s mastery of dance sequences based on performance skills, musicality and style.</td>
</tr>
<tr>
<td>Method: Final Performance</td>
</tr>
<tr>
<td>Integration: Final performance of movement project integrating intermediate vocabulary as well as stylistic jazz dance components. Evaluation of project based on integration and execution of vocabulary, as well as stylistic expression of movement and rhythms.</td>
</tr>
<tr>
<td>Method: Papers</td>
</tr>
<tr>
<td>Integration: Two-page analysis paper of jazz dance seen live or in recorded form. Evaluation of essay based on student understanding and analysis of jazz dance elements, technique and performance style. Papers will also be evaluated for organization, cohesion, proper use of terminology, and integration of class concepts.</td>
</tr>
<tr>
<td>Method: Class Work</td>
</tr>
<tr>
<td>Integration: Weekly assessment by the instructor of the student’s progression in technical and expressive skill through observation of class work.</td>
</tr>
<tr>
<td>Method: Self-Evaluation</td>
</tr>
<tr>
<td>Integration: Students’ comprehension of the ways in which the study of a technique for dance impacts personal health and self-development will be evaluated through an oral, or written, self-evaluation that discusses individual improvement of strength, flexibility, balance and endurance.</td>
</tr>
<tr>
<td>Method: Class Performance</td>
</tr>
<tr>
<td>Integration: Evaluation of student’s ability to demonstrate rhythmic interpretation of music and creativity in movement as they perform within improvisational structures.</td>
</tr>
</tbody>
</table>

This item is specified in Title 5 Section 55002.a.3 as follows: “The course outline shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments...and methods of evaluation for determining whether students have met the stated objectives.”

Keep in mind that the concepts established by the course objectives must be integrated into the methods of evaluation. Assignments in the course must be appropriate to and measure the stated
objectives. Furthermore, for degree applicable courses, the methods of evaluation must require students to think critically. Critical thinking involves course work that asks questions for which there is not a single right answer or poses non-routine problems and requires explicit analysis and evaluation of the answers against criteria appropriate to the field.

It is not necessary that the methods of evaluation be comprehensive, only that they are representative of the types of work that students might complete in order to demonstrate their mastery of the course objectives. As with methods of instruction, the methods of evaluation must set parameters for instructors, yet preserve their academic freedom to structure the course to their strengths as an educator.

Title 5 regulations do not allow community colleges to grade on the basis of attendance alone. As an acceptable alternative graded, in-class assignments/tests are permitted as a measure of a student’s participation. It is not necessary to include a grading scale (e.g. A = 90% - 100%, etc.), nor is it necessary to use percentages in this section, both of which you may find if working with course outlines that are quite dated. We no longer require percentages, so please remove them unless the department wants to set limitations or standards to which all instructors must adhere (e.g., the math department requires a final exam but does not want an instructor weighing it too heavily or not heavily enough in the grade; in this instance, a percentage is acceptable).

This area is formatted differently than it was in the past, so the methods of evaluation on course revisions will need to be revised the first time you revise the course through CurricUNET. Each method should be a brief description of the method of evaluation used (use the descriptors from the drop-down menu whenever possible). Do not use a method more than once – combine the various redundant sections within one integration. The integration should be a complete idea that clearly incorporates the method (the method can be the first word but does not have to be).

Explain both the methods of evaluation and the frequency of evaluation. For a degree applicable course, the grades must be based, at least in part, on demonstrated proficiency in written essays and/or problem solving. The concepts delineated in the learning objectives must be integrated into the methods of evaluation such as “Evaluation of final written essay examination and occasional tests for content of terminology, knowledge of subject matter and ability to contrast types of dramatic material.” Rather than saying “evaluation of written analysis,” the faculty originators might explain this as “Evaluation of written analyses for content, form, and application of dramatic performance review techniques.” Statements in this section should clearly show the basis for grading -- not just what is evaluated but how it is evaluated. With respect to written essays, for example, some courses evaluate them with respect to content most significantly while other courses also evaluate them with respect to proper syntax, grammar, and mechanics; still other courses require that a specific type of format (i.e., report writing) be followed.

Examples of Methods of Evaluation might include:

**AJ-108**

**Method:** Simulation

**Integration:** Students will participate in a simulated crime scene investigation. Students will be evaluated on their ability to incorporate course instruction into completion of the scenario. Assessment
will be based on the student’s ability to identify and classify the mock crime as property or person’s crime as well as their aptitude in preparing related reports such as documentation of the location of evidence and the method used for preservation of evidence.

**ENGL-240**

**Method:** Papers  
Integration: Written analyses of the literature that depend on a strong thesis as a focal point, a convincing argument, and evidence from primary text(s) and perhaps secondary sources for support through examples, quotations, summaries, paraphrases of passages, and an explication of the language of the primary text(s). Paper(s) should accurately and sensitively present information about American Indian culture, history and literature and demonstrate an understanding of the ideas presented in the course as well as the ability to compare the various texts studied.

**HEP-201**

**Method:** Presentation  
Integration: Students will present their research project as an oral or poster presentation and will be evaluated based on the accuracy of content, ability to argue the identified position, originality of ideas and application of critical thinking, clarity of speech and language, and appropriate use of visual aids. Presentations will be used to evaluate the student's ability to synthesize multiple perspectives and formulate original conclusions.

**MGT-138**

**Method:** Midterm and final exams  
Integration: Midterm and final exams will be used to measure competency of fundamental personnel management concepts and objectives covered in class, such as HRM processes, employment legislation, training and development, and collective bargaining. Exams will be given to measure student understanding of terminology, knowledge of subject matter, and ability to compare and evaluate how sound HRM policies and practices can improve the productivity and competitiveness of an organization. The exams will be evaluated based on a rubric developed by the instructor.

**MUS-201**

**Method:** Exams/Tests  
Integration: Exams consist of students playing excerpts of the ensemble's repertoire alone or as a section. Players are evaluated on intonation, rhythmic accuracy, use of dynamics, articulation, tone, and style.

**MUS-216**

**Method:** Final Performance  
Integration: The class culminates in a public musical theater production. Each student's performance will be evaluated based on his or her use of proper vocal technique, demonstrated ability to memorize parts, and integration of movement into the performance.
THA-124

Method: Class Work
Integration: Students will demonstrate hand operated and powered painting equipment and will be evaluated on safe handling, proper application, and skill level.

NOTE: Field trips are not a method of evaluation although an assignment that results from a field trip could be evaluated.

Assignments
The purpose of this section is to convey the expectations of what students are able to do after successfully completing the course. In a well-integrated course outline, course objectives are the basis for the rest of the course outline. Tools are available on this page to format the information, as well as a spell check tool.

This item is specified in Title 5 Section 55002.a.3 as follows: “The course outline shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments...and methods of evaluation for determining whether students have met the stated objectives.”
Assignments in the course must be appropriate to and measure the stated objectives. Furthermore, for degree applicable courses, the assignments must require students to think critically. Critical thinking involves course work that asks questions for which there is not a single right answer or poses non-routine problems and requires explicit analysis and evaluation of the answers against criteria appropriate to the field.

List at least two typical assignments that reflect coverage of expected learning outcomes and content. Write the examples as you would present them to the students (that is, do not start them with “Students will...”). Examples that emphasize reading, writing and critical thinking should be included as should at least one out-of-class example that shows independent work. Previous renditions of curriculum had assignments separated out for each of those areas (reading, writing, critical thinking), but that is no longer required.

This section is supposed to be a snapshot of the kinds of assignments required of students and should be specific to this course. A description of the types or examples of assignments is required but not necessarily the exact assignment handed to students if it is long and detailed. For example, rather than simply saying “term paper,” state “term paper comparing and contrasting the social aspects of the hunting tactics of two mammal species.” Do not list assignments according to textbook page and number (i.e., problems 3-5 on page 41).

Examples of Assignments might include:

**ACCT-126**

- Solve the comprehensive problem for the merchandising business and the service business in your textbook that requires you to utilize a computerized accounting software system such as Sage 50 to analyze and process business and accounting transactions including sales, purchases, payroll, inventory and job costing. Determine the module that is appropriate for processing the transaction. When completed, backup your file and export to Excel the applicable reports that summarize the transactions recorded for the problem.

**ANTH-102**

- Interview another person to learn how he/she defines and labels kindred. Use anthropological conventions of kinship analysis to diagram and illustrate the relationships described by the subject. Try to record at least 4 generations of your informant’s kindred.

**DAN-100**

- Write a 2-3 page essay in which you name and discuss extensively a culture whose dance has altered due to invasion by another culture. Describe the dance(s) and its (their) characteristics and purposes BEFORE invasion and how and why it (they) became altered after invasion. Talk about the resultant new characteristics.

**HIST-126**

- Current Event Essay: Complete a short 2-3 page essay on a key event in U.S. military history which has had a major impact on something relevant/current today. An example is how the
creation of the Office of Strategic Services during WWII has led to the creation of both the CIA and the military's Special Operations Command.

Distance Education

If the cover page indicates that there is a Distance Education component of the course being added or reviewed, the Distance Education, DE MO Instruction, DE MO Evaluation, DE Assignments and Regular Effective Contact links in the Course checklist will become available to edit. Enter the appropriate information and save and/or finish the pages. For more information on completing the Distance Education areas of CurricUNET, please see the section of the handbook on Writing a Course Outline DE Addendum. A few of the screens for the DE areas are shown below:

To edit a DE Method of Instruction or Method of Evaluation, first copy the language (unless you want to start from scratch). Then cut the method using the scissors icon. Then you can add the method again as if it were a new method and paste the information into the online adaptation, where you will be able to edit the information.
To edit a DE Contact Type, first copy the language (unless you want to start from scratch). Then cut the contact type using the scissors icon. Then you can add the contact type again as if it were a new type and paste the information into the description box, where you will be able to edit the information.
Learning Resources

On this screen you will be able to enter all resources related to the course, such as books, manuals and periodicals. Click “Add” in each section to add either a book, manual or periodical. When you are finished entering resources click the “Finish” button at the bottom of the page. (Note: When entering a textbook edition only place the number in the area.)
List several representative texts for the course. The texts listed should be recently published and clearly recognized by those in the discipline and at other institutions as major works that reflect the fundamental theories and practices of the subject. This item is important since the selection of texts plays a strong role in articulation of a course. Some colleges and universities approve or disapprove courses for articulation based on the text because they believe it is a good indicator of the rigor of the course content. In degree credit courses, texts should be written for college level students. If supplemental reading materials are applicable, they should represent the same rigor as above. It is not necessary to list all required supplies in this section; those resources belong on the course syllabus instead. At least one of the texts listed in the course outline should be from the current year or previous year. Instructors are not required to use the text listed in the course outline.

If the best textbook is one that does not have a recent publishing date, find an additional text that would also be applicable and add that as well. If no recent text exists, please make a note on the agenda form. Do not use the words “or most current edition.”

**Library**

This screen is used to evaluate the adequacy of library resources related to your course. This area of CurricUNET provides the information formerly given on C forms and approved by a librarian. It is a faculty member’s responsibility to complete this section although librarians at each campus will gladly assist you. Courses or revisions will not be denied based on the information given here, but it does provide important information to the library so that library funds when they become available can be used for additional sources for classes.

Indicate how often the class is taught and the projected number of sections per year. The “Taught at which campuses” will be carried over from the cover page information.

If you say the library selections are not adequate (by clicking “No”), a rationale box and buttons to specify which areas of the library are strong, adequate, inadequate, and N/A will open. Your answers here will give the library more information to assist in providing additional books, periodicals, and other resources for the course. The rationale asks that you explain what is needed for the library holdings to be adequate for the course.
Additional Library

If you mark “Inadequate” on the Library page, you will be asked to provide additional information on books, videos, and periodicals that students would utilize if taking this course. Even if you have not marked “inadequate” but you would like the library to add additional resources (books, periodicals, videos), they can be entered here. Add each resource separately by typing the information in the textbox and clicking “Add”. Each resource can then be edited by using the (-pencil) or deleted by using the (trash can) icon.
Requisites

This section allows you to identify the requisite courses or other conditions necessary for enrollment in the course as well as identify those courses or qualifications which are recommended yet not required of students. Each requisite must be added, removed, or reviewed separately. All requisites must be reviewed each time a course is submitted through the approval process. The following definitions should assist you in making this determination.

A **prerequisite** is a condition of enrollment that must be met before enrolling in a course. A prerequisite is not a course we would simply like students to have completed before entering another course, but rather a course which provides instruction in skills “without which students will be highly unlikely to succeed” in subsequent courses.

A **corequisite** is a condition of enrollment that must be met while enrolled in a course. For example, some natural science courses require a corequisite laboratory for students to master the material. A corequisite is not a course we would simply like students to take at the same time as another course; the connection between corequisite courses must be clearly demonstrated for the corequisite to be approved.

Keep in mind it is possible for course A to be a corequisite to course B, yet course B not be a corequisite to course A.

A **recommended preparation** is a condition of enrollment that is advised, but not required of the student before enrolling in a course. Recommended preparations do not block students from enrolling in the class, so they require less stringent scrutiny than prerequisites and corequisites. Recommended preparations are classes that develop skills and knowledge that enhance the student’s ability to excel in the course, but without which the student can still successfully complete the course.

**Other enrollment criteria** are criteria that are required FOR enrollment but may not be something that can be verified before students enroll and thus may not keep students who have not met the criteria from enrolling in a class. Examples of “Other Enrollment Criteria” include having a guitar in order to take a Guitar Ensemble class or requiring a TB test in order to take a Child Development Education class that involves working with young children.
**PLEASE NOTE: ALL REQUISITES MUST BE REVIEWED EACH TIME A COURSE IS REVISED.** This means you will need to go to the pencil icon (📝) and be sure you have the proper justification (“reviewed” for any requisites you already had in place; “added” for any new requisites – see below; or “removed” for any requisites you are removing). You cannot simply use the scissors icon (🗑️) to remove a requisite; instead, you must choose “remove” and then justify why you are removing the requisite.
To add a requisite, scroll down to indicate the type of requisite (requisite, corequisite, recommended preparation, etc) and click “Add.” You will be asked to scroll down to the Course # and title. When available, choose the Pending or Launched option of a course; if either of those options is not available, then select the active option of the course. (Language or Non-Course Requirement is to be used when something other than a course is the requisite.) If you are revising the course and its prerequisite at the same time, you will likely have to go back to this screen and re-do it with the revised objectives after the prerequisite course has been launched.

After a requisite is added, you can edit it with the (-pencil) icon, delete it with the (trash) icon, or move it up or down in the list with the (arrow up) or (arrow down) icon.

The condition will be an “and” or an “or” if you have multiple requisites. Put the condition with the previous requisite. Be sure you don’t leave any “hanging” conditions (you can check this by clicking on the WR and scrolling down to the requisites section).

Under the Justification, you will need to indicate in the drop-down menu whether the requisite is being added, removed, or reviewed before explaining why it should be added or removed or why the current requisite continues to be warranted.
Requisites already established still need to be reviewed and justified; validating requisites is an essential part of the course revision process. You will need to go to the pencil icon to complete the justification section as explained above. The requisites page will also indicate which E form analyses are required.

~Note: All forms must be reviewed and completed that are attached to the requisites~

<table>
<thead>
<tr>
<th>Requisites</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite By audition and/or interview.</td>
<td>E1 E5</td>
</tr>
<tr>
<td>Recommended Preparation THA 110 and</td>
<td>E1 E2</td>
</tr>
<tr>
<td>Recommended Preparation THA 111</td>
<td>E1 E2</td>
</tr>
</tbody>
</table>

Depending on the type of requisite, you will need to enter additional information, indicated on the Requisite screen and explained below:

Type 1 requisite – within a discipline – requires an E1 and E2.

Type 2 requisite – a course from another discipline excluding math and English – requires an E1, E2, and E3.

Type 3 requisite – an English or math course – requires an E1, E2 and E3 or E4 or E7. (CurricUNET makes it seem as if you need the E3, E4, and E7, but only one of the three is required.)

Type 4 requisite – health and safety – requires an E1, E2, and E5.

Type 5 requisite – portfolio or audition – requires an E1 and E5.

Type 6 requisite – assessment scores – requires an E1 and E4.

Other enrollment criteria require an E1 and E6.

**The E1** clarifies the data analysis needed. The E1 does not require any input on your part. For the other forms, you will need to click on the text (i.e., E2, etc) and complete the analysis. An E2 form, for example, requires you check the skills necessary for success in the class (see below).
The E2 is a content analysis; most requisites involving a course require this be done. If your requisite is a course, when you click on the E2, the objectives from the requisite course will be displayed. Click on any that apply to the course (that are required skills students should have before entering the course for a prerequisite or recommended preparation or should have while taking the course for a corequisite). It will look something like this:

![Form E2 - Skills Analysis](image)

- Demonstrate progression and transition to an intermediate level of jazz dance technique and vocabulary.
- Discover an increase in flexibility, strength, endurance, and expressivity within complex movement combinations at an intermediate level.
- Examine the dynamic, style, phrasing and rhythm of choreography learned and performed in class.
- Examine and utilize jazz dance terminology effectively and correctly.
- Develop improvisational dance skills as are appropriate to the jazz style introduced.
- Evaluate class performances and individual progress for those skills specific to the jazz dance form, including specificity as it applies to dynamic expression and rhythmic interpretation.
- Discover jazz dance as a form of American vernacular dance with multicultural influences.
- Analyze the ways in which the study of a technique for dance impacts healthful living and self-development.
- Exhibit proper alignment as applied to intermediate jazz dance while performing class warm-up and movement combinations.

☐ Course being removed as a requisite to the target course (check only this box if requisite is being removed).
The **E3** is the UC/CSU Equivalent Course Review. It requires you identify 3 UC and/or CSU campuses (NOT community colleges or private or out-of-state universities/colleges) that offer an equivalent course with the equivalent prerequisite/corequisite in order to demonstrate that, in fact, the prerequisite in question is a usual, customary, and reasonable one. Attach Photocopies of the UC and/or CSU course descriptions from the respective catalogs. Identify the campus and catalog year on each photocopy. Removing a prerequisite may cause a course to lose its transferability. To remove a course as a prerequisite for a transferable course, please see, call, or email the Articulation Officer at 487-3280 for her research into the effects of this removal.

![Form E3 - UC/CSU Equivalent Course Review](image)

**Generate Form E3**
The **E4** is the English, Math, or Assessment Scores review. It requires you list the statistics, data sources, and a summary of the results of research that justify requiring the course as a Prerequisite/Corequisite/Recommended Preparation (for English or Math prerequisites for courses in other disciplines – see green arrow) or requiring assessment scores (see blue arrow). For assessment scores, indicate the ranges. Just put a dash in the boxes that do not apply. Backup justification is needed (please attach document – see the last link on the course checklist at the right). For previously established assessment scores, indicate when the scores were last validated and when they are scheduled to be revalidated if it has been a while since they were validated. See examples below.

**Examples of E4 justifications might include:**

**ENGL-101**

The college has used Accuplacer as an assessment tool for some time now. The scores were last validated in 2013 and will be validated again in Spring 2016. The range for English 101 is 100-120.

The CSU system admits all students who earned a "Standard Exceeded" status when taking the EAP into freshman composition. By law, California Community Colleges should also be allowing students with that score to enroll in freshman composition. Please see documentation on attached files.
The CSU system allows students who earned a “Standard Met” Status when taking the EAP and then passed the high school ERWC course to enroll in freshman composition. The community college requirements for enrolling in English 101 should be similar. Please see documentation on attached files.

**COMM-100**

*(For statistical justification of an English/math prerequisite)* MSJC institutional researcher, Charles Hawkins, compiled data to test the hypothesis that successful completion of ENGL-098 correlates to successful completion of COMM-100.

Here are the key findings of the research compiled in Jan 2011: Students who earned a successful grade in ENGL-098 prior to taking COMM-100 earned a higher grade in COMM-100 (81%) than those who did NOT take ENGL-098 (66%).

The E5 is the Health and Safety (see green arrow) or Portfolio or Audition (see blue arrow) Review. It requires you justify the requisite. A portfolio or audition is typically based on a student demonstrating particular skills; therefore, specify what skills you would be looking for in order for the student to have successfully met the requisite. See examples below.

**Form E5 - Health and Safety, Portfolio or Audition Review**

<table>
<thead>
<tr>
<th>Requisite</th>
<th>Instructions for Health and Safety Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre requisite</td>
<td>List the statistics, data sources, and a summary of the results of research that justify requiring this course, set of skills, or other criteria as a Pre requisite/Corequisite/Recommended Preparation for health and/or safety reasons. Backup justification is needed (please attach).</td>
</tr>
</tbody>
</table>

**Examples of E5 justifications might include:**

**ART-115**

Prerequisite Language: ART-108 (Beginning Drawing) or ART-120 (2D Design) with a grade of “C” or better or portfolio Prerequisite Language:

The portfolio must consist of at least six 2-D images executed in painting or drawing media. The images may be presented in original form, or via photographs or digital images.
The images presented must demonstrate that the student is capable of all of the following:

- The depiction of complex three-dimensional objects, to create images that demonstrate an understanding of contour and negative space.
- Using the fundamentals of light logic and the manipulation of values to create textures, and to analyze and describe three-dimensional forms
- Employing linear perspective to describe objects and interior/exterior spaces.

**MUS-114**  
**Prerequisite Language:**

Demonstrate proficiency on a musical instrument by audition and/or interview.

The student must be able to do the following:

- Produce a characteristic, correct sound on the instrument.
- Exhibit knowledge of the placement of pitches on the instrument.
- Correctly play at least 4 major scales and 4 minor scales on the instrument; eighth notes at approx. quarter note=96.

**The E6 is the Other Enrollment Criteria Justification.** For requisites that do not fit into the types specified above, you should complete this section. Please note that, depending on the criteria, students may be allowed to enroll in the class even if they have not met the criteria. But if the requisite is such that it cannot be enforced in Colleague (i.e., having a guitar in order to take a Guitar Ensemble class, requiring a TB test in order to take a Child Development Education class that involves working with young children, etc), Other Enrollment is appropriate.

![Form E6 - Other Enrollment Criteria Justification](image)
The E7 requires the course author to review syllabi and assignments from the target class and do the following:

- List section numbers and campuses for a representative group of syllabi (defined as including one syllabus from 30% of instructors who taught the course during one semester, encompassing all campuses at which the prerequisite course is taught)
- Provide justification for the prerequisite based on discussion with English or Math department chairs from both SJC and MVC that assignments and/or exams address skills required for target course

![Form E7 - Communication Computational Review](image)

**Prerequisite:** ENGL 101  
**Reviewed:** Year: 2012  
**Semester:** Fall

**Number of Sections Taught:**
- MVC: 11
- SJC: 14
- TEC: 0
- OTHER: 0

**Number of Instructors Teaching the Course:**
- MVC: 21
- SJC: 11
- TEC: 0
- OTHER: 0

List of section numbers and campuses for a representative group of syllabi:
- MVC: 3111 through 3133 and 3308  
- 3309
- 3310
- 5554
- 5555
- 5061
- SJC: 1123 through 1136

Give a justification for the prerequisite based on a discussion with English or Math department chairs from both SJC and MVC that assignments and/or exams address the skills required for the target course. Specify the dates of the meetings/discussions.

The Chairs of the English Department on both campuses agree that Eng 101 is a reasonable prerequisite for HEP 201, due to the amount of research and writing that are required in the HEP 201 class. An examination of the syllabi from both campuses showed that over 75% of the sections required an extensive research paper as one of the assignments making Eng 101 a reasonable prerequisite.
General Education/Degree/Transfer Course

This area deals with the General Education pattern requirements needed for an associate’s degree at MSJC. Please see information in the college catalog. A copy of this page is also included in the appendices of the Best Practices handbook.

On this screen choose what areas of the General Education Option A the course is proposed for from the drop down box or verify that the areas the course is currently approved in are selected. Note: if you are proposing a course as a general education course, you must justify it in the Need for the Course on the cover page; likewise, if a course is already approved as a general education course, that should be identified in the Need for the Course on the cover page.

Utilizing the Help buttons ( ), you will find the definitions of each of the areas based on Title 5 and MSJC regulations as well as General Education Learning Outcomes (GELOs) for each area. You will need to utilize these in justifying why the class should meet that area in a student’s General Education plan. Use both the definition and General Education Learning Objectives (GELOs) to justify inclusion in one area. Make reference to specific GELOs (see examples below).

Courses may be approved even though they do not meet one of the GE areas. A few courses may be approved in more than one area but must be justified for EACH area definition/GELOs.

The committee may determine that courses previously approved in a GE area no longer meet that area requirement as defined.

Sample MSJC GELO Justifications (please note: one of these examples happens to be approved in multiple GE areas, but as explained above, that is not often the case)

Examples of GE area justifications might include:

DAN-127A (Area E)

DAN-127A is consistent with the intent of Area E because jazz dance technique is a physical activity which increases balance, stamina, agility, flexibility, and strength, plus an awareness of the body in
motion, which incites students to develop a personal agenda for their own health (GELO 1). It requires comprehension of a lifestyle which promotes health and well-being in order to perform at optimal levels in class (GELO 1 and 3). The effects of poor nutrition become apparent as students begin to notice the results in their ability to effectively participate (GELO 1). Class discussions include injury prevention strategies and analysis of various plans for optimal health as students learn to differentiate, discriminate, and discover lifestyle behaviors that are most effective for self-development specifically in relationship to the artistic study of dance (GELO 1 and 3). Thus, the development of a plan to meet the individual’s personal health and wellness goals is necessary, and students are charged with developing said plan and identifying ways in which specific movements and classroom exercises facilitate a healthful lifestyle (GELO 1 and 3). Through the study of jazz dance technique, students will exhibit and value the impact of dance as a mechanism for human health and wellness as well as a means of self-expression (GELO 1). For example, DAN-127A focuses on the student’s application and mastery of proper dance alignment. Correct use of the joints, placement of bones, as well as initiation of movement from the muscles of core support are central to achieving balance throughout the body, avoiding injury, and moving through space with a sense of physical ease. The study of dance, however, is not simply a physical activity. As such, students in DAN-127A are immersed in the aesthetic study of dance as a performing art form. Evaluating movement for aesthetic value, compositional intent, and historical connections are inherent in class practices and are processed through language, writing, and the body. Dance as communicative, the importance of gesture, and the cultural ramifications of movement are often analyzed in class discussions. This study is further contextualized through the viewing of DVDs and live performance, broadening a student’s artistic and aesthetic awareness, but also their understanding of multicultural influences, styles and historical periods that have been significant in the development of the dance form known as jazz. The complexity of dance is discovered not only in terms of movement and technical skill, the relationship to music, and the difficulty of creating through an abstract form, but also the connections to cultural/historical time periods as jazz dance reflects and participates in socio-cultural shifts and is an American vernacular dance form with multicultural influences. The latest scholarship in dance studies reflects what we as dancers have long known—that dance creates cultural meaning and that the body itself theorizes and records. Students in DAN-127A come to understand dance as more than just a physical activity, but as a means of communication and expression of the personal, the social, and the cultural, as well as a source of critical processing that engages both mind and body.

**NUTR-101 (Areas A and E)**

NUTR-101 is consistent with the intent of Area A, Natural and Physical Sciences, because the course focuses on the impact food has on biological processes of the human body and overall wellness. Specifically, students examine complex nutritional related issues and evaluate their correlation to specific disease states (GELO 1, 5). The course also requires students to analyze and evaluate various points of view on nutrition recommendations, including those from the government as well as current research (GELO 2, 3). NUTR-101 is also consistent with the intent of Area E, Physical Education & Healthful Living, as the course continuously provides students the opportunity to evaluate and identify methods to improve their overall health and wellness through dietary changes (GELO 1, 2). Therefore, this course helps to increase the student's value of health as they are better able to communicate diet's role in disease prevention (GELO 2-4).
**Agenda Forms**

The Agenda Forms area asks you to justify the need for a new course or explain all the changes made to a course revision and to connect the course to your program review (when you print the A1 form, the relation to program learning outcomes will also be included, but that is completed in a different screen). If you have checked that there is a DE component to the class, an area for justifying the DE offering of the class will also appear.

**Summary of changes:** The Agenda Forms area asks you to justify the need for a new course or explain all the changes made to a course revision – the place to summarize the “what” and the “why.” Please be aware that all changes to a course should be described in this rationale, i.e. Update Course Outline of Record as part of 6-year program review, change TOP code from 1103.10 to 1103.99, change to Pass/No Pass Only, course capacity changed from 30 to 33, cross listed with BIOL, etc. For revised courses, use the Course Comparison report to see all the changes made. It is not necessary to specify each revision made (i.e., changed from “explain” to “examine” in objectives), but it is necessary to recognize all areas of the outline that were revised. Remember that changes should be pedagogically justified, especially course size maximum; when the TOP code is changed, be sure to explain if the change is a result of a correction or if the new TOP code is a better fit. See the examples on the next page.

**Examples of Rationale/Summary of Changes might include:**

**AUD-180 (REVISION)**

This revision is required to bring the course up to the C-ID standards for the new Film, Television & Electronic Media AS-T degree. Changes include: a new course number (from 152 to 180 for department/course organizational purposes); a new unit structure (from 3 units lecture to 2 units
lecture and 1 unit lab); cross-listing with MUL 123/DIG 090 is being removed due to the curriculum changes between the "Video Production for Broadcast" of AUD 180 and the "Video Production for Corporate Media" curriculum of MUL 123/DIG 090; revised CLO's, revised objectives, new and revised course content; the addition of lab hours; new lab content; changes to recommended prep (removal of all recommended prep per the C-ID of FTVE 135); updated textbook.

**AUD-185 (NEW COURSE)**

This is a new course. This course is a requirement for the C-ID descriptors of the new Film, Television and Electronic Media AS-T degree. It is also a natural progression for students interested in video production to learn television studio production.

**CDE-119 (REVISION)**

This course revision reflects changes suggested by reviewers including changing the TOP code from 1305. to 1305.9 Infant and Toddler as a better fit, adjusting the prerequisite and corequisite, adding the department Learning Outcomes, update the methods of evaluation, updating the Needs for the Course removing the MSJC Infant/Toddler Specialization that is no longer offered. Textbook listed is the newest edition available. No alternate textbook currently available. This course revision also includes updating the Course Content and Methods of Evaluation to accommodate the California Dept. of Education resource revision of the DRDP assessment tool, a required assignment for CDE 119. To better meet the needs of our Child Development and Education student population, this course revision will add both the fully online and hybrid Distance Education options.

**ENGL-101 (REVISION)**

The department wanted to clarify the required number and type of essay assignments. To that end, we revised the learning objectives, course content, MOI, MOE, and assignments. We updated the textbooks and added rationale for our current class size. We also added requisites in line with the CSU system so that students who exceeded standards for the EAP exam and those who earned a "standard met" on the EAP and then successfully completed ERWC could -- for one year after completing high school -- go straight into English 101. The assessment scores now include a standard for the SAT and ACT, in line with the CSU system requirements.

**LIB-100 (DEACTIVATION)**

There is currently no demand for this course. LIB 101 is fulfilling the students information competency needs at this time.

**PE-124A (DEACTIVATION)**

PE 124A - Theory of Football-Offense is no longer being used in the physical education or athletic departments. Students interested in football can pursue this through the PEIC football courses.

**MUS- 216 (NEW COURSE)**

This course is a separation of THA/DAN/MUS 209 and will be a part of a related content group for musical theater productions, containing this course, DAN 216 and THA 216. The course content of this course is largely taken from MUS 209, but has been revised to show a greater emphasis on music objectives and content. Additionally, GE Area C was removed as this is a skills-based course.
PSYC-108 (REVISION)

The course was reviewed as part of our regular course review. Language was revised to clarify specific details, and to establish departmental standards. Revision and updating of course outline. Minor Changes to Catalog and Schedule Description, Learning Objectives, Course Content, and Examples of Assignments.

Methods of Instruction-changes in Integration to integrate instruction with objectives. Methods of Evaluation-two additional methods were added (class participation and research projects) Texts - updated

Addition of Recommended Preparation - English 101 will prepare students for the reading and writing skills necessary to do well in this class. Addition of Honors section--this will be a new Honors offering for students in the Honors Program. Their experience of abnormal psychology will be enriched and enhanced through honors assignments and interaction.

Addition of DE--this will allow an online/hybrid section of abnormal psychology, as the need arises.

Relation to program review: This area of the agenda form asks you to connect the specific course to your program review. Please do not use a generic statement, but demonstrate specifically how the course you are creating or revising is related to your most recent department review.

Examples of Relation to Program Review might include:

ACCT-126 (REVISION)

As stated in the department's program review, a goal of the Business Department is to continue to provide courses that aid in degree completion and transfer and also build and enhance skills needed to succeed in the workforce. This course fulfills the department's goal by teaching students accounting skills needed in the workforce and by fulfilling a transfer requirement. By keeping this course current, the department is meeting the program review requirements.

DAN-135A (NEW COURSE)

Given the success, fill, and retention rates of Beginning Hip Hop indicated in recent program reviews, it is clear that an intermediate level course is in demand and is likely to become one of our most popular course offerings. Hip hop technique helps to round out our offerings and expands interest in the dance program drawing a larger and more diverse group of students to the department. As the dance field continues to require eclectically trained dancers, DAN 135A also offers our students the opportunity to meet this demand and to train in yet another technique at an intermediate level. As a result, this course will positively impact the dance program by improving the physical, technical, and artistic abilities of dance students increasing their success in matriculation.

In addition, students who continue to study hip hop discover anatomical connections that lead to an increased understanding and skill in their technical ability. As aesthetics are discussed and practiced in relation to class exercises, students also learn to evaluate movement for aesthetic and technical value. (PLO 3 and 5)
HIST-117 (NEW COURSE)

In keeping with our 2014 Program Review, this course will help our department’s commitment to “address the diverse needs and interests of our students and will help provide a broader range of offerings to those who wish to pursue the AA-T History Degree.” Additionally, a history of India course meets the History Department’s Program Learning Outcomes by “exposing students to multiple perspectives from multiple disciplines,” and encouraging students to critically think about the origins and cross-cultural influences of India over time.

OTEC-090 (REVISION)

As stated in the department’s program review, a goal of the Business Department is to continue to provide courses that support degree completion and transfer and also build and enhance skills needed to succeed in the workforce. This course fulfills the department's goal by teaching students basic keyboarding and document skills needed in the workforce and as essential skills in other courses. By keeping this course current, the department is fulfilling the program review requirements and ultimate goal.

THA-124 (REVISION)

THA 124 Scenic Painting aligns with our program review as one of our PLO's is to "develop essential skills in the craft of theater." THA 124 is an elective in our A.S. in Technical Theater and Certificate program, and provides students with practical experience that can be applied in the field. Currently, we offer a course for each discipline within technical theater, providing an excellent general introduction to the craft. Without this course, our technical theater program would be less attractive to the prospective student.

Rationale behind DE submittal (included as A4 if course is offered via Distance Ed): This area of the agenda form (available only if you have checked “Distance Ed“ on the cover page) asks you to justify the course be offered through an online format (for new classes or new DE components) or explain what has been revised in the DE addenda.

Examples of A4 rationale behind submittal might include:

BADM-157

This course was reviewed as part of our regular course review. Language was revised to clarify specific details, and to establish departmental standards. Major changes were made to methods of instruction, methods of evaluation, assignments and regular effective contact in order to keep up with industry standards and meet accessibility requirements.

BIOL-134

This course has had a very successful history as one of the on-campus and distance education offerings in the Natural Sciences Department. No substantial revisions were made during this review. Revisions that were made were done to clarify and document the importance of this course to the Natural Science Program offerings and to verify its usefulness in presenting students with an introduction to natural
Attached Files
This screen allows you to upload files to attach to the course outline such as backup justification for prerequisites (such as E4), appendices or any required email attachments. Please note that attached files do not become a permanent part of the course outline of record, so you cannot substitute an attachment for completing the required areas of the form.

Title the document so that it is clear what you are attaching. Use the “Browse” button to find the file you wish to attach. Click on the file name, then on “Add.” When you have attached all the necessary files, click on “Finish.” Do not attach files containing information that belongs in the database fields of the course outline of record without approval from the Curriculum Office.

The easiest way to attach emails is to do a “Save as” (found at the “File” tab). You can then save the email as a text file or a word document and attach it.

Submitting the course
Once all of the sections of the checklist on the right have been completed and are blue in color, you will receive a “Submit” button (unless you are working on curriculum during June and July). Clicking on the submit button will launch your course into the approval process. While you have done a great deal of work up to this point, keep in mind that the approval process itself also takes time. Watch for emails from GoverNET indicating further action on your part. See the information on the approval process in the Best Practices for more information.
Revised Honors Courses

When revising an Honors course addendum, you must first make a copy of it before making the necessary revisions. Click on the Courses text link found in the Build section of the main menu. This will take you to the My Courses screen displaying courses already in the system (you may need to use the drop-down menu to find the actual discipline). Click on the Course Modification link which will take you to the screen where you will enter the course information (discipline and number – sure you use H to designate the Honors section, such as ANTH-102H) and click “OK.” You will see a screen that has all active courses for that course number. To revise a course, you must first make a copy of it by clicking on the icon. Clicking this icon will take you to the Course Review Proposal screen. Scroll down under Proposal type to “Honors Course - Revision” (NOT “Course Revision”). Click Next. You will be asked to give rationale for the revision (Are you revising the course due to Title 5 mandates that require revision every six years? Are you revising the course based on Program Review?) Click OK. From there, the Honors Construction Screen should appear so that you can revise the Honors addendum.

The Honors Course Construction Screen

This screen is available only while the course is in the development or revision stage. Once a course has been launched, modifications can no longer be made.

The construction screen consists of three sections. The first section contains descriptive information about the course or award such as the subject, course number and title, etc. This section also contains the Add Co-Contributor text link used to add co-contributors to the course or award.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>124H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Honors Financial Accounting - Principles of Accounting I</td>
</tr>
<tr>
<td>Short Title</td>
<td>Financial Acctg-Princ Acctg I</td>
</tr>
<tr>
<td>Co-Contributor(s)</td>
<td>There are no Co-Contributors for this course. Add a Co-Contributor</td>
</tr>
</tbody>
</table>

The second section contains the Course Checklist. This consists of the different areas of course/award development. To the left of each area is a checkbox. The box will be blank if the area has not been marked as complete and will show a checkmark if it has been marked as complete. That section will also turn green when it is complete.
The third section of the construction screen is the Help section.
Honors Course Screens

If at any point while in the entry and edit screens, you want to leave, you MUST use the save and finish button on the bottom of the screen or much of your work may not be saved. Please see Best Practices section of manual (starting on page 147) for more information about the contents of this section. Note that some of the screen shots in this section may include an area for Codes/Dates – this area is not available to faculty.

Cover

This screen is where most of the descriptive information is entered about a course. Note that some fields on the Honors Course Cover are locked and cannot be updated because they are tied to the regular course information. As depicted in the following image, the fields that can be updated include Course Number, Full Course Title, Taught At, Cross-Listed information, Distance Ed information, Honors Course Number, and Special Topics (for more information on the fields that can be updated, see the descriptions for the regular course). When you are finished entering information, click “Save.” If the page is complete, click “Finish.” You will notice this will place a check mark in the box next to the page and change its color to green in the Course Checklist as well as lock the page for editing to show it is complete. This is the same for every page in the Create or Revise Course process. Keep in mind most sections of this page must be filled out before it can be marked as complete.

![Course Cover Image]
Honors Sub Headings

This section is the meat of the Honors addendum. It was recently revised to provide information regarding Honors Course Objectives, Honors Course Content, Honors Course Assignments, Evaluation of Honors Course, and Additional Methods of Instruction for the Honors course. For information about what the Honors committee requires in this section, please see the “Writing a Course Honors Addendum” information in this handbook.

All new Honors addenda will be started in this new format going forward and existing Honors addenda will be changed to this format as they are revised.

Revised Honors addenda:

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Mt. San Jacinto College
Honors Course Outline Addendum

Submitted by: Christina Yamanaka
Date: 08/01/2016

Course Discipline: History
Course Number: HIST 108H
Title: Honors The History of East Asia Since 1500

Honors Course Objectives:
1. Engage in advanced research and writing techniques using both primary and secondary sources. In contrast to the normal course offering, the honors component will ask students to produce an original piece of research that will be an integrated and in some cases multi-disciplinary examination of the topic.
2. Participate in small group discussions that address challenging primary and secondary source readings, research, and writing.
3. Address major issues and important interpretations in the history of East Asia with the instructor and other honors students.

Honors Course Content:
The honors component of History 108 will encourage students to work above the survey level to explore issues in the recent history of East Asia with greater depth and complexity. Students will engage in research that will involve working with both primary and secondary sources, studying major historiographical controversies and interpretive schools, and engaging in discussions with the instructor and other honors students about the discipline of history.

The topics to be covered in History 108H are the same as those covered in History 108. In addition, honors students will analyze current research and historical concerns in the history of East Asia that focus on topics such as China and the sixteenth-century global economy, the impact of silver and printing on Chinese culture, the Genroku-era literature and art, reform narratives in nineteenth-century Korea, U.S.-East Asian immigration concerns, Japanese imperial expansion into Southeast Asia and colonial resistance, the economic transformation of Korea and Taiwan, and contemporary relations between China, Tibet, and Central Asia.
Honors Course Assignments:

Students will complete all regular course requirements for the regular section of History 108 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements A), B), and C) below. Assignments D), E), F), or G) below are optional and one optional assignment may be required at discretion of the instructor.

A) A research paper 9-12 pages long, typed, double-spaced on a topic that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on the following: primary sources, secondary sources, major interpretive books, and articles. A minimum of five academic sources must be referenced in the paper. As part of this project, students may peer review one another’s work. Research paper topics could include Tokugawa ideology, Rangaku scholarship, Jesuits in China, legacies of the Opium Wars, the “New Woman” in colonial Korea, peasant nationalism in wartime China, historical memory and the Nanjing Massacre, nationalist reunification movements in Korea, and the role of censorship in the writing of East Asian history.


C) Students will engage in discussion of the assigned readings as well as research paper progress during meetings outside regular class lectures with the instructor. Meetings will be held at least once a month or a minimum of four times during the semester.

D) A 10-minute oral presentation of the final research project or an outline of the research project given to their fellow honors students or to the entire class.

E) An oral history of an individual whose life experiences relate to the subject matter of History 108H. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, decide on the best way to preserve and present their oral history findings to the instructor or the class. (i.e. a brief write-up of the interview, a short oral presentation, or reporting their findings to a historical organization that collects oral histories provided the interview grants permission), and consider how their oral history fits in or challenges current historical perspectives.

F) A journal on assigned readings and writing assignments. Journal writing will assist students in understanding and reflecting on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

G) A project outside normal class time designed by the instructor. For example, instructors will lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 108H. The Los Angeles County Museum of Art, the Bowers Museum, the Norton Simon Museum, the USC Pacific Asia Museum, the San Diego Museum of Art, and the Mingei International Museum are all examples of museum locations in the Southern California that might be considered for this assignment. A museum visitation will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom.

Evaluation of Honors Course Assignments:

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy. Oral presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument. Honors class discussions of supplemental readings will be judged based on student preparedness as well as the student’s ability to summarize, critically analyze, and provide their own perspective on the assigned readings. Journal writings, oral histories, and field trips will be assessed based on organization, quality, and accuracy of student work.

Additional Methods of Instruction:

Method: Small-Group Discussion
Integration: Guided small group discussions in the honors course will enable students to analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped modern world history. These discussions can also cover student progress or research projects and peer-reviews of assignments related to the research project.

Method: Oral Presentations
Integration: Oral presentations will provide honors students the opportunity of presenting their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.
Honors Course Objectives

This is where you will enter the objectives for the Honors course. The first time an existing honors course comes through for revision after the changes to the honors addendum, the objectives will need to be copied and pasted into a Word document and then pasted back into CurricUNET one at a time before updating them. These objectives should be specific to the Honors course rather than identical to the objectives in the regular course.
Honors Course Content

What was previously two different sections – Goals and Topics – has been combined and dropped into the section now called “Honors Course Content.” The Honors committee determined that a section that provided content aligned better with the regular course. The first time an existing honors course comes through for revision after the changes to the Honors addendum, the Goals and Topics to be Covered will be listed at the top of the page for reference and can be used to make up the Honors Course Content in the box below. It is no longer necessary to distinguish goals and topics in the content section; in fact, the old “Goals” and “Topics to be Covered” will no longer be part of the honors addendum and will not show on the.

<table>
<thead>
<tr>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide tools for a more sophisticated audience analysis, research skills, and public communication strategies.</td>
</tr>
<tr>
<td>• Further develop the student’s critical thinking skills with respect to the analysis and evaluation of public discourse.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topics to be Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to the topics covered in COMM 100, honors students will analyze significant rhetorical artifacts, strategies and theories. Artifacts may be discovered via research of transcribed speeches and/or recordings of current speeches (last 100 years), such as those found in Vital Speeches of the Day or in the online archives of recorded speeches, <a href="http://www.americanrhetoric.com/speechbank.htm">http://www.americanrhetoric.com/speechbank.htm</a>. Strategies may include Bitzer’s Rhetorical Situation, Zarefak’s sense of historical rhetoric etc. In the small group meeting with instructor and honors student(s), honors students will select topics and/or primary texts to cover in addition to those assigned for the course and will be expected to examine topics in greater depth. Honors students will be expected to report advanced material to the instructor and other honors students in both oral and written form.</td>
</tr>
</tbody>
</table>

Select the course outline icon = to create outline. Use the Decrease Indent icon = and the Increase Indent icon = to change the level of the outline.

Outline Tool User's Guide
Honors Course Assignments

This is where the Honors Course Assignments are entered. As with the content and assignments sections of the regular course, this section will now have tools for formatting this section. The first time an existing Honors course comes through for revision after the changes to the Honors addendum, the Honors Course Assignments may need to be re-formatted.

In addition to all assignments for COMM 109, honors students will prepare and present either an additional presentation (option A) or critical analysis paper of a contemporary speech (option B) to the instructor and other honors students. Option A The assignment will be designed to respond to a moment in current events when a creative response was needed to address a situation or quell an imminent decision. For example: “Many believe that President Clinton was ineffective in his initial response to the Monica Lewinski incident. Analyze the historical context and create a speech which would have more effectively responded to the situation. In addition to the speech, submit background research and analysis to support the content and strategies used in the speech. Include as sources of research material, the text of statements made by President Clinton, primary and secondary historical sources relevant to the incident and the wider social and political context, and commentary about the historical event. • Paper option—Present the 10-minute speech on the above to your fellow honors students. • Paper option—The critical analysis paper will be submitted as a 10-page research paper in APA or MLA format with a bibliography of at least 15 sources.” Option B The critical analysis of a contemporary speech will apply critical standards to the speech in its historical context. For example: “Choose a speech with has a significant effect, such as Sen. Edward Kennedy’s address after the Chappaquiddick incident in which the woman who was riding in his car drowned. Study the text of the speech within the historical context and analyze the rhetorical strategies apparent in the speech text with respect to the speaker’s intent, the nature of his/her audience, and the apparent success of the speech. Sources of research material would include the printed and taped speech, primary and secondary historical sources relevant to the incident and the wider social and political context, and commentary about the effects of the speech. • Paper option--The critical analysis paper will be submitted as a 10-page research paper in APA or MLA format with a bibliography of at least 15 sources. • Presentation option--Present the 10-minute speech on the above to your fellow honors students. 2. Honors students will engage in periodic meetings as a group with the instructor to discuss rhetorical critical methods and apply them to selected contemporary speeches and present their findings.
Evaluation of Honors Course Assignments

This section provides information on how the Honors assignments will be evaluated. This section now provides tools for easier formatting and spell checking. The first time an existing Honors course comes through for revision after the changes to the Honors addendum, the Evaluation of Honors Course Assignments may need to be re-formatted.

Additional Methods of Instruction

The Additional Methods of Instruction is a new section. In this section, you can specify methods of instruction that might be used for the Honors section but are not specified on the regular section. It recognizes that the small group instruction of the Honors sections and the more advanced nature of the Honors assignments might require additional methods of instruction.
Comparable Transfer Courses
The purpose of this section is to convey the CSU/UC courses that this course articulates to or may articulate to (the latter for a new course). This must be done separately for an Honors section as they articulate separately from the main course. Follow the instructions provided in the appendix.

Agenda Forms
The Agenda Forms area asks you to justify the need for the new Honors addendum or explain all the changes made to an Honors course revision – the place to summarize the “what” and the “why.” See information on the course revision process for more information on the kinds of details necessary.
Examples of Rationale/Summary of Changes for an Honors course might include:

**BIOL-100H (NEW HONORS)**

BIOL 100H provides students an opportunity to independently investigate topics in Human Biology to a greater depth. This course advances the mission of the Honors Program by offering science honors courses that provides students a pathway for completing the honors program. In particular, this course serves non-science majors that are trying to complete the honors program.

**ENGL-203H (HONORS REVISION)**

In addition to updating the comparable transfer courses to align with current articulation agreements, I revised the language in Honors content section for clarity and succinctness. I added numbers to each objective and goal to set it off as a distinct point. I changed the word Renaissance to Early Modern to reflect contemporary research and understanding of the period in which Shakespeare was writing. I added “live screenings” to productions under topics because there are many high-quality, public, live screenings of Shakespeare’s plays that mimic the traditional theater productions. I added theoretical concepts to the addendum because they grant as much if not more insight into Shakespeare’s plays as does historical context and provide students the opportunity to engage with contemporary scholarship, which has largely moved away from traditional historical readings and toward theoretical readings of Early Modern works. I added an audio-visual assignment in addition to a slightly shorter research paper to encourage and embrace multimodal learning and prepare students for conference presentations. Multimodal projects also better reflect the course content since Shakespeare was meant to be seen and heard, rather than simply read. I added a student-instructor meeting requirement because it is an essential part of the honors experience.

**Library**

This screen is used to evaluate the adequacy of library resources related to the Honors portion of the course (there is a similar place on the regular course to provide this information). This area of CurricUNET provides the information formerly given on C forms and approved by a librarian. It is a faculty member’s responsibility to complete this section although librarians at each campus will gladly assist you. Honors courses or revisions will not be denied based on the information given here, but it does provide important information to the library so that library funds when they become available can be used for additional sources for Honors sections.

Indicate how often the Honors class is taught and the projected number of Honors sections per year. The “Taught at which campuses” will be carried over from the cover page information.
If you say the library selections are not adequate (by clicking “No”), a rationale box and buttons to specify which areas of the library are strong, adequate, inadequate, and N/A will open. Your answers here will give the library more information to assist in providing additional books, periodicals, and other resources for the course. The rationale asks that you explain what is needed for the library holdings to be adequate for the Honors sections of the course.
Additional Library

If you mark “Inadequate” on the Library page, you will be asked to provide additional information on books, videos, and periodicals that students would utilize if taking the Honors section of this course. Even if you have not marked “inadequate” but you would like the library to add additional resources (books, periodicals, videos), they can be entered here. Add each resource separately by typing the information in the textbox and clicking “Add”. Each resource can then be edited by using the (📝) or deleted by using the (🔥) icon.
**Revised 2-Year CTE Courses**

Because Title 5 requires CTE courses be revised every two years, the MSJC Curriculum committee has developed a process that allows faculty to review a course, validating any existing requisites and updating the textbooks (learning resources). If further revisions need to be made, the course must go through the complete course revision process. All CTE courses must go through the entire complete course revision process every six years.

When revising a CTE course for the 2-year approval, you must first make a copy of it before making the necessary revisions. Click on the Courses text link found in the Build section of the main menu. This will take you to the My Courses screen displaying courses already in the system (you may need to use the drop-down menu to find the actual discipline). Click on the Course Modification link which will take you to the screen where you will enter the course information (discipline and number) and click “OK.” You will see a screen that has all active courses for that course number. To complete a 2-year CTE revision, you must first make a copy of it by clicking on the **icon. Clicking this icon will take you to the Course Review Proposal screen. Scroll down under Proposal type to “2-Year CTE Course Revision” (NOT “Course Revision”). Click Next. You will be asked to give rationale for the revision (Are you revising the course due to Title 5 mandates that require revision every two years? Are you updating the textbooks?) Click OK. From there, the Construction Screen should appear so that you can validate the requisites and update the learning resources (textbooks).

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The 2-Year CTE Course Construction Screen

This screen is available only while the course is in the revision stage. Once a course has been launched, modifications can no longer be made.

The construction screen consists of three sections. The first section contains descriptive information about the course such as the subject, course number and title, etc. This section also contains the Add Co-Contributor text link used to add co-contributors to the course.
The second section contains the Course Checklist. This consists of the different areas of course development. To the left of each area is a checkbox. The box will be blank if the area has not been marked as complete and will show a checkmark if it has been marked as complete. That section will also turn green when it is complete.

The third section of the construction screen is the Help section.

2-Year CTE Review Course Screens
If at any point while in the entry and edit screens, you want to leave, you MUST use the save and finish button on the bottom of the screen or much of your work may not be saved.
Requisites

This screen is used to list requisites for the course.

See the information under Courses above for more details on requisites.

Learning Resources

On this screen you will be able to enter all resources related to the course, such as books, manuals and periodicals. Click “Add” in each section to add either a book, manual or periodical. When you are finished entering resources click the “Finish” button at the bottom of the page. (Note: When entering a textbook edition only place the number in the area.) At least one of the texts listed in the course outline should be from the current year or previous year. Instructors are not required to use the text listed in the course outline. If the best textbook is one that does not have a recent publishing date, find an additional text that would also be applicable and add that as well. If no recent text exists, please make a note on the agenda form. Do not use the words “or most current edition.”
Agenda Forms

The Agenda Forms area provides important information to clarify the changes made to the course and how that is related to the program learning outcomes and program review. This area asks you explain all the changes made to the course revision – the place to summarize the “what” and the “why.”

Examples of Rationale/Summary of Changes for a 2-Year CTE Review course might include:

**AUME-119 (2-YEAR REVIEW)**

This revision is required every two years by Title 5 mandates. The textbook has been updated to the latest edition.
C-ID Conditional Approval Revision

When a course receives conditional approval from C-ID with requests to revise content or textbook only, a course will be eligible for an abbreviated approval process through CurricUNET provided that it was approved by the curriculum committee within the previous 18 months. In this instance, the truncated technical review will require approval by the Articulation Officer to ensure the requested changes were made and then placed on the agenda for one read. The approval will not change the approval date for the course or the BOT approval date. Once approved by the committee, the course will be resubmitted to C-ID.

When revising a course that received C-ID Conditional Approval, you must first make a copy of it before making the necessary revisions. Click on the Courses text link found in the Build section of the main menu. This will take you to the My Courses screen displaying courses already in the system (you may need to use the drop-down menu to find the actual discipline). Click on the Course Modification link which will take you to the screen where you will enter the course information (discipline and number) and click “OK.” You will see a screen that has all active courses for that course number. To complete a C-ID Conditional Approval revision, you must first make a copy of it by clicking on the icon. Clicking this icon will take you to the Course Review Proposal screen. Scroll down under Proposal type to “C-ID Conditional Approval Revision” (NOT “Course Revision”). Click Next. You will be asked to give rationale for the revision, which can simply indicating you are making revisions as required by C-ID. Click OK. From there, the Construction Screen should appear so that you can revise the areas required by C-ID.

Which areas you need to revise will depend on the feedback from C-ID, as communicated by the Articulation Officer. Please see above in the Course Revision section for directions for making revisions to the various areas.
Revised Awards

The award submissions in CurricUNET are what will appear in the catalog. The Chancellor’s Office submission must be completed and attached to the submission in CurricUNET. The Chancellor’s Office website will give you links to the Program and Course Approval Handbook, the SB 1440 (degrees for transfer) and the TMC templates. You can find this information at the following link: http://curriculum.cccco.edu/index.cfm.

After the award is approved through CurricUNET, Curriculum and the Board of Trustees, the Class Scheduling and Information Specialist will submit it to the Chancellor’s Office. We do not place the award in the catalog until the Chancellor’s Office approves it, and students may not earn an award until it is published in the catalog.

When revising an award, you must first make a copy of it before making the necessary revisions. Click on the Awards text link found in the Build section of the main menu. This will take you to the My Awards screen displaying courses already in the system (you may need to use the drop-down menu to find the actual discipline). Click on the Award Update link which will take you to the screen where you will enter the award information and click “OK.” You will see a screen that has all active awards for that discipline. To revise an award, you must first make a copy of it by clicking on the icon. Clicking this icon will take you to the Award Review Proposal screen. Scroll down under Proposal type to indicate whether it is a certificate, degree (be sure you mark the appropriate kind of degree), or employment concentration certificate modification. Click Save. From there, the Award Construction Screen should appear so that you can revise the award.

Please note: new awards, including ADT (AA-T/AS-T) degrees, cannot be submitted to the state if any courses on the award are out-of-compliance. ADT degrees also require that all courses on the award have been approved by C-ID prior to submission of the ADT to the Chancellor’s Office.
The Award Construction Screen

This screen is available only while the award is in the development or revision stage. Once an award has been launched, modifications can no longer be made until the award has been sent back to you for requested changes.

The construction screen consists of three sections. The first section contains descriptive information about the award such as the award title, etc. This section also contains the Add Co-Contributor text link used to add co-contributors to the award.

The second section contains the Degree/Certificate Checklist. This consists of the different areas of award development. To the left of each area is a checkbox. The box will be blank if the area has not been marked as complete and will show a checkmark if it has been marked as complete. That section will also turn green when it is complete.
The third section of the construction screen is the Help section.

Awards Course Screens
If at any point while in the entry and edit screens, you want to leave, you MUST use the save and finish button on the bottom of the screen or much of your work may not be saved. Below you will find more information about the contents of this section.

Award Cover

Start Catalog Date:
This is the date at which the award will first be printed in the catalog. Please pay attention to deadlines; if you are submitting a revision after the November catalog deadline, the catalog date will not be the subsequent fall date but one year following that (e.g., if you submit a revision in November 2016, the catalog date will be 2018-19). Scroll down to the appropriate year.

End Catalog Date:
Leave “Summer N/A” in this area.

Award Title:
This is the name of the award. If you are revising an award to make it an ADT (A.A.-T or A.S.-T), then the award must be titled A.A.-T (A.S.-T) in ______ for Transfer (the _____ will be the name of the award, such as “Art History”).

Award Code:
Leave this area blank.

Department:
This is the department which will be offering the award.

Award Type:
Use the drop-down menu to find the appropriate award type (i.e., degree, certificate, or employment concentration). Be sure to choose the correct type and action to avoid removal from approval process and resubmittal.
Justification:
This area asks you to give a detailed justification for the need for this award.

Examples of Justification of the need for the award might include:

**A.S.-T in Early Childhood Education for Transfer**

This award is being proposed to meet state requirements from the California Chancellor's Office to allow community college students a seamless transition from the two-year community college system to the California State University System. The Child Development and Education Department has worked in conjunction with other community college early childhood programs, the Course Alignment Project, and the MSJC Articulation Officer to ensure that the proposed course pathway meets the guidelines of Early Childhood Education Transfer Model Curriculum.

**Internet Authoring Certificate**

The Internet Authoring ECC has been reorganized into an industry standard model and restructured to offer two levels of completion. This modification to the certificate reflects these changes by including both ECC levels of completion.

Relation to Program Review:
This area asks you to connect the award to your program review. Please do not use a generic statement, but demonstrate specifically how the award you are creating or revising is related to your most recent department review.

Examples of Award Relation to Program Review might include:

**A.S.-T in Early Childhood Education for Transfer**

Having an AS-T in Early Childhood Education will allow students to meet the department's goal of increasing transfer rates as well as increasing employment opportunities within the field.

**A.S. in Legal Assistant**

As part of program review process it was determined that LEG-120 and 122 should be deactivated and replaced with LEG-124, necessitating a revision to the awards.

Career Opportunities:

List career opportunities for which someone with this particular award may be eligible. Do not include careers that require further education or subsequent degrees.

All transfer degrees should include the following phrase only: “For BA/BS careers, please see your transfer institution.”

For all non-transfer degrees, state certificates, and employment concentration certificates attach labor market information (see “Attach Files” information below).
Description

This section gives the specific award description that will appear in the college catalog. Tools are available on this page to format the description, and there is also a spell check tool. Be sure to follow guidelines in the Program and Course Approval Handbook for state approved awards.

Program Learning Outcomes

The purpose of this section is to convey how the award supports the Program Learning Outcomes (PLOs). All PLOs have been pre-loaded into CurricUNET. On this page you will select those that apply to this award and provide a rationale that links the award to the PLOs selected. The rationale should be specific to the award and to specific PLOs. If the department wishes to revise its PLOs, they should contact the Assessment Coordinator.

Examples of Award Relation to Program Learning Outcomes might include:

AA-T in Political Science for Transfer

The attainment of an A.A.-T in Political Science for Transfer will enhance student ability to think critically about political issues and events, political issues, organizations and individuals, and make their political participation more effective.

Geographic Information Science Employment Concentration Certificate

Several courses in the GIS ECC explain interrelationships between humans and the physical environment as well as provide students with a better appreciation for cultural and ethnic differences and perspectives in the context of environmental opportunities and challenges. All GIS courses apply the scientific method for objective and subjective analysis of cultural and physical environments, explore spatial relationships at different scales, and integrate spatial thinking with applied technology to analyze physical and cultural patterns, trends and relationships.

Other Required Awards

In some departments, the degree consists of a state-approved certificate in addition to the GE requirements. In these instances, you must still update the degree to include the “pending” certificate instead of the currently approved one. The certificate revision will need to be completed before updating the degree as you must indicate you want the pending certificate incorporated in the degree (rather than the active one since it is in the process of being changed). In a case such as this, the certificate would be listed as the Other award. Be sure, when you attach an award (see below), you select the “pending” rather than the “active” version.

To attach an award, scroll down to select the appropriate award. If more than one award is required, select as the “Condition” either “and” or “or” or “and/or.” Click on “Add” to add the award.
If there are no required awards, click on “Finish.”

**Course Block Definitions**

This is the most complicated section of the award proposal, but for course revisions, the courses should already be placed into the appropriate blocks. First, you need to determine how many blocks of courses needed for the award: most will have a required block of courses with at least one if not several elective blocks.

For the following Economics degree, for example, there are three different blocks that would need to be created, each designated by an arrow below: (1) the degree itself (20-25 units) and the required core courses (14-15 units), (2) the List A elective units (3-5 units), and (3) List B elective units (3-5 units).
### A.A.-T in Economics for Transfer (20-25 units)

#### Required Core Courses (14-15)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON-201</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ECON-201H</td>
<td></td>
</tr>
<tr>
<td>ECON-202</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ECON-202H</td>
<td></td>
</tr>
<tr>
<td>MATH-140</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>MATH-126</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>MATH-211</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>MATH-212</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>MATH-212H</td>
<td></td>
</tr>
</tbody>
</table>

#### List A: Select one (3-5 units)

Any course from Required Core not already used above can be selected.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-124</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ACCT-124H</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ACCT-125</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ACCT-125H</td>
<td></td>
</tr>
<tr>
<td>CSIS-101</td>
<td></td>
</tr>
</tbody>
</table>

#### List B: Select one (3-5 units)

Any course from List A not already used above can be selected.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON-203</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>MATH-213</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>MATH-213H</td>
<td></td>
</tr>
</tbody>
</table>
Once created, the three blocks will look like this:

![Image of three blocks]

To create each block, click on the “Add” button (see blue arrow), and a blank block will appear (see red arrow below):

![Image of Add button and blank block]

To add the name of the block or to add any other information to the “title” of the block, click the pencil icon, type the name in the first box, and click on “Update.” The Header and Footer sections are typically left blank.

Below the name of the block, you will see a section that asks about units and whether to calculate them all. How you complete this depends on the individual block.
For blocks in which all classes are required to be completed (for example, a block of 7 required units with two classes totaling 7 units), complete this section as below.

![Image of the screen showing default units and range.]

Note: For the section below on the screen that shows all the blocks, click on the “Units (Specify Unit Range)” and add the range 3 to 5, as below.

![Image of the screen showing units range 3 to 5.]

Once you have created all blocks, you will then need to add (or remove, if revising) courses to each block. To do this, click on the Red button labeled “Courses” as shown below:

<table>
<thead>
<tr>
<th>Edit</th>
<th>Definition</th>
<th>Add Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A.A.-T in Economics for Transfer (20-25 units) Required Core Courses (14-15)</td>
<td>Courses</td>
</tr>
<tr>
<td></td>
<td>List A: Select one (3-5 units) Any course from Required Core not already used above can be selected.</td>
<td>Courses</td>
</tr>
<tr>
<td></td>
<td>List B: Select one (3-5 units) Any course from List A not already used above can be selected.</td>
<td>Courses</td>
</tr>
</tbody>
</table>

Units According to CurricUNET Math: 20-25
Clicking the “Courses” button will open this screen:

Scroll down under “discipline” to select the appropriate discipline and a list of courses in that discipline will appear:
If more than one instance of a course exists, be sure to choose the most recent version (Active if adding a course that is not being revised or Pending to add a course that is coming through the approval process with the award).

If the course has an Honors addendum attached to it, put “or” in the condition and then be sure to add the Honors course next. It is not necessary to put in the units. Click “Add.” Do that for all courses that belong in that block and then click “Done.”

Repeat this process for each block.

To test what you have done or to see what the award will look like, click on the icon. Be sure the units are adding up correctly. Check the line at the bottom that looks like this:

**Units According to CurricUNET Math: 20-25**

If the CurricUNET Math units do not match the units intended for the award, contact Angela Seavey or Michelle Stewart for assistance.

**Attach Files**

This screen allows you to upload files to attach to the award submission such as any required documents required by the state. Title each attached file so that it is clear what you are attaching. Use the “Browse” button to find the file you wish to attach. Click on the file name, then on “Add.” When you have attached all the necessary files, click on “Finish.” Do not attach files containing information that belongs in the database fields of the award without approval from the Curriculum Office.

The easiest way to attach emails is to do a “Save as” (found at the “File” tab). You can then save the email as a text file or a word document and attach it.

NOTE: For ADT (A.A.-T/A.S.-T) degrees, you will need to attach the following documents:

• The TMC template (the Articulation Officer will have this document)
• The degree narrative
• ASSIST back-up documents (contact the Articulation Officer to find out which documents are required)

For all other awards, contact Angela Seavey to find out what other documents (if any) need to be attached.

**Planning Summary**
This section asks you to complete information required by the state for all awards, including the units for the degree major or area of emphasis, the total units for the degree or certificate, the projected annual number of completers, the projected net annual labor demand (for CTE awards only), the estimated FTE faculty workload, the number of new faculty positions that would be required in order to offer the award (not the number you would like to have), the estimated cost of new equipment (again, this is new equipment that would be required in order to offer the award), the estimated cost of new/remodeled facility, the estimated cost of library acquisitions (again, necessary to offer the award), and the month and year for when the program will be reviewed as part of the college program review process. Much of this information will require you contact your dean for assistance in obtaining the information.

**Agenda Form**
For awards, all parts of the agenda form are completed in other places in the checklist. You will be able to submit the award even if this part of the checklist is not colored green.
Deactivating Courses or Awards

Courses
When deactivating a course, you must first make a copy of it. Click on the Courses text link found in the Build section of the main menu. This will take you to the My Courses screen displaying courses already in the system (you may need to use the drop-down menu to find the actual discipline). Click on the Course Modification link which will take you to the screen where you will enter the course information (discipline and number) and click “OK.” You will see a screen that has all active courses for that course number. To complete a deactivation, you must first make a copy of the course by clicking on the icon. Clicking this icon will take you to the Course Review Proposal screen. Scroll down under Proposal type to “Course Deactivation” (see below). Click Next.

![Course Review Proposal]

You will be asked to give rationale for the deactivation (Does the course no longer meet the needs of students? Is the course being deactivated so that a new course may be used in its place?) Click OK. From there, the Construction Screen should appear. You will need to complete the Agenda forms and save and finish all screens so that a “submit” button appears. Please note: start by completing the agenda form screen and clicking “finish” – in some cases, that will be enough to get a submit button. If not, click finish on the other screens as well.

Examples of Rationale/Summary of Changes for a course deactivation might include:

**LIB-100 (DEACTIVATION)**
There is currently no demand for this course. LIB 101 is fulfilling the students information competency needs at this time.

**PE-124A (DEACTIVATION)**
PE 124A - Theory of Football-Offense is no longer being used in the physical education or athletic departments. Students interested in football can pursue this through the PEIC football courses.
Awards
When deactivating an award, you must first make a copy of it. Click on the Awards text link found in the Build section of the main menu. This will take you to the My Awards screen displaying awards already in the system. Click on the Awards Update link which will take you to the screen where you will enter the award in the drop down menu and click “OK.” You will see a screen that has all awards in that department. To complete a deactivation, you must first make a copy of the award by clicking on the icon. Clicking this icon will take you to the Revise a Program screen. Scroll down under Proposal type to “Course Deactivation” (see below). Click Save.

You will be asked to give rationale for the deactivation on the Cover under “Justification for Proposal” (Does the award no longer meet the needs of students? Is the award being deactivated so that a new award may be used in its place?) Click OK. From there, the Construction Screen should appear. You will need to complete all the checklist forms and save and finish all screens so that a “submit” button appears.

Please note: the Agenda form is automatically generated based on this information added to the award cover.

Revised 07/21/16
Distance Education Information
Writing a Course Outline DE Addendum

In order to offer a Distance Education section of any approved MSJC course there needs to be a DE addendum specific to that course. This addendum must be approved by the Curriculum Committee and follow the specific deadlines and time constraints that must be adhered to prior to teaching the course as a Distance Education section (Title 5 regulations 55206, Separate Course Approval). DE addenda cannot be added or revised without the revision of the course as a whole. The Curriculum Committee must determine that the course content can be delivered online, whether in a hybrid or fully online format. Therefore, if you plan to submit a hybrid addendum, consider whether the course could be taught completely online. If so, it may prove useful to complete the addendum as a fully online offering, rather than hybrid only. This will allow your course to be offered in any online increment, hybrid or fully online.

This section of the Best Practices Handbook provides information concerning writing or revising a DE Addendum based on Educational Technology Committee (ETC) requirements that should be followed when constructing a DE Addendum. Even if you are only revising a previously approved addendum, you will need to do a significant review based on the information presented here, as there have been changes over the past years. Additionally, there are recommendations and best practices that should be helpful in constructing a good DE course addendum. Sample DE Addenda are attached as a reference. We also highly recommend you read the DE Plan and DE Faculty Handbook (available within My MSJC); they can be great sources as you prepare a DE addendum.

Timeline

All DE Addenda follow the same timeline and approval processes required of all curricula moving through the curriculum process. Please note that a new course that has a DE component cannot be offered until the course has been published in the catalog and, in some cases, be approved for articulation with the UC/CSU systems. If you are adding a DE component to a class that is already in the catalog, a DE section can be scheduled if DE and course revision have been approved by the curriculum committee prior to the following semester schedule being established.

Requirements

The following items are required of all new or revised DE Addenda. Failure to implement these requirements will keep the addendum from being approved. (NOTE: for courses that have existing addenda, if the DE addenda is not approved, the course cannot be approved either.)

1. All DE addenda parts of the course outline found in CurricUNET must be completed along with the other parts of CurricUNET. It will launch through CurricUNET and through the process get tech reviewed by a Distance Education Co-Coordinator. Deadlines vary, but all parts of the course – including the parts related to distance education – must be completed by the deadlines established by the curriculum committee in order to be placed on the committee agenda.

2. It is imperative to use the correct online course delivery method on the DE addendum. Please review the below definitions and descriptions:
   i. Fully Online – These are courses in which students work entirely online without having to come to any college facility. Arranged proctored tests are available in this modality, which means fully online course instructors can request a proctored exam although proctored exams will have to be taken in any pre-arranged proctor exam site; that is, students cannot be required to come to an MSJC Learning Center to take a test. In addition, orientations and/or face-to-face class/course meetings are optional. We cannot expect fully online students to take a proctored exam on a MSJC site ONLY. (See the DE Faculty Handbook for proctoring guidelines.) Synchronous activities
are not required, but if synchronous events are scheduled, they must be posted as required archives for asynchronous access, and they may not be required unless archived.

ii. **Hybrid (Blended)** – These are courses where, by design, any portion of the instructional time is provided through Distance Education in lieu of face-to-face interaction between the instructor and student. A course might have varying levels of hybridization ranging from having most of the contact hours occurring face-to-face to almost all of them being delivered completely at a distance. This designation is also given whenever students are required to come to an MSJC site for any reason (testing, orientation, etc.) If for any reason students are required to come to an MSJC site, the course is declared a hybrid course to notify students of this requirement.

iii. **Virtual Hybrid** – These are courses in which all course activities take place online. Online synchronous activities are scheduled along with asynchronous online activities. Dates and times for online synchronous activities are posted in the schedule of classes. For completing the DE addendum all virtual hybrid courses will be designated as Fully Online.

3. The DE addendum must be written clearly and adhere to the Course Outline of Record **by not changing** the course content and objectives. While the methods of instruction and evaluation themselves do not change, they must be adapted to an online environment. It is very important that the course **Methods of Instruction (MOI)** and **Methods of Evaluation (MOE)** in the proposed Course Outline of Record are tied to the course objectives; otherwise, it is difficult to assess the potential effectiveness of the online adaptation of the proposed course in the DE addendum. Therefore, a course author should tie the objectives to the MOI and MOE in the course as a whole prior to completing the DE addendum sections in the Course Outline of Record. Keep in mind that when adapting for distance learning, the course content and objectives stay the same, only the MOI and MOE will change.

a. Each MOI from the Course Outline of Record should be automatically copied into the DE addendum. Each method must have an electronic or online adaptation that is specific and links to the course objectives and course content. General statements and boilerplate language will not be acceptable and will result in non-approval of the DE addendum. Some specific possibilities to consider are PowerPoint presentations converted to a web format (utilizing web tools such as screencast-o-matic), Closed Captioned (CC) video clips, instructor developed web pages, web tutorials and information sites appropriate to the discipline, web tools, discussion forums, images and screen shots for diagrams, graphs and other visual information formatted for online use, online quizzes and tests, proctored tests, online lectures, etc.

Each drop down in this section represents a MOI in the regular course and requires an online adaptation. However, if the method does not work in the distance education environment (for example, “homework” might be used in the regular class, but it cannot be used in an online class since ALL work is, by definition, homework). It is permissible to use “In lieu of xx,” (where xx would be “homework” in the example above) and then to determine how that information would be instructed in an online course.

Additional methods of instruction may be added since some methods that would work in an online environment would be used in a face-to-face classroom. You can use the drop-down option of “Other” and specify what that other method of instruction would be. Integrate it with specific connections to the course material in the general course.

b. Each MOE from the Course Outline of Record should be automatically copied into the DE section. Again, the method of evaluation must have an online or electronic adaptation that links back to the course objectives. The curriculum committee is looking to make sure the evaluation...
methodology in the virtual course environment is equated to the MOE in the Course Outline of Record, specific to the DE MOI, and describes not only what is being evaluated but how students are being evaluated. Some specific possibilities to consider are proctored testing, online testing using Blackboard, projects, portfolios, essay exams, etc.

Please note failure to match the appropriate MOE with the course discipline will result in non-approval of the DE addendum.

Each drop down in this section represents a MOE in the regular course and requires an online adaptation. However, if that method does not work in the distance education environment, it is permissible to use “In lieu of xx,” as discussed above and then to determine how that information would be evaluated in an online course.

c. The reason this level of detail is necessary to make sure that anyone who might teach the course (we must assume that the course will be taught by instructors other than the author of the addendum) will understand the requirements when moving the course to a virtual environment. Furthermore, ETC recognizes there may be many different instructors who will be teaching the course, so the MOI, MOE, and Sample Assignments should be written so that there is flexibility built into the addendum. The purpose of the flexibility is the hope that the class will be a reflection of the individual instructor rather than of the original course author and take the dynamic nature of technology solutions into consideration.

d. Sample assignments should include and show appropriate use of the Internet and CMS (Blackboard) tools and how the assignments will be submitted to the instructor.

4. MSJC Regular Effective Contact Policy is based on Title 5 and the Distance Education Guidelines for the California Community Colleges (the complete guidelines can be viewed in the Distance Education Handbook which can be found at the following link: http://my.msjc.edu/web/ol/DE%20Faculty%20Handbook%20posted.pdf ). The DE addendum requires the course author to define how the course instructor will provide regular effective contact according to MSJC Policy. Please note that our Regular Effective Contact Policy (see below) requires that substantial components of these items must be through our CMS to satisfy federal authentication requirements. Not every drop-down option in the Regular Effective Contact needs to be used. MSJC Regular Effective Contact Policy, revised 3/2013 and approved by ETC and Academic Senate 5/2013, must include the following:

All DE courses at MSJC, whether hybrid or fully online will include regular effective contact as described below:

• **Initiated interaction**: Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Opportunities that relate to the content of the course should include those in which students interact with instructors, instructors to interact with students, and students to interact with each other. Providing students with an open-ended question forum, although required, does not constitute the entirety of effective instructor initiated interaction. In addition to open-ended question forums, utilizing CMS blogs, journals, MSJC email, and collaboration chat tools are appropriate to engage instructor and student interaction. Furthermore, implementing web 2.0 tools into course activities (ie. VoiceThread, Twitter, Facebook, etc.) are also appropriate tools to create interaction. Some web 2.0 tools can be brought into the CMS and some can be linked from the CMS. Instructor prepared content (written, recorded, broadcast, etc.) combined with other course materials, creates the “virtual equivalent” of the face-to-face class and must be included in your course.
• **Frequency:** DE Courses are considered the “virtual equivalent” to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the **very least**, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the DE format. A class that meets three hours a week would require three hours of faculty communication time. Faculty office hours are not included as fulfilling the regular effective contact requirement and are a separate requirement. Given the nature of asynchronous instructional methodologies, contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur as often as is appropriate for the course.

• **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

**Type of Contact:** Regarding the type of contact that will exist in all MSJC DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:

- Threaded discussion forums within the course management system, with appropriate instructor participation. (“Questions for the instructor” forums are good but should be used in conjunction with other forums.)
- MSJC email
- Weekly announcements in the Course Management System
- Timely feedback for student work.

**Suggestions:**

- Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.”) and/or CCCConfer, video conference, podcast, or other synchronous technologies may also be included.

CCCConfer is a web conferencing tool that is free to the California Community College System. http://www.cccconfer.org.

- It is suggested that instructors have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may be accomplished through virtual office hours.
- It is recommended that Instructors engage students with web 2.0 tools and applications such as although not limited to VoiceThread, Twitter, Facebook, polleverywhere, doodle, Animoto, Prezi, Glogster, GoogleDocs, Wordle, Bitstrips etc.
- A suggested approach for DE instructors to stay current with new and emerging technology is to subscribe to SSE feeds such as although, not limited to Eduдemic, wix, MindShift, TED, Mashable, Online Teaching Conference, The Faculty Project, Visually, etc.

5. Another very important part of the DE Addendum is to indicate how you plan to make the course materials so that they are designed to be accessible to students who are vision and hearing impaired. This can be accomplished in the MOI, MOE, and Assignments by indicating how you expect the
instructor to modify content. For example, in an assignment indicate, “watch the closed captioned video on Babel and analyze the video for cultural influences on persuasion, power, relationships, and basic interaction.” Another example, when showing regular effective contact indicates, “initial contact with students will be made through an announcement with federal acceptable font and size for accessibility in the course shell.”

Last revised May 2014
Mt. San Jacinto College
Distance Education Addendum

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Effective Term:</th>
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<tbody>
<tr>
<td>Richard Kandus</td>
<td>Fall 2015</td>
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<table>
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<tr>
<th>Dept:</th>
<th>Course Number:</th>
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<tbody>
<tr>
<td>Psychology</td>
<td>PSYC 107</td>
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<table>
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<tr>
<th>Course Title:</th>
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<tr>
<td>Psychobiology</td>
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Both Fully Online and Hybrid Online

The course has no required face to face meetings.

Fully Online Delivery Requirements:
- Students must be notified via the college schedule of classes and the syllabus for the class, if proctored tests are required for this course.
- Any planned face-to-face meetings, such as an orientation or study session, must be optional.
- The MSJC Curriculum Committee requires the use of asynchronous discussion as a component of every fully online course.
- Accommodations regarding disabled student accessibility to online content must be made as prescribed in the Distance Education Guidelines regarding Section 508, as published by the California Community College Chancellor's office.

Methods of Instruction:

<table>
<thead>
<tr>
<th>Methods of Instruction</th>
<th>Online Adaptation</th>
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<tbody>
<tr>
<td><strong>Student presentations</strong></td>
<td>Facilitate peer to peer learning through the identification and exploration of historical and contemporary themes that form the basis of psychology as a social science. Students will select an appropriate digital format to create and deliver within the CMS their presentation (i.e. PowerPoint, video, website design, Wiki, blog, etc.)</td>
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<tr>
<td><strong>Collaborative activities</strong></td>
<td>Through discussion forums within the CMS, students will experience group processes and dynamics, work with meaningful and relevant psychological models, and analyze individual experiences and social phenomena. Wikis and blogs may also be used for this purpose.</td>
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<tr>
<td><strong>Lecture</strong></td>
<td>Lectures will be posted on-line via Power Point or pdf with audio, and/or other instructor authored materials and content in digital form to cover important concepts within the course.</td>
</tr>
<tr>
<td><strong>Audio/Video</strong></td>
<td>Audio-visual materials to enhance students learning experiences as part of a cohesive review of the various themes that form the basis of psychology as a social science. Video clips, and links to video material, will be posted in the CMS. Audio visual materials will be accessible through closed captioning and/or provided transcripts.</td>
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Methods of Evaluation:

<table>
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<tr>
<th>Methods of Evaluation</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exams/Tests</strong></td>
<td>A minimum of two exams and a final exam will be conducted within the CMS, to provide a combination of objective questions and essays of concepts covered in class, the textbook, or other assigned material, to assess and appraise psychological concepts.</td>
</tr>
<tr>
<td><strong>Article summaries and reports</strong></td>
<td>These assignments analyze psychological research, distinguish and evaluate experimental and non-experimental research methods that are adopted to study behavior and mental processes, and integrate a range of cultural perspectives in relation to psychological principles. Students will submit a written analysis of articles and submit through the assignment editor in the course management system.</td>
</tr>
<tr>
<td><strong>Research Projects</strong></td>
<td>The primary focus will be for students to complete a comprehensive analysis of a psychobiological issue, describe and analyze the logical assumptions guiding the scientific study of both mind and brain processes, distinguish and evaluate experimental and non-experimental research methods that are adopted to study psychobiology, and examine the ethics involved in conducting research with humans and animals. Written projects will be submitted via e-mail and/or posted within threaded discussions, or using the blog tool to allow for critique and interaction.</td>
</tr>
<tr>
<td><strong>Class Participation</strong></td>
<td>Class participation will encourage additional cognitive processing of psychobiological topics, and allow students to examine and describe the components of psychobiological perspectives. This will be accomplished through regular use of the discussion forums and e-conferencing tools (i.e. CCCConfer).</td>
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Sample Assignments:

- Based on the short case histories of various disorders posted via blackboard, construct and submit a paper outlining the neuroanatomical mechanism that would account for the symptoms, including a discussion on the neurological and physiological mechanisms that may contribute to the disorder. This assignment will be sent via email to the instructor and the student will receive the evaluation of such assignment also via email. Students will also be given the opportunity to discuss these case histories in the discussion forum.
- Design an organism, based on provided environmental conditions. For example, given a water environment, less sodium, but more potassium, may be available. Given these parameters, design an organism that could adapt to such an environment. Students will submit their analysis and design via the assignment editor in the CMS. Students may also be
asked to find supporting websites and journal articles and report those links in the discussion forum.

- Create a video or Wiki in which you present a guided relaxation technique, and describe the psychobiological advantages. For example, after the technique, describe the various physiological changes that have occurred, including the parasympathetic nervous system, and the hypothalamic-pituitary-adrenal pathway. Further elaborate on the health benefits that can occur based on these physiological changes. Video will be submitted with supporting links and journal articles via the assignment editor within the course management system and may also be posted in the discussion forum as a student presentation.

- Create a one page analysis of a nutritional label whereby you describe the biological utilization of the different nutritional elements. For example, how is the sodium utilized? The potassium? The protein? Please scan and post your label and your written analysis via the online class discussion forum.

**Regular Effective Contact:**

- **Announcements/Bulletin Boards** - Announcements will be posted using the course management system at least weekly.

- **Discussion Boards** - Participation in discussion boards will be maintained, and timely feedback provided, maintaining at least two discussion forums a week about the content of the course. A question and answer forum will also be provided.

- **Email Communication** - Students will receive individual feedback on all assignments via email and campus phone, if available, during office hours to answer any questions regularly.

- **Office hours** - Instructors will hold regular office hours online using discussion forums, instant messaging, and/or e-conferencing.

- **Scheduled Face-to-Face Meetings** - Hybrid courses will meet at scheduled times.
## Tech Review Feedback

**Date:**
**Proposer:**
**Tech Reviewer:**
**Course Name and Number:**

<table>
<thead>
<tr>
<th>Screen</th>
<th>Recommended Changes</th>
<th>Guidelines for Achieving Approval</th>
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<tbody>
<tr>
<td><strong>Cover</strong></td>
<td></td>
<td>Curriculum Clerical responsibility</td>
</tr>
<tr>
<td><strong>Department, Subject</strong></td>
<td></td>
<td>If Hybrid only is marked, the author should indicate the need for face-to-face meetings</td>
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<tr>
<td><strong>DE Offering</strong></td>
<td></td>
<td>Does the online adaptation make clear how the method of instruction will be modified to fit the online format? Is the online adaptation appropriate considering the course objectives? Is the technology used flexible enough to fit individual instructor preference? See page ____ in BPH for more detail.</td>
</tr>
<tr>
<td><strong>Methods of Instruction</strong></td>
<td></td>
<td>Does the online adaptation make clear how the method of instruction will be modified to fit the online format? Does it describe HOW students are being evaluated? Is the technology described flexible enough to reflect individual instructor preference? See page ____ in BPH for more detail.</td>
</tr>
<tr>
<td><strong>Methods of Evaluation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Example Assignments</strong></td>
<td>Assignments should make clear how they will be utilized within the online format. This section should demonstrate appropriate use of the Internet and the CMS and how assignments are to be submited. Simply having the student submit the assignment via email or the CMS is more limited than is preferable for this section.</td>
<td></td>
</tr>
<tr>
<td><strong>Regular Effective Contact</strong></td>
<td></td>
<td>Not all drop down options need to be used. Is there instructor initiated interaction (more than just a Troubleshooting or Q &amp; A Forum)? Is the frequency equal to that of the face to face to contact?</td>
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<tr>
<td><strong>Accessibility</strong></td>
<td>Mention of how the instructor will make course materials/communications accessible to students should somehow be integrated through MOI, MOE, assignments, or regular effective contact. Refer to page ____ in the BPH for more details.</td>
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Honors Information
CURRICUNET APPROVAL INFORMATION for Honors Addenda

Level 1 - LAUNCH
When you have completed writing or revising your Honors addendum, a “submit” button will occur. Clicking on the submit button will launch your Honors addendum through the CurricUNET approval process. Please be sure you have made all the necessary changes you want before launching your addendum as it cannot be returned to you until it has gone through several of the levels of approval. This creates more work for all involved in the process. Honors addenda cannot be approved if the accompanying course is not simultaneously being revised. Please note that this is just the beginning of the approval process; in the levels that follow, you will get feedback from a variety of people to help insure that your addendum proceeds through the first read approval (which occurs at curriculum meetings) in order to receive board of trustee approval necessary for inclusion in the catalog that applies depending on the date of approval.

Level 2 – DEPARTMENT/CHAIR SUPPORT
At this level, all department faculty trained in CurricUNET (including associate faculty) will have an opportunity to review the Honors course addendum and provide feedback. Department chairs are encouraged to respond as faculty members first since their actions as department chairs are meant to reflect the will of the department not an individual action.

Faculty actions include the following:
- **SUPPORTED**: this action means the faculty member supports the Honors course although the faculty member may provide feedback for suggested changes.
- **NOT SUPPORTED**: this action means the faculty member has concerns with the Honors course or its revisions; choosing this action requires a faculty member provide an explanation of why the Honors course is not supported.

Department chairs should allow other faculty time to review the Honors course addendum before selecting their actions as representatives of the department’s responses. Please see note at end regarding failure on part of department chair to take action on curriculum.
- **SUPPORTED**: this action means the department supports the Honors course; the Honors course will proceed to the next level without allowing the course author to make any changes.
- **HOLD FOR CHANGES**: this action should be selected when faculty members or the chair see changes that should be made to the Honors course before it proceeds through the approval process; because it is best that the course start the approval process in the best possible form, we encourage chairs to make this choice if comments given by other faculty members provide
helpful suggestions or if the chair himself or herself sees changes that would improve the Honors course and make it move more smoothly through the approval process. This action will allow the course author to make changes before the Honors course proceeds through the next level of approval.

- **NOT SUPPORTED:** this action means the other members of the department or the chair has concerns with the Honors course or its revisions; choosing this action requires the chair provide an explanation of why the Honors course is not supported. This action will require the course author reconsider more major aspects of the Honors course before sending it back through department approval.

Please see note at end regarding failure on part of department chair to take action on curriculum. Once a course has been supported by the department chair(s), it will proceed to Level 3.

**Level 3 – ARTICULATION/LIBRARY**

Articulation Officer reviews the Comparable Transfer Courses section of the course. Actions include the following:

- **APPROVED:** this action means the Articulation Officer approves the Comparable Transfer Courses section as completed. The course can then proceed to the next level of approval once the librarian has also approved it.
- **HOLD FOR CHANGES:** the Articulation Officer will choose this action if revisions are required on the part of the faculty author. This will return the course to the author so that changes can be made. Until the changes are made, the course cannot proceed to the next level of approval.
- **NOT SUPPORTED:** this action means the Articulation Officer has concerns with the Comparable Transfer Courses section of the Honors course; this will require the course author discuss the Honors course with the Articulation Officer and reconsider its transferability.

Librarian reviews the Library section of the course. Actions include the following:

- **SUPPORTED:** this action means the library supports the course although the librarian may provide feedback for suggested changes.
- **NOT SUPPORTED:** this action means the librarian has concerns with the course or its revisions; the librarian will provide an explanation of why the course is not supported.

Once a course has been approved by the Articulation Officer and the Librarian, it will proceed to Level 4.

**Level 4 – HONORS COMMITTEE TECH REVIEW**

Level 4 of the approval process requires a subcommittee of the Honors committee tech review your course. This review takes place outside of CurricUNET, but the Honors Coordinator will take action as a result of the subcommittee’s discussion. This will take some time as it is not an individual decision. If you do not understand the changes you are asked to make by the Honors committee, you can review the Best Practices handbook or contact one of the Honors Coordinators. Your course cannot go to the curriculum committee.
until the Honors addendum as well as the course itself has received approval and can proceed to chair and dean approvals.

Actions include the following:

- **APPROVE**: this action means the Honors Curriculum Subcommittee supports the addendum as written.
- **NOT SUPPORTED**: this action means the Honors Curriculum Subcommittee does not recommend the Honors addendum (at least as submitted) should be offered at this time.
- **HOLD FOR CHANGES**: this action means the Honors Curriculum Subcommittee requests revisions on the part of the faculty author.

**Level 5 – TECH REVIEW**

Because the Honors approval largely takes place outside of the curriculum review process, technical review at level 5 is required only from Class Scheduling and Information Specialist (CSI). If, however, there is a DE addendum for the Honors section, it must be reviewed by the DE Coordinator. Each is explained below.

Please note that your Honors addendum will not be sent back to you for changes until each of the reviews has been made. However, the CSI review must be repeated each time you make requested changes, and if you have to make changes to the DE addendum, the course will also go back to the Honors committee for review, all of which takes time, so be sure you have addressed all of the concerns before you resubmit your class since everyone involved in the process has responsibilities beyond reviewing courses in CurricUNET. If you do not understand what someone is asking you to do and have not addressed the changes requested, you are wasting your time and everyone’s involved by asking everyone to review a course that will be required to be reviewed again. If you do not understand, you can review the Best Practices handbook or talk to a curriculum committee member or the chair or request to work with a curriculum mentor (contact the curriculum chair if you want assistance and do not know which would be the best option). Your Honors course cannot go to the curriculum committee until it has received level 5 approval and can proceed to chair and dean approvals. Until your Honors course is approved to go to first read, the course itself will not be placed on the curriculum agenda.

**CSI Review** reviews the course verifying that the course author has completed all required forms in reference to awards that the Honors course impacts. Actions include the following:

- **APPROVE**: this action means the appropriate forms have been submitted with regard to the deactivation of the course, and the Honors course can proceed to the committee for approval.
- **HOLD FOR CHANGES**: the CSI will provide an explanation of what needs to be revised to get approval.

**DE Review** reviews the DE addendum to the course, if applicable, concentrating on aspects related to the course being offered in a hybrid format (the Honors committee does not support fully online Honors courses – see the details under Writing an Honors Addendum). Actions include the following:

- **APPROVE**: this action means the online addendum has met the requirements and the course can proceed to the committee for approval.
- **HOLD FOR CHANGES**: the DE Coordinator will provide an explanation of what needs to be revised to get approval. A spreadsheet will be attached demonstrating which areas need to be
revised to get approval. If changes are requested by the DE Coordinator, the course will also need to get reapproved by the Honors committee.

Once all reviews have been completed, the curriculum chair will send the course back to the author (Hold for Changes) to make requested changes unless all reviews indicate approval in which case the course will be approved to level 5.5.

**Level 5.5 –DEPARTMENT CHAIR APPROVAL (FINAL REVIEW)**

At this level, department chairs will review the course in its revised form since the version that was supported at level 2 may be significantly different from the version going before the committee. Approval at this level is equivalent to a signature of approval. Please see note at end regarding failure on part of department chair to take action on curriculum. Actions include the following:

- **APPROVED:** this action means the Department Chair approves the course. Once both chairs have approved the course (if the department is district-wide), it will move to the next level of the approval process.

- **HOLD FOR CHANGES:** the Department Chair will choose this action if revisions are required on the part of the faculty author. Please note that this action should be chosen only if the chair has concerns related to changes that were requested through technical review, not for concerns that should have been addressed at level 2. Selecting “Hold for changes” will require the course go back through the technical review process.

Once a course has been approved by department chair(s), it will proceed to Level 5.75. Please see note at end regarding failure on part of department chair(s) to take action on curriculum.

**Level 5.75 –DEAN APPROVAL**

At this level, deans will review the course. Approval at this level is equivalent to a signature of approval. Actions include the following:

- **APPROVED:** this action means the Dean approves the course. Once both deans have approved the course (if the department is district-wide), it will move to the curriculum committee for approval.

- **HOLD FOR CHANGES:** the Dean will choose this action if revisions are required on the part of the faculty author. Selecting “Hold for changes” will require the course go back through the technical review process.

- **NOT SUPPORTED:** this action means the dean has concerns with the course or its revisions; choosing this action requires the dean provide an explanation of why the course is not supported. This action will require the course author reconsider more major aspects of the course and will require it be rewritten and resubmitted through the course approval process.

Once a course has been approved by department chair(s), it will proceed to Level 6.

**Level 6 –FIRST AND FINAL READ APPROVAL**

Honors courses require only one read at the curriculum committee. The addendum cannot be approved, however, until the course itself goes to second read.
For transfer-level classes (those listed 100 and above), the course outline of record becomes active with the catalog cycle. After the catalog update these courses will be sent to CSU and UC systems for elective credit transfer status. After UC and/or CSU transfer is determined, courses can be submitted for GE or course-to-course articulation. It is recommended courses not be offered until CSU and/or UC transfer status is established.

**PLEASE NOTE:** It is the course author’s responsibility to monitor the status of each course in the approval process. Although most of the bugs have been eliminated from the approval process, on occasion, a course does get stuck at a particular level. There are some holds in place at various levels, and reviewers at all levels are given several days to take action. However, if a course appears to be stuck at a particular level for 10 or more days, please contact the person who needs to be reviewing the class as a reminder.

If a department chair does not act on a course for 10 days and a request for action does not result in action being taken, please send an email to the curriculum email ([curriculum@msjc.edu](mailto:curriculum@msjc.edu)) specifying the course number, the level at which it is frozen, the department chair who is supposed to be responding, and the date the course was sent to that department chair (it will be listed in the “Proposal Comments”). The dean for that campus will then take action on behalf of the chair, resulting in a chair’s forfeiture of the opportunity to approve or disapprove that curriculum.

If a course or award appears to be stuck at the dean level for 10 or more days, the course author should contact the dean who has not yet approved the class. If the dean has a reason for not approving the course to first read, he or she should try to resolve the issues with the faculty author so that the course can proceed
Writing a Course Outline Honors Addendum

In order to offer an Honors section of any approved MSJC course there needs to be an Honors addendum specific to that course. This addendum must be approved by both the Honors Committee and by the Curriculum Committee. As with regular courses, there are specific deadlines and time constraints that must be adhered to prior to teaching the course as honors – for example, honors courses need to be published in the catalog and articulated to align with the regular course outline. This document is meant to provide information concerning writing or revising an Honors Addendum. Even if you are only revising a previously approved addendum, you will need to do a significant review based on the information presented in this document as there have been several changes over the past few years. This document provides requirements for completing an Honors addendum that the Honors Committee expects to be followed when constructing an Honors Addendum. Additionally, there are recommendations and best practices that may be helpful in constructing as good an honors course as possible. Sample Honors Addenda are provided as an appendix to this document.

Timeline

Addenda should be submitted via CurricUNET along with the course (for both new and revised courses). After the Articulation Officer approves the Honors addendum, the coordinator will then notify the members of the Honors Committee who evaluate the Honors Addenda. The committee typically provides their input and feedback within a week; however during busy curriculum periods, it may take the committee closer to two weeks to provide feedback. The addendum must be approved by the committee before the addendum and the course can proceed to the curriculum committee. Please see “CurricUNET Approval Process for an Honors course” for specific details. The Honors approval should be done simultaneously with the regular course approval. We anticipate the Honors approval process taking approximately three weeks from initial submission, depending on the promptness with which the course author responds to feedback from the committee. After an addendum has been approved by the Honors committee, it will be reviewed by the Class Scheduling and Information Specialist and Articulation Officer before going to the Curriculum committee.

Please note, CTE courses with Honors addenda that are completing a 2-year review of the course should not complete a 2-year review of the Honors course.
**Requirements**

The following items are required of all new or revised Honors Addenda. Failure to implement these requirements will keep the addendum from being approved. The Honors Committee recognizes that there are a variety of different disciplines and not all teach in the same manner; therefore, we are willing to discuss any situation where a faculty author believes a particular honors course should not have to adhere to one of these requirements.

1. All Honors addenda must be submitted through CurricUNET along with a new or revised course. Since the curriculum committee has instituted the policy that no class will be considered without having all of the various addenda turned in by the deadline, failure to submit the honors addendum will keep the course from being considered by the curriculum committee until the Honors addendum has been approved to first read.

2. The addendum must be written clearly and with considerable rigor. The purpose of this clarity and rigor is to make sure that anyone who might teach the class (we must assume that the course will be taught by instructors other than the author of the addendum) will understand the goals of the class. Additionally, in order to make the course truly an Honors section, the content must go beyond what is found in the regular section. Failure to have significant academic rigor as demonstrated through the type or quantity of assignments will keep the addendum from being approved. Likewise the objectives that are identified for the course must also go beyond the objectives of the regular section.

3. Taking point 2 into consideration, we expect the addendum to be written so that there is considerable flexibility built into the addendum. The purpose of the flexibility is that as mentioned above, we assume that there will be several instructors who will teach this class and we hope that the class will be a reflection of the individual instructor rather than of the original course author.

   a. This flexibility can be built into the Honors Course Assignments and Additional Methods of Instruction sections of the addendum by identifying a range of topics that may be covered (making sure to detail a minimum or an optimal number of assignments to use). If the author is providing examples of types of assignments, this can be made clear by using language such as “may cover” or “including but not limited to.”

   b. For the assignments, it is also good practice to identify if there are any assignments that must be completed and then to allow flexibility with other assignments. This option may not be relevant to all disciplines.

4. The Honors Course Content section of the addendum replaces the separate Goals and Topics sections of previous honors addenda. In many cases the content will just reflect those goals and topics and so minimal revisions will be necessary here. This section allows the author to indicate what subject matter the honors section may cover. The content should connect to the objectives of the class and also link to the assignments. It is also important to note that the honors work should not simply be more of the work that is done in the regular section, but instead should reflect something different about the subject
matter. Honors coursework should challenge students in a demonstrably different way than the work associated with the regular course.

5. Included within the Honors Course Assignments, we expect that at least one enrichment assignment is a substantial paper, project or experiment. While the assignment(s) will vary by discipline, we expect the honors students to complete a minimum of 8 total pages for the assignments in most cases. In many cases the students will be expected to do outside research and so it is helpful for the author to indicate the number and type of acceptable sources. Typically, authors expect a minimum of 4 outside sources for a shorter research paper (5-8 pages), more for longer papers.

6. In the evaluation section you must clearly identify how the various assignments will be evaluated, making sure to identify the various criteria for each category of assignments described in the enrichment assignment section.

7. All Honors sections are expected to have a student-instructor meeting component. Again, there is potential for flexibility with this requirement to allow for different types of meeting options (small group discussions, one-on-one review of work, small group presentations to other Honors students or the instructor). Therefore, we require that there be mention of student-instructor meetings in the Additional Methods of Instruction section of the addendum. This student-instructor meeting component is essential to an Honors course because one of the goals of the program is to foster instructor and student interaction and communication. The Additional Methods of Instruction will also be where any other honors focused instruction can be described including field trips, experiments, or hands-on demonstrations.

**Recommendations**

1. The Honors Committee recommends that you avoid boiler-plate language. It is best if you tailor the objectives, content and assignments to the specific class.

2. We also recommend that if you are going to give a list of possible specific assignments, clearly identify which are required and which are optional. Also make sure to identify how many of the optional assignments need to be assigned. This can be achieved by using phrases such as “Students will complete one of assignments from list A and two of the assignments from list B.”

3. If one of the major enrichment assignments is a research paper or presentation, we recommend that the student has input into the choice of the topic for the research. This can be as open as letting the student select a topic completely of his or her choosing or allowing the student to select from a small list of topics that the instructor has preselected. This option allows the student to have more ownership over the research and should improve the quality of the work.

**Discussion of Individual Sections of the Addendum**

1. **Title:** The title of the course must begin with “Honors”. 
2. **Honors Course Objectives**: The Honors Committee would like to note that it is no longer necessary to separate objectives into creativity and critical thinking categories. Simply list the objectives in one section. Please use Bloom’s Taxonomy to find high order objectives and make sure the honors objectives are clearly different from the regular section objectives.

3. **Honors Course Content**: The Honors Course Content section is a new section that combines the concepts of both the Goals and Topics sections of past addenda. The first time an honors addendum is revised to this new format, the information from the Goals and from the Topics sections will be placed into the Honors Course Content section. This combined material will have to be revised to reflect the desired honors content.

   As a reminder to information presented above, the topics that will be covered as part of the Honors Course Content must go beyond the topics that are presented in the regular course. Typically the content of the honors section will be covered in a greater depth or to a wider breadth than in the regular section.

   Additionally, there must be a statement in this section that identifies that students in the honors course will cover the information in the regular course but will also complete additional honors coursework. This is an area where some flexibility should be present in the addendum, but it is good to give the committee and the instructors who will use the addendum as an idea of the focus of the course.

   When identifying the topics of the course, keep in mind the purpose of why you are creating an honors section of the course. Identify the skills that you hope the students acquire by taking the course as honors. This is an area where you can apply the necessary rigor to the addendum.

4. **Honors Course Assignments (replaces previous Enrichment Assignments)**: You must make mention that honors students will complete all assignments in the regular section. For example, the following phrasing could be used, “Honors students will complete the regular course requirements and be graded first in accordance with the criteria used for the rest of the class. In addition, to receive honors credit, students will complete ...”

   As mentioned above, this is a place to introduce flexibility into the addendum so that individual instructors can create a course that reflects their interests and strengths. If no flexibility is built into this section, the assignments listed in this section are the assignments that must be used every time the course is taught. One way flexibility can be accomplished is by providing a choice of possible assignments instructors will assign to their honors students. For example, the addendum author could state “In order to receive honors credit, honors students will complete the requirements of A) and B) listed below while assignments C), D), or E) are optional and may be assigned as deemed appropriate by the instructor.” The number of required and optional assignments are at the discretion of the addendum author based on the specific needs of the individual course.
In this section, you should include examples for each assignment listed. If assigning a research paper, indicate possible research paper topics and/or prompts. If additional readings are required, list articles and texts that can be assigned.

5. **Evaluation:** You must make sure to identify specific criteria for evaluation for each type of assignment identified in the Enrichment Assignments. So for example, if you have a paper and a presentation, you must list the criteria used to evaluate writing and the criteria used to evaluate oral presentations. There may be considerable overlap but that is fine. Types of applicable criteria include clarity, number of sources, use of correct jargon, proper grammar, and similar evaluation methods.

6. **Additional Methods of Instruction:** Mention of student-instructor meetings should be indicated in this section of the addendum, even if there is no specific assignment related to the meeting. This can be indicated by stating the following or something similar, “Students will meet individually with the instructor or as a small group of Honors students to discuss content related to requirements for the honors component of the course.”

This is also the section to provide any other information about how the honors section of the course will be taught. Possible additional methods of instruction might include implementation of scientific experiments, hands-on demonstrations, directed readings, field trips, etc.

**Honors Addenda for Fully Online Courses**

As a member of the National Council of Honors Programs, MSJC follows the position of the NCHC and does not approve of honors addenda for fully online Honors courses. However, the Honors committee is willing to consider Hybrid honors addenda that require some face to face meeting between the instructor and the student.

7/18/2016
Mt. San Jacinto College
Honors Course Outline Addendum

Submitted by: Erik Ozolins

Date: 07/21/2016

Course Discipline: Anthropology

Course Number: ANTH 101H

Title: Honors Physical Anthropology

Honors Course Objectives:

A. Students will demonstrate original thinking and creativity by evaluating the underlying assumptions of research in physical anthropology. Students will construct an effective argument through the integration of information from different sources. B. Students will familiarize themselves with scientific research as it applies to physical anthropology. C. Students will develop independent research, learning, and presentation skills. D. Students will apply course content and skills to assess at least one major current issue in the discipline (e.g. assessing the different models of modern human origins or examining modern perspectives on modern human variation).

Honors Course Content:

A. The topics to be covered in the honors component are identical to those in Anthropology 101 but students will investigate selected topics (such as modern human origins or primate diversity) in much more depth than the regular section.

B. Honors assignments will cover specific issues about human origins and evolution (such as the evolution of New World Monkeys, the evolutionary processes affecting the adaptive radiation of hominins around 2 million years ago, or the question of whether humans are continue to actively evolve). Major assignments and auxiliary assignments will require that students familiarize themselves with and utilize information about human evolutionary processes, natural selection, concepts of speciation, and the fossil record.

C. In order to address the issues presented by the assignments, students will use and understand the scientific method.

Honors Course Assignments:

Honors students will complete the normal course requirements and be graded first according to the requirements and criteria of the rest of the class. In order to receive honors credit, students will also complete the following:

A. Students will carry out reading assignments beyond the scope of the textbook. Additional articles and books about issues in the discipline will be assigned for reading, summary and/or review. Multiple articles on similar topics may be compared and contrasted in order to evaluate the kind of information they present, especially when viewed together. Sample books might include DNA USA by Brian Sykes, Masters of the Planet by Ian Tattersall, or The 10,000 Year Explosion by Henry Harpending and Brian Cochran. The topics for the articles could include a collection of articles about a particular fossil species (H. naledi for example) or about a current popular culture debate (teaching of evolution or the requirement of vaccinations).

B. Students will carry out research to address a particular question about a major issue in the discipline. Research questions to address may include, but are not limited to, the following: Should Neanderthals be considered a distinct species or are they a subspecies of Homo sapiens? Are human beings inherently violent? Were early hominins (such as Ardipithecus ramidus and Australopithecus afarensis) comfortable bipeds? - (use skeletal evidence to support your position) Now that we have a map of the human genome, what are the most pressing ethical issues human beings face as we determine how to use that information? What is the best explanation for the phylogenetic relationships of the currently identified hominin taxa? (In other words, construct and defend a phylogeny for the tribe Hominini.) The results of the research will be presented as either a major (10-15 page) research paper or as an oral presentation and associated written component. The oral presentation may be given as a lecture, debate, interview, or panel discussion (when more than one honors student is enrolled) and the written format may be an annotated bibliography or a term paper, or presented in a multimedia format (such as a short movie or a PowerPoint) at the discretion of the instructor.

For either option a minimum of 10 sources should be used.

Evaluation of Honors Course Assignments:

A. To receive honors credit, students must successfully complete regular course and honors supplemental assignments;

B. The written research will be assessed according to the number of references consulted, the kind and quality of references that are consulted, the ability to synthesize information from a multitude of sources into a coherent argument, the accuracy of content, insight and originality of the work and whether or not directions for formatting (such as APA
Additional Methods of Instruction:

A. Students and instructors will meet several times (minimum of three times) over the course of the semester to discuss research findings or assigned readings or other appropriate topics as determined by the instructor. These meetings can either be small group meetings with other honors students or one-on-one meetings with the instructor.

B. Assigned readings and questions posed by the instructor can serve as directed reading exercises to help students understand the significance of particular concepts or texts.

C. Depending on the topic of the research project a field trip to the Zoo or San Diego Museum of Man could be used to help honors students gain a more hands-on understanding of the material for the assignment.

D. Oral Presentations may be used to provide students an opportunity to present their research to other students. Alternatively, honors students may be required to present aspects of readings to the other honors students as part of the small group discussions. These presentations will provide students an opportunity to improve their oral communication skills and their ability to synthesize and integrate information.
Mt. San Jacinto College  
Honors Course Outline Addendum

Submitted by: Christina Yamanaka  
Date: 07/21/2016

Course Discipline: History  
Course Number: HIST 108H  
Title: Honors The History of East Asia Since 1600

Honors Course Objectives:

1. Engage in advanced research and writing techniques using both primary and secondary sources. In contrast to the normal course offering, the honors component will ask students to produce an original piece of research that will be an integrated and in some cases multi-disciplinary examination of the topic.

2. Participate in small group discussions that address challenging primary and secondary source readings, research, and writing.

3. Address major issues and important interpretations in the history of East Asia with the instructor and other honors students.

Honors Course Content:

The honors component of History 108 will encourage students to work above the survey level to explore issues in the recent history of East Asia with greater depth and complexity. Students will engage in research that will involve working with both primary and secondary sources, studying major historiographical controversies and interpretive schools, and engaging in discussions with the instructor and other honors students about the discipline of history.

The topics to be covered in History 108H are the same as those covered in History 108. In addition, honors students will analyze current research and historical concerns in the history of East Asia that focus on topics such as China and the sixteenth-century global economy, the impact of silver and printing on Chinese culture, the Genroku-era literature and art, reform narratives in nineteenth-century Korea, U.S.-East Asian immigration concerns, Japanese imperial expansion into Southeast Asia and colonial resistance, the economic transformation of Korea and Taiwan, and contemporary relations between China, Tibet, and Central Asia.

Honors Course Assignments:

Students will complete all regular course requirements for the regular section of History 108 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements A), B), and C) below. Assignments D), E), F), or G) below are optional and one optional assignment may be required at discretion of the instructor.

A) A research paper 9-12 pages long, typed, double-spaced on a topic that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on the following: primary sources, secondary sources, major interpretive books, and articles. A minimum of five academic sources must be referenced in the paper. As part of this project, students may peer review one another’s work. Research paper topics could include Tokugawa ideology, Rangaku scholarship, Jesuits in China, legacies of the Opium Wars, the “New Woman” in colonial Korea, peasant nationalism in wartime China, historical memory and the Nanjing Massacre, nationalist reunification movements in Korea, and the role of censorship in the writing of East Asian history.


C) Students will engage in discussion of the assigned readings as well as research paper progress during meetings outside regular class lectures with the instructor. Meetings will be held at least once a month or a minimum of four times during the semester.

D) A 10-minute oral presentation of the final research project or an outline of the research project given to their fellow honors students or to the entire class.

E) An oral history of an individual whose life experiences relate to the subject matter of History 108H. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review
interview protocols, decide on the best way to preserve and present their oral history findings to the instructor or the class (i.e. a brief write-up of their interview, a short oral presentation, or reporting their findings to an historical organization that collects oral histories provided the interviewee grants permission), and consider how their oral history fits in or challenges current historical perspectives.

F) A journal on assigned readings and writing assignments. Journal writing will assist students in understanding and reflecting on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

G) A project outside normal class time designed by the instructor. For example, instructors will lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 108H. The Los Angeles County Museum of Art, the Bowers Museum, the Norton Simon Museum, the USC Pacific Asia Museum, the San Diego Museum of Art, and the Mingei International Museum are all examples of museum locations in the Southern California that might be considered for this assignment. A museum visitation will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom.

**Evaluation of Honors Course Assignments:**

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy. Oral presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument. Honors class discussions of supplemental readings will be judged based on student preparedness as well as the student's ability to summarize, critically analyze, and provide their own perspective on the assigned readings. Journal writings, oral histories, and field trips will be assessed based on organization, quality, and accuracy of student work.

**Additional Methods of Instruction:**

**Method:** Small-Group Discussion

**Integration:** Guided small group discussions in the honors course will enable students to analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped modern world history. These discussions can also cover student progress on research projects and peer-reviews of assignments related to the research project.

**Method:** Oral Presentations

**Integration:** Oral presentations will provide honors students the opportunity of presenting their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.
ADT (AA-T/AS-T) Information
October 6, 2014

TO: Chief Instructional Officers
Articulation Officers
Curriculum Chairs

FROM: Pamela D. Walker
Vice Chancellor, Academic Affairs

SUBJECT: Strategies for Meeting Associate Degree for Transfer (ADT) Goal

With the impending Fall 2014 deadline of the 100% Goal for ADTs, the following guidance is presented as potential strategies for meeting the commitment.

Background

The 100% ADT Goal states that by Fall 2014, each college will have ADTs in 100% of the majors they offer in which there is a Transfer Model Curriculum (TMC).1 Each California Community College (CCC) certified their commitment to developing ADTs on their “AA-T & AS-T 100% Goal Certification Form.”2 To date, the CCCs collectively have met 91% of the overall CCC system goal, with more than half of the CCCs at—or exceeding—their individual goal.

With the deadline fast approaching and some CCCs not yet at 100%, the System Advisory Committee on Curriculum (SACC) recommended that California Community Colleges Chancellor’s Office (CCCCO) provide guidance on the options available to all CCCs that could help them reach their goal.

Strategies for Colleges to Consider

Attached are options that have been successfully implemented at other CCCs. Please work with the CCCCCO reviewer to determine if any of these options will work for the college. Send questions regarding ADTs to curriculum@cccco.edu, so that they may be routed to the appropriate staff person.

cc: Academic Affairs Division Staff, CCCCCO
System Advisory Committee for Curriculum (SACC)
Jeff Spano, CCCCCO
Bob Quinn, CCCCCO

1 Board of Governor’s adopted goal, May 2012
2 Academic Affairs memo, November 21, 2012
# STRATEGIES FOR MEETING THE ASSOCIATE DEGREE FOR TRANSFER 100% GOAL

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| Ensuring a faster review… | • Start a draft proposal in the Curriculum Inventory – this is a head start in preparing the record for submission, as well as indicates to the CCCCO that an ADT is in development.  
• Contact a CCCCO reviewer if the CCC is struggling with the double-counted units.  
• Submit a complete proposal:  
  o Narrative – Items 1 & 2 are required, Item 3 is optional.  
  o ADT Template – GE Areas are complete, omit extraneous text.  
  o ASSIST Reports – attach the correct type (AAM/BCT/GECC).  
  o Course CORs – ensure all CORs entered on the TMC Template are attached and selected in the Course Report section.  
• Address all of the items that the CCCCO Reviewer has indicated:  
  o Scroll through the comments window to ensure all of the feedback from the CCCCO reviewer is in view. |
| Meeting the 60-unit requirement… | • Revise the high unit courses – align the local course unit value with the TMCs course unit value. If the CCC offers a 4 or 5 unit version of a course, the CCC can submit a substantial change and create a 3-unit version of the course.  
• Increase the double-counted units:  
  o Increase the articulated units for the discipline.  
  o Utilize courses that fulfill the CSU GE/IGETC area.  
• Weigh the benefits and drawbacks of offering only one GE pattern. Though the CCCCO recommends that both patterns be available to the student, the CCC may find that the ADT will only meet the 60-unit requirement under either the CSU GE or the IGETC pattern. Note that this option will require clear guidance for the student on which pattern to take in order for the ADT to be awarded. |
| Reassessing courses not submitted to C-ID or do not have a valid C-ID status… | • Consider whether the course that has not been submitted to C-ID or does not have an approved C-ID status is necessary for the program at this time. If it is not necessary, the course can be omitted from the proposal and then added (via a nonsubstantial change) after it has been approved in C-ID.  
• Move the non-approved C-ID course to a section of the template that requires an ASSIST Report (AAM/GECC/BCT). |
| Reevaluating the college ADT goal… | Some CCCs overestimated the number of ADTs that could be developed, while others reported AA/AS degrees in majors they did not offer. To more accurately reflect the CCC’s curricula, consider resubmitting a 100% Goal Certification Worksheet located at:  
[http://extranet.cccco.edu/Portals/1/AA/Credit/AATASTCertificationFormCorrected.docx](http://extranet.cccco.edu/Portals/1/AA/Credit/AATASTCertificationFormCorrected.docx) |
January 28, 2015

TO: Chief Instructional Officers
    Chief Student Services Officers
    Academic Senate Presidents
    Curriculum Chairs
    Articulation Officers

FROM: Pamela D. Walker
      Vice Chancellor, Academic Affairs

SUBJECT: Update on C-ID Verification for Associate Degrees for Transfer (ADT)

Last Spring, California Community Colleges Chancellor’s Officer (CCCCO) extended the C-ID verification timeline to allow more time for the C-ID approval process to catch up with the demand. In light of the challenges that continue to hinder the review and approval of courses in C-ID, the CCCCO will not be deactivating previously approved ADTs that include courses without a C-ID status of “Approved” by June 30, 2015. California Community Colleges (CCCs) may continue to submit ADT proposals where courses with C-ID descriptors in the Required Core and List A reflect any of the following C-ID statuses: Approved, Conditional Approval, Submitted, In-Progress, or Resubmitted. However, effective July 1, 2015, all ADT proposals (new, substantial and nonsubstantial change), submitted to the CCCCO for review must:

1) Have a C-ID status of “Approved” for all courses entered on a TMC Template where a C-ID descriptor is listed. That is, any course listed on a TMC Template next to a C-ID descriptor in the Required Core, List A, List B, or List C sections, must appear in C-ID.net with an “Approved” status for that descriptor. One exception is that if the TMC Template indicates that an ASSIST Articulation Agreement by Major (AAM) is accepted in addition to the C-ID descriptor, then a valid AAM will be accepted in lieu of the “Approved” C-ID status, and

2) Include all the correct required attachments (Narrative, Template, Course Outline of Records, if applicable: ASSIST Reports, Advisory Board Minutes, Labor Market information and all attachments must include the required information).

Please send all inquiries to curriculum@cccco.edu.

cc: Denise Nolan, Vice Chancellor of Student Services and Special Programs
    Cris McCullough, Dean of Curriculum and Instruction
    Academic Affairs Division Staff
    David Morse, President of Academic Senate for California Community Colleges (ASCCC)
    System Advisory Committee on Curriculum (SACC)
February 27, 2015

TO: Chief Instructional Officers
    Curriculum Chairs
    Articulation Officers
    Chief Student Services Officers
    Academic Senate Presidents

FROM: Pamela D. Walker
    Vice Chancellor, Academic Affairs

SUBJECT: SB 440 Associate Degree for Transfer Requirement

The Student Transfer Achievement Reform Act (SB 1440, Padilla, 2010), amended by SB 440 (Padilla, 2013), requires that before the start of the 2015-16 academic year, California Community Colleges (CCC) must create Associate Degrees for Transfer (ADT) in Transfer Model Curriculum (TMC) disciplines that were finalized prior to the commencement of the 2013-14 academic year.

The following criteria were used to identify the programs in each CCC’s Curriculum Inventory as of February 25, 2015, that are included in the SB 440 ADT development requirement:

1. The existing AA or AS degree program matches any of the following twenty-four ADT disciplines (or the designated similar CSU majors identified on the TMC Template) finalized before the start of the 2013-14 academic year:
   - Administration of Justice
   - Anthropology
   - Art History
   - Business Administration
   - Communication Studies
   - Computer Science
   - Early Childhood Education
   - Elementary Teacher Education
   - English
   - Geography
   - Geology
   - History
   - Journalism
   - Kinesiology
   - Mathematics
   - Music
   - Philosophy
   - Physics
   - Political Science
   - Psychology
   - Sociology
   - Spanish
   - Studio Arts
   - Theatre Arts

2. The existing AA or AS degree program TOP Code is the same as the TOP Code for one of the associated finalized ADT disciplines.

3. The existing AA or AS degree program is “Active”.
Based on the data retrieved from the CCC Curriculum Inventory (http://curriculum.cccco.edu/), the attached ADT report identifies each CCCs SB 440 obligation (highlighted in green on the attached ADT report). CCCs should focus on developing and submitting proposals to meet the SB 440 obligation in the 24 finalized ADT disciplines. If the data in the CCC’s Curriculum Inventory is outdated or otherwise does not accurately reflect the programs on campus, please email curriculum@cccco.edu identifying why the data is inaccurate. CCCCO will determine if the ADT report requires updating. CCCs requiring technical assistance in meeting their legal requirement should contact the Academic Affairs Division through an email request to curriculum@cccco.edu.

Regardless of the SB 440 requirement, all colleges are still required to create ADTs in every major and area of emphasis offered by that college for any TMCs approved after the 2013-14 academic year (California Education Code Section 66746(b)(1)(C)). Please note that CCCs have 18-months after the approved TMC Template is posted on the CCCCO website to create these ADTs (highlighted in yellow on the attached ADT report).

Please send all curriculum inquiries to curriculum@cccco.edu.

cc: Cris McCullough, Dean Curriculum and Instruction
    Academic Affairs Division Staff
    Denise Nolan, Interim Vice Chancellor of Student Services and Special Programs
    David Morse, President of Academic Senate for California Community Colleges (ASCC)
    System Advisory Committee on Curriculum (SACC)
Associate Degree for Transfer
(ADT/A.A.-T/A.S.-T)

Beginning in Fall 2011, community colleges were required by Senate Bill (SB) 1440 (Padilla) and California Education Code section 66746(a) to develop and offer “associate degrees for transfer” (ADTs) that require students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is acceptable if pass is defined as a grade of C or better.

In addition, Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these requirements, for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer (A.A.-T or A.S.-T). Title 5, section 55002(b), describes such courses as “nondegree-applicable credit courses.”

Associate Degree for Transfer (ADT) (aka Transfer Model Curriculum (TMC) aka A.A.-T/A.S.-T aka SB 1440) information can be found in a variety of locations at the CA Chancellor’s Office - Academic Affairs, CCC Statewide Academic Senate website, and via C-ID website. Below you will find snapshots with detailed descriptions of this legal mandate and associated web links for the most current information available as you pursue curriculum and awards for Mt. San Jacinto College.

*This is not a program or process that MSJC’s Curriculum Committee can change.* Further legal mandate is to have 100% (ADT) SB-1440 degrees created and submitted as mandated by SB 440. [http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0401-0450/sb_440_bill_20130221_introduced.htm](http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0401-0450/sb_440_bill_20130221_introduced.htm)

For the most current version of the CCCC Program and Course Approval Handbook (PCAH): [http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf](http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf)

For specific information explaining the C-ID project with state approved course descriptors: [https://c-id.net/view_final.html](https://c-id.net/view_final.html)

Community Colleges are required to align curriculum to the C-ID Academic Senate approved course descriptors in order to create and submit the ADT (SB-1440) degrees. Failure to update, align courses to these descriptors and have submission and/or full approval is an automatic denial of the degree. To find information on C-ID descriptors, go to the URL above and follow the arrows as indicated below:
At the drop-down menu, select the discipline and select the course outline for review.

For specific information explaining the C-ID project with state approved TMC for A.A./A.S.-T degrees in the actual CCCC degree submission format:
http://www.c-id.net/degreeview.html
Transfer Model Curriculum Information

In response to Senate Bill 1440 (Padilla, 2010), the Academic Senates for California Community Colleges and California State University decided to develop a faculty-led, state-wide, concerted effort to identify the course content for new associate degrees for transfer, which simultaneously award students an associate degree and prepare them for special benefits/guarantees upon transfer to CSU. The C-ID infrastructure is being used to develop and vet the transfer model curriculum (TMC) in each of the most common transfer majors. Further, C-ID is being used to develop “descriptors” for all the courses in the TMCs, providing assurances to students and faculty that courses offered at one institution are comparable to those elsewhere, provided they have the same C-ID number. Once a TMC has been drafted by intersegmental discipline faculty, it is vetted on the C-ID site where feedback is posted by a wider sampling of faculty. Once finalized, TMCs become available for community colleges to use as they develop their associate degree for transfer.

Associate degrees for transfer are either AS-T degrees (for STEM and CTE programs) or AA-T degrees (for all other programs).

Please look below for the finalized TMCs.

Be sure to sign up on our list serv page not miss announcements related to your discipline.

The Chancellor’s Office has posted examples of AA-T and AS-T degrees that they have approved. You can view these examples by visiting their website. Click here.

Finalized TMCs

Below is the Academic Senate approved degree model that is submitted to CCCCO:

<table>
<thead>
<tr>
<th>Transfer Model Curriculum</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice/Criminal Justice</td>
<td>May 17, 2011 (Updated December 4, 2012)</td>
</tr>
<tr>
<td>Anthropology</td>
<td>September 20, 2012 (Updated December 4, 2012)</td>
</tr>
<tr>
<td>Art History</td>
<td>June 19, 2011 (Updated December 4, 2012)</td>
</tr>
</tbody>
</table>

Look at the Table located on this page and select the degree you wish to pursue and identify the C-ID descriptors and how they are mapped. If we are missing “core” courses for the degree, these courses will need to be created. If courses are required in the degree “outside” your specific discipline, you must contact the appropriate
department to confirm course currency and availability in order to create the degree. This should be done before beginning the degree/program submission in MSJC’s CurriUNET system.

This information is from LEGISLATIVE MANDATE and completely run through the California Community College Academic Senate (with statewide discipline faculty input) and enforced via the CCC Chancellor’s Office-Academic Affairs. The rules and regulations change frequently within the PCAH, which means you may be asked to make changes a number of times during the C-ID course submission process and during creation of the A.A.-T/A.S.-T degree.

Updated 06/13/16
Help Information
FREQUENTLY ASKED CURRICUNET QUESTIONS

I CANNOT REMEMBER MY PASSWORD. WHAT SHOULD I DO?

CURRICUNET WILL NOT LET ME SUBMIT MY COURSE. WHAT AM I DOING WRONG?

WHY DID I GET AN ERROR MESSAGE WHEN I HIT THE SUBMIT BUTTON?

HOW DO I FIND THE COURSE I WANT TO REVISE?

HOW DO I GET TO THE AGENDA FORMS?

I HAVE FEEDBACK THAT I NEED TO MAKE CHANGES, BUT THE SYSTEM WILL NOT LET ME MAKE ANY CHANGES. WHY NOT?

THE “ADDITIONAL LIBRARY” AREA IS BLUE, BUT I DO NOT HAVE ANY ADDITIONAL LIBRARY NEEDS. WHAT DO I DO?

I HAVE MADE CHANGES REQUESTED BUT I AM NOT ABLE TO SUBMIT MY COURSE AGAIN. WHY NOT?

I RECEIVED AN EMAIL SAYING I HAD TO MAKE CHANGES. WHAT DO I DO NOW?

WHY AM I GETTING AN ERROR MESSAGE WHEN I TRY TO ADD MINIMUM QUALIFICATIONS?

CURRICUNET WILL NOT ALLOW ME TO CREATE A NEW COURSE. WHAT AM I DOING WRONG?

I WANT TO REVISE THE DE METHODS OF INSTRUCTION (OR THE DE METHODS OF EVALUATION), BUT I DO NOT HAVE THE PENCIL ICON. WHAT DO I DO?

I AM GETTING AN ERROR MESSAGE OR FINDING THAT CURRICUNET DOES NOT DO WHAT THE BEST PRACTICES HANDBOOK SAYS IT SHOULD DO. I HAVE TRIED SEVERAL DIFFERENT WAYS TO RESOLVE THE ISSUE WITH NO LUCK. WHAT DO I DO?

MY APPROVALS FEEDBACK SAYS TO LOOK AT AN ATTACHMENT, BUT I DO NOT SEE ONE. WHERE CAN I FIND IT?

HOW CAN I SEE WHERE MY COURSE IS IN THE APPROVAL PROCESS?
I CANNOT REMEMBER MY PASSWORD. WHAT SHOULD I DO?

Contact the curriculum email (curriculum@msjc.edu). You will get a reply within 48-72 hours (excluding weekends and holidays). In the future, please write your password somewhere so that you can remember it. You might want to use the same password you have for your MSJC email; because this is a different system, there will not be a conflict.

CURRICUNET WILL NOT LET ME SUBMIT MY COURSE. WHAT AM I DOING WRONG?

If you do not get a submit button, you have not completed all sections of the course outline. Look to see what areas are not green and complete them. When all areas of that screen are complete, hit "Finish." This should make the area green. If all areas are completed, the submit button will appear.

If you are making changes within the approval process, however, you will no longer get a submit button. After that, if you make changes requested, you will take action to submit the course back to the process for review. To do this, go to Track>My Approvals. Select the role of Course Author (unless you are doing this as department chair or another function) and click on the red ACTION button. Click “Requested Changes Made” and hit Save. Please note that once you take action, you will not have access to make further changes to your course until the course gets returned to you again.

Be sure you do not send the course back into the approval process without making all of the requested changes as the course will have to wait for all approvers to look at your course and disapprove again before the course will be returned to you.

WHY DID I GET AN ERROR MESSAGE WHEN I HIT THE SUBMIT BUTTON?

Most likely, you have received this error because you left an area of the course outline blank, probably one of the rationale or justification sections. Check to be sure you have completed each box in each area.
HOW DO I FIND THE COURSE I WANT TO REVISE?

After you log in, go to Build>Courses. Go to Courses>Course Modification. You will see a box that looks like this:

![Course Search](image)

Scroll down to the discipline and type in the course number. Then hit OK. Remember to make a copy of the course before revising it. For more information on making a copy of a course, see the Best Practices Handbook.

Return to top
HOW DO I GET TO THE AGENDA FORMS?

On the right-hand side of the course checklist, there is a line that reads “Agenda Forms.” If you click on this, you will be able to view these forms and make changes as necessary.

I HAVE FEEDBACK THAT I NEED TO MAKE CHANGES, BUT THE SYSTEM WILL NOT LET ME MAKE ANY CHANGES. WHY NOT?

Once you have launched your course (hit the “submit” button), you will not be able to make changes until your course gets returned to you to make the requested changes. There are several steps where this can happen: after department chair review, after articulation officer review, after tech review (which includes CSI review, CCS review, and pedagogical review). You will receive an email from CurricUNET when your course has been returned to you for changes. Until all members of the tech review have posted their comments, your course will not be returned to you. Emailing the curriculum chair or the curriculum email will not speed up this process, so please be patient.
THE “ADDITIONAL LIBRARY” AREA IS BLUE, BUT I DO NOT HAVE ANY ADDITIONAL LIBRARY NEEDS. WHAT DO I DO?

Go to that area and click on “Finish.” That should make the area green on the right-hand side and allow you to submit your course (provided that all other areas are complete).

I HAVE MADE CHANGES REQUESTED BUT I AM NOT ABLE TO SUBMIT MY COURSE AGAIN. WHY NOT?

Courses get submitted through the submit button only at the very beginning of the process. After that, if you make changes requested, you will take action to submit the course back to the process for review. To do this, go to Track>My Approvals.
Select the role of Course Author and click “Next.”

You will then need to click on the red ACTION button.

Under “Action” scroll down to “Requested Changes Made” and then hit Save.

Please note that once you take action, you will not have access to make further changes to your course until the course gets returned to you again.

Be sure you do not send the course back into the approval process without making all of the requested changes as the course will have to wait for all approvers to look at your course and disapprove again before the course will be returned to you.
I RECEIVED AN EMAIL SAYING I HAD TO MAKE CHANGES. WHAT DO I DO NOW?

Go to Track>My Approvals. Select the role of Course Author from the drop-down menu. Choose the Comments icon which looks like this 🗓️. This area gives you a record of all comments made about your course and looks like this:

<table>
<thead>
<tr>
<th>Assessment Coordinator Review</th>
<th>5 (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Coordinator</td>
<td>Action</td>
</tr>
<tr>
<td>Technical Review CSI</td>
<td>5 (optional)</td>
</tr>
<tr>
<td>Class Scheduling and Info Specialist</td>
<td>Action</td>
</tr>
<tr>
<td>Student Services</td>
<td>5 (optional)</td>
</tr>
<tr>
<td>Student Services</td>
<td>Action</td>
</tr>
<tr>
<td>Hold</td>
<td>5 (required)</td>
</tr>
<tr>
<td>Student Services</td>
<td>Action</td>
</tr>
<tr>
<td>Honors Review</td>
<td>5 (optional)</td>
</tr>
<tr>
<td>Honors</td>
<td>Action</td>
</tr>
<tr>
<td>Technical Review Ped</td>
<td>5 (optional)</td>
</tr>
<tr>
<td>Technical Review Committee</td>
<td>Action</td>
</tr>
<tr>
<td>Technical Review Approval</td>
<td>5 (required)</td>
</tr>
<tr>
<td>Curriculum Committee Chair</td>
<td>Action</td>
</tr>
<tr>
<td>Technical Review CCS</td>
<td>5 (optional)</td>
</tr>
<tr>
<td>Curriculum Specialist</td>
<td>Action</td>
</tr>
</tbody>
</table>

Under each of these areas, you will see whether your course was Approved (no changes or only minor changes required) or Disapproved (changes required). Please note that Student Services reviews rather than approves the courses, but their input is important in the process. Also, Honors approval is necessary for Honors courses only. For more information on these levels and what the various actions mean, see the Best Practices Handbook.

You need to address all of the concerns noted for your course. To do so, click on the pencil icon and make the changes. If you have questions about "Technical Review Ped" or cannot open the attachment (if an attachment is noted), you should contact the Pedagogical Reviewer for more assistance (this will be the faculty member assigned to your course). If you have questions regarding comments by Angela Seavey, please contact her. Until all of these issues are addressed, your course cannot proceed to department chair approval. Once you have made the changes and saved them.
You will then need to click on the red ACTION button.

Click “Requested Changes Made” and click Save.

Please note that once you take action, you will not have access to make further changes to your course until the course gets returned to you again.

If you want to print a copy of the requested changes to make revision easier, click on the “Proposal Comments” link (please note that you cannot open or see any attachments from this view):
WHY AM I GETTING AN ERROR MESSAGE WHEN I TRY TO ADD MINIMUM QUALIFICATIONS?

Courses should specify the Minimum Qualifications needed to teach this course. Most courses have come over from the initial download as not having minimum qualifications which is not, in fact, the case. Check previous course outlines of record to see which minimum qualifications were in place and add them. If you are making any changes to the minimum qualifications, be sure you justify that on the A1 form.

To add a minimum qualification, find the appropriate listing from the drop down list and hit "Add."

If there are multiple qualifications for teaching the course, be sure you specify in the “Condition” dropdown “and” (which means EVERY ONE is required for teaching the class) or "or" (which allows for alternative degrees or backgrounds for teaching the course.) When you are done, click "Finish."

CURRICUNET WILL NOT ALLOW ME TO CREATE A NEW COURSE. WHAT AM I DOING WRONG?

Faculty no longer have access to create new courses through CurricUNET. We have a new process for conceptually approving new curriculum in a faculty-driven process that still ensures faculty are not needlessly spending time creating a course in CurricUNET that we cannot offer (because it is upper-division or graduate level) or that we already offer (perhaps through another department). Provided that the department’s curriculum is all in compliance, a faculty member completes an A9 form, which can be found on the N: drive as well as on the Curriculum Committee website, giving conceptual background of the course, including plans for prerequisites, units, DE or Honors addendum, and the rationale for adding the new course. (Please see information on the A9 form below.) The faculty member or a representative will attend a curriculum meeting and discuss the proposed new course. After the proposed curriculum is approved conceptually, and the minutes from the meeting at which the course is approved have been approved, a shell for the course will be created, and the course can be submitted via CurricUNET. Please see the appendix for a sample A9 form.
Once the course has been approved through the curriculum committee and a shell has been created, you can follow the information under “Revised Courses” for the areas of CurricUNET to complete.

Please note: new courses cannot be created if a department has any curriculum that is out-of-compliance.

I WANT TO REVISE THE DE METHODS OF INSTRUCTION (OR THE DE METHODS OF EVALUATION), BUT I DO NOT HAVE THE PENCIL ICON. WHAT DO I DO?

In this area since the Methods pull from the regular course, revising needs to be done a bit differently. To edit a particular integration, highlight the integration information and use the CTRL C command. Then use the scissors to delete the method. Next you can re-add the method by clicking “ADD” which will give you access to a text box where you can paste the information that you copied. You will then be able to edit the integration.

I AM GETTING AN ERROR MESSAGE OR FINDING THAT CURRICUNET DOES NOT DO WHAT THE BEST PRACTICES HANDBOOK SAYS IT SHOULD DO. I HAVE TRIED SEVERAL DIFFERENT WAYS TO RESOLVE THE ISSUE WITH NO LUCK. WHAT DO I DO?

Unfortunately, sometimes CurricUNET does things it is not supposed to do or does not do what it is supposed to do. If you have looked through the Frequently Asked Questions, the Best Practices handbook, and the Help information in CurricUNET and still cannot determine what is going on, you will need to do the following: Send an email to the curriculum email (curriculum@msjc.edu) with your issue. Be very specific in describing what is happening (what is the error message? What won’t it do? What area were you working on? What were you trying to do?). The Curriculum Clerical Support will trouble shoot the issue but without specifics, she cannot do this. Please do NOT submit the course or take action on it until the issue is solved.

MY APPROVALS FEEDBACK SAYS TO LOOK AT AN ATTACHMENT, BUT I DO NOT SEE ONE. WHERE CAN I FIND IT?

The Pedagogical Reviewers typically attach an Excel grid that is used to standardize tech review feedback. It cannot be accessed from the “Proposal Comments” area, however. Instead, go to the “My Approvals” area, and click on the Comments icon which looks like this.
HOW CAN I SEE WHERE MY COURSE IS IN THE APPROVAL PROCESS?

You can determine where your course is with the following steps:

1. Go to “My Proposals” in CurricUNET

2. Click on the Check Status button

3. The red will show you where your course is in the process. Several scenarios are given below.

   COURSE AWAITING CHANGES FROM ORIGINATOR (COURSE AUTHOR):
OR

COURSE AWAITING REVIEW BY ARTICULATION OFFICER:

<table>
<thead>
<tr>
<th>Action: Supported</th>
<th>05/21/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation Officer</td>
<td>3 (required)</td>
</tr>
<tr>
<td>Library Review</td>
<td>3 (required)</td>
</tr>
<tr>
<td>Monica Flores</td>
<td>Done 05/22/2012</td>
</tr>
<tr>
<td>Action: Supported</td>
<td>05/22/2012</td>
</tr>
</tbody>
</table>

COURSE AWAITING REVIEW OR RE-REVIEW BY TECHNICAL REVIEW:
<table>
<thead>
<tr>
<th>Course Approval Process</th>
<th>Approval Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Coordinator Review</strong></td>
<td>5 (optional)</td>
</tr>
<tr>
<td>Brandon Moore</td>
<td>Done</td>
</tr>
<tr>
<td>Action: Approve</td>
<td>05/10/2012</td>
</tr>
<tr>
<td><strong>Student Services</strong></td>
<td>5 (optional)</td>
</tr>
<tr>
<td>Student Services</td>
<td>Action</td>
</tr>
<tr>
<td><strong>Technical Review Ped</strong></td>
<td>5 (optional)</td>
</tr>
<tr>
<td>Leslie Greer</td>
<td>Done</td>
</tr>
<tr>
<td>Action: Disapprove</td>
<td>05/16/2012</td>
</tr>
<tr>
<td>Leslie Greer</td>
<td>Done</td>
</tr>
<tr>
<td>Action: Disapprove</td>
<td>05/10/2012</td>
</tr>
<tr>
<td>Please use &quot;Curriculum Best Practices&quot; to help you. Don't hesitate to contact me if you still have problem with it. Thank you, Leslie</td>
<td>Attachment</td>
</tr>
<tr>
<td>Technical Review Committee</td>
<td>Action</td>
</tr>
<tr>
<td><strong>Technical Review CSI</strong></td>
<td>5 (optional)</td>
</tr>
<tr>
<td>Angela Seavey</td>
<td>Done 05/21/2012</td>
</tr>
<tr>
<td>Action: Disapprove</td>
<td></td>
</tr>
<tr>
<td>Need to add to agenda form (A1) - course</td>
<td></td>
</tr>
</tbody>
</table>

**COURSE AWAITING CHAIR FINAL APPROVAL:**

<table>
<thead>
<tr>
<th>Course Approval Process</th>
<th>Approval Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>San Jacinto Department Chair Final Review</strong></td>
<td>5.5 (required)</td>
</tr>
<tr>
<td>San Jacinto Department Chair</td>
<td>Action</td>
</tr>
<tr>
<td><strong>Menifee Valley Department Chair Final Review</strong></td>
<td>5.5 (required)</td>
</tr>
<tr>
<td>Menifee Valley Department Chair</td>
<td>Action</td>
</tr>
</tbody>
</table>

**COURSE AT FIRST READ:**
PLEASE PLAY AROUND WITH THE FORM AND THE VARIOUS AREAS AND SEE IF YOU CAN SOLVE THE
PROBLEM YOURSELF BEFORE CONTACTING THE CURRICULUM EMAIL OR ANGELA SEAVEY OR
MICHELLE STEWART. THIS IS A USER-FRIENDLY SYSTEM, AND VERY OFTEN YOU CAN FIND WHAT YOU
ARE LOOKING FOR IF YOU TAKE A FEW MINUTES TO TRY DIFFERENT AREAS OF THE SYSTEM.

IF YOU MUST CONTACT US, PLEASE SEND ALL EMAILS TO CURRICULUM@MSJC.EDU. YOU WILL GET A
REPLY WITHIN 48-72 HOURS EXCLUDING WEEKENDS AND HOLIDAYS.

Last updated 07/28/15
Requesting Help

In those instances in which the Best Practices cannot resolve issues you are having with CurricUNET or the approval process or committee expectations, you have several avenues to get assistance.

Help buttons in CurricUNET

The blue question marks in CurricUNET provide help with regard to specific areas, and the Help area (on the lower right hand side) will also provide explanations. If any of those areas is blank, email Michelle Stewart to inform her.

Curriculum email

You can send an email to curriculum@msjc.edu asking for assistance. The more specific you are in your request (e.g., What course or award were you working on? What screen/area were you working on? What did or did not happen?), the better as it allows us to determine whether this is a CurricUNET issue or something related to what you are or are not doing.

If you have the Snipping Tool, we encourage you to use it to provide screen shots of what you were doing at the time. To use the Snipping Tool (typically found through the Start button), click on the icon and a box will open. Select “New” and you will get a cursor that allows you to highlight the area of the screen you want to send to us. Use the highlight or pen icons on the menu to highlight or circle anything you want to point out. You can either save the image and add it as a picture or use Control-V in your email.

Curriculum mentors

If you would like to work one-on-one with a faculty member, you may either contact someone on the curriculum committee that you know and are comfortable working with (see the list of committee members at the beginning of the manual; their extensions are provided), or you may contact Michelle Stewart at mstewart@msjc.edu or 639-5645 and request a mentor or set up a meeting to work with her. Over the past year, many faculty who struggled with curriculum and/or CurricUNET found individualized assistance alleviated their frustration and helped to make clear what the committee was looking for and how to get the courses and/or awards through the approval process successfully. You may also contact via email any of the people working on the technical review of your course(s) for further clarification. We want you to be able to move your courses through the process in a timely manner and with minimal frustration, so please contact someone when you are unsure about what is being asked of you. Please realize, however, that all of us who work on the curriculum committee have a number of courses and faculty we are working with at any given time, and we also have additional duties related to our positions at the college so that we cannot devote as much time as we would like to assisting faculty. Please be patient.
Mt. San Jacinto College
Communication/Computational Content Review
Prerequisite/Corequisite
(one pre- or corequisite or recommended preparation per form)

Submitted By: Erik Ozolins
Dept: Honors Enrichment Program

1. Course Title: Honors Studies: Humanities
2. Course Number: HEP 201

It is recommended that the following course be added as a Prerequisite:
Course: ENGL 101

Justification:
Students will be expected to complete a major research paper, read extensive scholarly texts and articles and be able to persuasively present their observations and opinions based on their research. Therefore it is required that all students have successfully completed ENGL 101 or ENG 101H

Semester Reviewed: 2012 Fall

Number of Sections Taught:
TOTAL 45
MVC 31
SJC 14
TEC 0
OTHER 0

Number of Instructors Teaching the Course:
TOTAL 32
MVC 21
SJC 11
TEC 0
OTHER 0

List of section numbers and campuses for a representative group of syllabi:
MVC: 3111 through 3133 and 3308
3309
3310
5054
5055
5061
SJC: 1123 through 1136
"Representative group" will include one syllabus from 30% of instructors who taught the course during one semester, encompassing all campuses at which the prerequisite course is taught.

<table>
<thead>
<tr>
<th>Give a justification for the prerequisite based on a discussion with English or Math department chairs from both SJC and MVC that assignments and/or exams address the skills required for the target course. Specify the dates of the meetings/discussions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Chairs of the English Department on both campuses agree that Eng 101 is a reasonable prerequisite for HEP 201, due to the amount of research and writing that are required in the HEP 201 class. An examination of the syllabi from both campuses showed that over 25% of the sections required an extensive research paper as one of the assignments making Eng 101 a reasonable prerequisite. Meeting with SJC department chair Oct 15, 2012; meeting with MVC department chair Oct 16, 2012.</td>
</tr>
</tbody>
</table>
Model Curriculum

Rather than give you sample models of curriculum that were not based on existing Mt. San Jacinto College curriculum, we decided to use real course outlines of record for the models. While these course outlines may not be perfect, they are strong examples of what the committee is looking for in approving course outlines.

The following courses are good models to use if you want to see recently completed and approved course outlines of record:

AJ 105 (CTE course)
CDE 102 (CTE course with DE component and a prerequisite)
COMM 108 (has GE area justification, Honors course, and a DE component)
DAN 126B (has GE area justification, lab units, and a prerequisite)
HIST 117 (has GE area justification and Honors course)
MUS 118 (lab units only and DE component)
THA 102 (cross-listed course with GE area justification and DE component)

These course outlines of record can be found by going to CurricUNET and doing a Course Search.
Use the drop-down menu to find the name of the department and then put the number of the course in the appropriate box (see below).

You can leave the rest of the boxes blank and just click “OK.”

You will then see a box that gives you all the results for that course, including historical versions of the course outline of record:

You will want to click on the red version (Active) not the Black (pending or launched) or blue (historical). Click on the \( \text{\textsuperscript{3}} \) to see the course outline of record or the \( \text{\textsuperscript{4}} \) to see the DE addendum (if there is one).

Please see Distance Education and Honors sections of the Best Practices handbook for model DE addenda and model Honors addenda.
Technical Review Checklist

Pedagogical review:

1. Does the course meet the System Office’s five criteria for establishing curriculum: (1) appropriateness to mission, (2) need, (3) curriculum standards, (4) adequate resources, and (5) compliance?

2. Is the course written in accordance with state and federal laws, including any licensing body, accrediting agency, or special funding agency?

3. Is the course title a clear indication to the student of the content of the course?

4. Is the course number appropriate for the level of study required in the course and appropriately indicates whether it articulates to the four-year university (i.e., 100 or 200 level)?

5. Are the semester hours appropriate for the content and rigor of the course?

6. Does the maximum class size make sense for the course pedagogically? If it is below 40 students for lecture units only or below 25 students for courses that have lab units, is the class size justified pedagogically?

7. Does the course have appropriate AA/AS General Education Breadth Area placement? This should be reviewed by the Curriculum Committee Counselor member as well as faculty pedagogical reviewers using the definitions and student learning outcomes on the GE breadth Area Guidelines (available in "Best Practices Handbook"). The focus of the course should reflect the GE definition and GELOs.

8. Does the catalog description clearly state the goals and outcomes a successful learner will demonstrate at the end of the course? Does it begin with the words “This course”?

9. Are the prerequisites/corequisites/recommended preparation appropriate and validated?

10. Are prerequisites/corequisites/recommended prep that will ensure student success provided?

11. Do the course objectives describe outcomes in terms of what a successful learner can demonstrate at the end of the course? Are the objectives measurable?

12. Do at least 50% of the course objectives reflect higher order thinking skills (for courses below 69, at least 25% of the course objectives should reflect higher order thinking)?

13. Is the course content in outline form and does it utilize subtopics to show the emphasis each topic generally receives?

14. If applicable (that is, if the course has lab units), is the lab content in outline form and does it utilize subtopics to show the emphasis each topic generally receives?

15. Do the Methods of Instruction specify what is appropriate for the specific course and align with course objectives?

16. Do the Methods of Evaluations specify procedures which are consistent with the objectives, the course content, and the scope of the course and based on demonstrated proficiency, at least in part, by means of essay, problem-solving exercises, or skill demonstrations?

17. Do the Methods of Evaluations explain how the methods will be evaluated (not simply what will be evaluated)?

18. Do the assignments listed provide examples that require students to think critically and apply the concepts from the course objectives? Are they written from the student’s perspective (not “Student will . . . “)? Are they specific assignments (not generic)?

19. Do the Learning Resources list examples of specific textbooks with copyright dates and ISBN number or other college-level materials appropriate for the course and representative of current or emerging knowledge and practice? Is at least one of the textbooks published in the current year or previous year?

20. Is at least one Minimum Qualification been identified in order to determine the appropriate background for someone to teach the course? If more than one Minimum Qualification has
been listed, is it clear whether both Minimum Qualifications are required (“and”) or whether either would be sufficient (“or”) to teach the course?

21. Have the various areas of the agenda form been completed with sufficient and specific detail to clarify the need for the revision as well as its relation to program review and Program Learning Outcomes (PLOs)?

22. Is the course outline accurate, complete and integrated according to Title 5 regulations?

**DE Coordinator review:**

1. If the course is Hybrid only, has the course author indicated which aspects of the course should be done in the face-to-face setting?

2. Do the DE Methods of Instruction, Evaluation, and Assignments reflect the same rigor as the face-to-face course and clearly demonstrate how the methods and assignments will be delivered via the online format? Are they tied to specific details of the course?

3. Is it clear how the DE Regular Effective Contact will be delivered to provide the same effective contact as a face-to-face course? Have sufficient methods be given to demonstrate sufficient contact?

**Class Scheduling and Information Specialist:**

1. Are the required district forms accurate, complete, and attached?

2. Do the catalog and schedule descriptions contain complete sentences, start with “This course…” and are written in the present tense? Be sure there is no mention of need of course – GE area, Certificate, Degree, ECC reference

3. Are the catalog and brief descriptions appropriate in length (75 words and 25 characters respectively)?

4. For New Courses, is the new course number one that is not already in use or has been used in the past?

5. Are the semester hours accurate?

6. For Course Revisions, compare course title, unit value and breakdown, TOP code, repeatability, class maximum, pass/no pass only, pass/no pass allow, prerequisite, corequisite, advisory and other enrollment criteria to advise to add changes and rationale to the rationale on agenda forms or to change the information back to the original.

7. Are the prerequisites/corequisites/recommended preparation/other enrollment criteria enforceable in Colleague or will they require Instructor Consent? Are they written in the approved language format (with a grade of C or better)?

8. Is the course a stand alone course? Has that been appropriately documented on the Course Outline of Record?

9. Is the course Program Applicable? If, yes, has the department started their program review, completed their program review, if not, send to appropriate dean(s). If yes, is the curriculum submission an outcome of program review? If yes, incorporate into the rationale on agenda form.

10. Review current catalog for course listing in AA/AS, state certificate and ECC and advise course author if revision is required (change to course status, title and unit value requires program revision in all approved AA/AS, state certificates and ECCs). Note which
submissions are related to course submissions and when they are required to come to
first read with related submissions.
11. Does the required-texts-and-supplies section list examples of specific texts with copyright
dates, at least one within the last five years?
12. Review honors and distance ed addenda lists to advise course author that submission is
incomplete without revision to addenda/addendum.
13. Confirm AA/AS degree, state certificate or ECC submission is complete and hold/monitor any
program revisions to come through with related course submissions.

2016-17
Administrative Co-Chair: Jeremy Brown (jebrown@msjc.edu)
Faculty Co-Chair: Michelle Stewart (mstewart@msjc.edu)
Prerequisite subcommittee Chair: Andrea Hammock (ahammock@msjc.edu)
DE Coordinator: Del Helms (dhelms@msjc.edu)
Class Scheduling and Information Specialist: Angela Seavey (aseavey@msjc.edu)
Curriculum Clerical Support: Tina Vandewater (tvandewater@msjc.edu)
Articulation Officer: J. McCurdy (jmccurdy@msjc.edu)
Counselor: TBD
# Bloom’s Taxonomy - Cognitive Domain

Learning Outcomes Related To Knowledge

**NOTE:** for "higher order verbs" use those in grey (right three columns)

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

| acquire, define, know, identify, list, memorize, name, recall, recognize, record, relate, repeat | conclude, describe, discuss, draw, explain, express, identify, illustrate, interpret, locate, recognize, report, represent, restate, review, tell, translate | apply, calculate, demonstrate, dramatize, employ, exhibit, illustrate, interpret, operate, organize, practice, relate, restructure, schedule, show, sketch, translate | analyze, appraise, categorize, classify, compare, contrast, criticize, debate, deduce, detect, diagram, differentiate, discover, discriminate, dissect, distinguish, examine, experiment, inquire, inspect, inventory, investigate, probe, question, scrutinize, separate, solve, survey, test | arrange, assemble, collect, combine, compose, construct, create, derive, design, develop, document, formulate, generalize, invent, modify, organize, originate, plan, predict, prepare, produce, propose, relate, set up | appraise, argue, assess, choose, compare, conclude, consider, criticize, decide, deduce, estimate, evaluate, infer, judge, measure, rate, revise, score, select, validate, value |
# Bloom’s Taxonomy - Psychomotor Domain*

**Learning Outcomes Related To Skills**

*NOTE: for “higher order verbs” use those in grey (right three columns)*

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

<table>
<thead>
<tr>
<th>Observe</th>
<th>Model</th>
<th>Recognize Standards</th>
<th>Correct</th>
<th>Apply</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>hear</td>
<td>attempt</td>
<td>check</td>
<td>adapt</td>
<td>build</td>
<td>demonstrate</td>
</tr>
<tr>
<td>identify</td>
<td>copy</td>
<td>detect</td>
<td>adjust</td>
<td>compose</td>
<td>exhibit</td>
</tr>
<tr>
<td>observe</td>
<td>follow</td>
<td>discriminate</td>
<td>alter</td>
<td>construct</td>
<td>illustrate</td>
</tr>
<tr>
<td>see</td>
<td>imitate</td>
<td>differentiate</td>
<td>change</td>
<td>create</td>
<td>instruct</td>
</tr>
<tr>
<td>smell</td>
<td>model</td>
<td>distinguish</td>
<td>correct</td>
<td>design</td>
<td>teach</td>
</tr>
<tr>
<td>taste</td>
<td>reenact</td>
<td>notice</td>
<td>customize</td>
<td>originate</td>
<td></td>
</tr>
<tr>
<td>touch</td>
<td>repeat</td>
<td>perceive</td>
<td>develop</td>
<td>produce</td>
<td></td>
</tr>
<tr>
<td>watch</td>
<td>reproduce</td>
<td>recognize</td>
<td>improve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>try</td>
<td>show</td>
<td>select</td>
<td>manipulate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: usually no outcomes or objectives written at this level.*

* This list of verbs should be used for performance-based courses only.
ARTICULATION COURSE SEARCH INSTRUCTIONS

REVISIONS AND NEW COURSE DEVELOPMENT FOR FORM D

Info.assist.org
Database dropdown
ASSIST Maintenance Report

At bottom of screen “Click here to go to the ASSIST Maintenance Reports”

User Name: mtsjcfac
Password: lgreen
LOG ON

Left of screen in blue column select the appropriate curriculum data
For revisions to existing MSJC courses click “Course Artic. Summary”
For creating new courses click “Course Search”
**Course Artic. Summary**

Institution Dropdown: Mt. San Jacinto College

<table>
<thead>
<tr>
<th>What do you want to do? Revise? New course development?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select MSJC</td>
</tr>
</tbody>
</table>

Term: use most current term (example Fall 12)
Course Prefix: select prefix being searched (example: ENGL)
Course: Select course being searched (example ENGL 101)

All Institutions, scroll to bottom and click continue
Shows CSU, UC approval/denial,
CSUGE and IGETC status and codes

Scroll down to show where and how courses are articulated.
If courses are everywhere, select the institutions closest to MSJC and fill out Form D otherwise use up to 4 universities from anywhere.
Repeat process for each course revision
**Course Search (used for developing new courses)**

In left blue column click Course Search, at dropdown select All Institutions and type course title, example “Wine Making”.

Scroll to bottom and click continue.

After page loads the colleges, courses, titles “PDF-official outlines, Curric Info and Artic Summ are shown, click the Articulation Summary and an approved list shows how this course is articulated. If you want a copy of the outline click the PDF.

At top of screen select New Search and repeat process for each course search.

If an outline is not available contact Janet McCurdy ext. 3280 or email jmccurdy@msjc.edu with the course title, prefix and number along with the college, the outline will be requested for you.
## Tech Review Feedback

**Date:**
**Proposer:**
**Tech Reviewer:**

### Course Name and Number:

<table>
<thead>
<tr>
<th>Screen</th>
<th>Recommended Changes</th>
<th>Guidelines for Achieving Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agenda Form</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rationale and summary of changes</strong></td>
<td></td>
<td>Has the author summarized all changes being made to the course? For certain changes (i.e., repeatability, TOP code, class max), the change from X to Y must be specified. All specifics need not be covered (i.e., changed the wording in objective #4), but we need to see enough detail so that we have a snapshot historically of what changes were made. If this is a new course, the rationale for proposing a new course should be included.</td>
</tr>
<tr>
<td><strong>Relation to program review</strong></td>
<td></td>
<td>Has the author made specific references to the department program review? This area is not the same as need; it should connect to program review and should not be a generic statement.</td>
</tr>
<tr>
<td><strong>Relation to PLOs (Program Learning Outcomes)</strong></td>
<td></td>
<td>Has the author made specific references to the Program Learning Outcomes? Please note that PLOs are not the same as program review or need or Course Learning Outcomes. Has the author made specific connections between the PLOs and the specific course rather than a generic statement?</td>
</tr>
<tr>
<td><strong>Rationale behind submittal of DE addendum</strong></td>
<td></td>
<td>If there is a DE addendum, this area should give details about the change to the DE component. Is it being added (and, if so, why?) or being revised (if so, what has been revised?)</td>
</tr>
</tbody>
</table>

**Cover**

<p>| Department, Subject | Class Scheduling and Information Specialist responsibility |</p>
<table>
<thead>
<tr>
<th><strong>Course Number</strong></th>
<th>If 100 and above, is it transferable? If 70-99, is it non-transferable but degree applicable? If it is less than 70, is it non-degree applicable? Consider relation to other courses in program, if applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Course Title</strong></td>
<td>Does title clearly indicate course content?</td>
</tr>
<tr>
<td><strong>Short Title</strong></td>
<td>Does the title give a sense of the content (keep in mind the author has just a few letters)?</td>
</tr>
<tr>
<td><strong>Former Information</strong></td>
<td>Class Scheduling and Information Specialist responsibility</td>
</tr>
<tr>
<td><strong>Catalog Course Description</strong></td>
<td>Consider content and whether it makes sense. (Word count and complete sentences will be dealt with by Class Scheduling and Information Specialist.) It should begin with &quot;This course&quot; rather than the course name or number. Does it summarize what a successful learner can demonstrate at the end of the course? Is it in present tense? Does it contain completion requirements or other program information, such as, &quot;the third course in the xxxx series&quot;? (If so, this needs to be removed). Does it specify what kinds of students need to take the course, such as, &quot;this course intended for students majoring in xxxx&quot;? (If so, this needs to be removed.) Does the description reflect the objectives and content of the course?</td>
</tr>
<tr>
<td><strong>Class Schedule Description</strong></td>
<td>Should be a shorter version of catalog description. (Word count will be dealt with by Curriculum Clerical Support.)</td>
</tr>
<tr>
<td><strong>Need for the Course</strong></td>
<td>Be sure this is detailed and justifies need for course as this section is scrutinized by the Chancellor's Office. It should include references to degrees, certificates, and employment concentration certificates when applicable. If this is a course revision, the need should not include references to a new course.</td>
</tr>
<tr>
<td><strong>Cross Listed Course</strong></td>
<td>If the course is cross-listed, does the cross-listing make sense? Does it seem necessary?</td>
</tr>
<tr>
<td><strong>Units/Hours</strong></td>
<td>Are the number of units sufficient for the content of course? Do the number of units seem excessive for the content of the course?</td>
</tr>
<tr>
<td><strong>Repeatability</strong></td>
<td>Repeatability is allowed only in rare circumstances which are specified in the drop-down options (Visual/Performing Arts course required to meet major requirements; Intercollegiate athletics course; Academic/vocational competition course; Non-Credit) but can be no more than 4. If repeated, be sure author justifies reason for repeatability by checking the appropriate box.</td>
</tr>
<tr>
<td><strong>Maximum enrollment</strong></td>
<td>Does the size make sense? If it is an unusual number, inquire. Courses that are lecture-units only with maximum enrollments that are outside the standard lecture size (40-45 students) or classes with lab-units or lecture-lab unit combinations that are under 20 must justify the lower course size based on one of the three reasons along with a written justification of the reason for the course size. (This is true even if the course is already approved at the lower course size.) Justification must be pedagogically based but also take into consideration program and college viability which depend on student enrollments. Smaller classroom size or number of computers in a classroom alone are not sufficient justification for a course size under the standard enrollment. Check the Course Comparison report to be sure the course author is not proposing a decrease in course size as that is not allowed at this time while the college considers a new course size policy; if a lowered size is being proposed, remind the faculty member of the current policy.</td>
</tr>
<tr>
<td><strong>Grading Method</strong></td>
<td>Most courses are Letter Grade/Pass No Pass.</td>
</tr>
<tr>
<td><strong>Stand-Alone</strong></td>
<td>Course is not Stand-Alone if it is proposed for a state certificate, degree, or one of the GE breadth areas.</td>
</tr>
<tr>
<td><strong>TOP code</strong></td>
<td>Curriculum Faculty Chair tech reviews this section.</td>
</tr>
<tr>
<td><strong>Minimum Qualifications</strong></td>
<td>Consider whether the discipline(s) selected makes sense for the course content. Be sure a discipline is selected. If more than one discipline is selected, does it specify whether both disciplines are required (an “and” between them) or whether either is required (an “or” between them)?</td>
</tr>
<tr>
<td>Comparable Transfer Courses</td>
<td>Articulation Officer tech reviews this section.</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Course Learning Outcomes</td>
<td>Assessment Coordinator reviews this section.</td>
</tr>
<tr>
<td>Program Learning Outcomes</td>
<td>This information should have been reviewed as part of the Agenda Form. Be sure at least one PLO is checked and that the rationale justifies how the course fits Program Learning Outcomes, not just list them. NOTE: this is not the same as need for the course or relation to program review.</td>
</tr>
<tr>
<td>Objectives</td>
<td>This is a CRUCIAL part of the outline so consider it carefully. Do a majority (at least 50% of 100-level and above; at least 25% of courses numbered under 69-level) of learning objectives begin with a higher order action verb? The following verbs are not measureable and should be revised if they begin the objective: &quot;use,&quot; &quot;understand,&quot; or &quot;learn.&quot; Refer the author to Blooms taxonomy, which can be found in the CurricUNET links, reminding them that the three right-hand columns (the ones in grey) are the higher-order verbs. Keep in mind that psychomotor domains differ from cognitive domains. Do the objectives reflect what the Learner will have learned upon successfully completing the course? Do the learning objectives match the content in the course outline? If there are more than 10-12 objectives (except for courses of 5 or more units, which can have up to 15 objectives), tell author to combine objectives so that they are broad in scope, encompassing the theory, principles and concepts of the course while not being too narrow and specific.</td>
</tr>
<tr>
<td>Course Content</td>
<td>Is the course content an outline with headings and subheadings? Is it a comprehensive compilation of course topics? Does it reflect the Learning Objectives? Is there more than half a page of content? Is the information detailed enough to give a good sense of what the student will learn in the course? Does the amount of conflict coincide with the number of units?</td>
</tr>
<tr>
<td><strong>Lab Content</strong></td>
<td><strong>Methods of Instruction</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>NOTE: This screen shows up only when a course has lab units. Is the lab content an outline with headings and subheadings (this should not be formatted like objectives)? Is it a comprehensive compilation of lab topics? Does it reflect the Learning Objectives? Is there sufficient content to warrant the number of lab units? Is the information detailed enough to give a good sense of what the student will learn in the lab portion of the course?</td>
<td>Do the methods align with the expected learner outcomes, content and evaluation methods of the course as well as reflect the needs of a variety of learning styles? Is each method from the drop down a clear method of instruction (ask that authors keep the drop-down portion relatively short and specific and use the drop-down labels when applicable)? Is the integration part a complete sentence that reflects the method from the drop down and provides specific examples that tie back to the Learning Objectives and Course/Lab Content? If the method includes percentages, tell the faculty we no longer require them.</td>
</tr>
</tbody>
</table>
### Assignments

Does this contain at least two examples? Are the examples written as if from the student perspective (that is, rather than "Student will write a paper" or "You will write a paper" USE "Write a paper")? Are they specific to that course (not to all courses in that discipline)? Do the examples specifically tie back to expected outcomes and content? Be sure this is more than just a list of types of assignments or reference to exercises on page ____.

<table>
<thead>
<tr>
<th>Distance Ed</th>
<th>DE Coordinator responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: This screen shows up only when a DE addendum is linked to the course</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DE MO Instruction</th>
<th>DE Coordinator responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: This screen shows up only when a DE addendum is linked to the course</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DE MO Evaluation</th>
<th>DE Coordinator responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: This screen shows up only when a DE addendum is linked to the course</td>
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<table>
<thead>
<tr>
<th>DE Assignments</th>
<th>DE Coordinator responsibility</th>
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</thead>
<tbody>
<tr>
<td>NOTE: This screen shows up only when a DE addendum is linked to the course</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regular Effective Contact</th>
<th>DE Coordinator responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: This screen shows up only when a DE</td>
<td></td>
</tr>
</tbody>
</table>
Not all courses need to be placed in a GE area. Consider whether the course in fact meets a general education need. The definitions for each of these areas can be found by clicking on the question mark or consulting the GELOs grid in the Best Practices Handbook (and located in a link on the left of CurricUNET). Do the areas clicked make sense? Has the author justified all areas checked in terms of the definition of the area as well as the GELOs? Does the focus of the objectives, content, MOI, MOE, and assignments reflect the definition of that GE area (that is, if this is the only course a student takes in that GE area, is the student getting a general education for that area)? Remember that it is important that the COURSE align with the GE areas being proposed; if what is in the justification does not reflect what is in the course, ask that this area be revised.
<table>
<thead>
<tr>
<th>GE Area</th>
<th>General Education Learning Outcomes</th>
<th>ILO</th>
<th>ILO</th>
<th>ILO</th>
<th>ILO</th>
<th>ILO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area A: Natural &amp; Physical Sciences (3 units)</strong></td>
<td>Courses approved for this area must examine the physical universe, its life forms, and its natural phenomena. Courses must emphasize experimental methodology, the testing of hypothesis, and the power of systematic questioning and encourage an understanding of the relationship between science and other human activities.</td>
<td>Scientific Awareness</td>
<td>Critical Thinking</td>
<td>Communication</td>
<td>Aesthetic Awareness</td>
<td></td>
</tr>
<tr>
<td>Students completing courses in this category will demonstrate an ability to:</td>
<td><strong>GELO1</strong>: Examine complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.</td>
<td>Scientific Awareness</td>
<td>Critical Thinking</td>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>GELO2</strong>: Analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate.</td>
<td>Scientific Awareness</td>
<td>Critical Thinking</td>
<td>Communication</td>
<td>Aesthetic Awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>GELO3</strong>: Analyze and evaluate alternative points of view and accurately interpret evidence, statements, graphics, questions etc.</td>
<td>Scientific Awareness</td>
<td>Critical Thinking</td>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>GELO4</strong>: Analyze and explain issues in quantitative terms using college-level mathematical concepts and methods, where appropriate.</td>
<td>Scientific Awareness</td>
<td>Critical Thinking</td>
<td>Communication</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>GELO5</strong>: apply their knowledge and skills to new and varied situations.</td>
<td>Critical Thinking</td>
<td></td>
<td>Responsibility</td>
<td>Social Awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>GELO6</strong>: Apply technology competently, selecting and using tools appropriate to the task</td>
<td>Scientific Awareness</td>
<td>Critical Thinking</td>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Area B1: Social &amp; Behavioral Sciences (3 units)</strong></td>
<td>Courses approved for this area must ensure students acquire knowledge and skills that will help them to comprehend the workings of American Democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens. Comprehensive study of American History and American Government including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution and the processes of state and local government (CA).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>GELO1: Analyze the historical and philosophical foundations of the United States and California constitutions.</td>
<td>Critical Thinking</td>
<td>Social Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GELO2: Analyze and critique the theory and practice of the political institutions of the United States and California</td>
<td>Critical Thinking</td>
<td>Social Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GELO3: Analyze current political topics and issues.</td>
<td>Critical Thinking</td>
<td>Social Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GELO4: Analyze how historical developments have affected the rights, responsibilities, and choices of modern US citizens.</td>
<td>Critical Thinking</td>
<td>Social Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Area B2 Social & Behavioral Sciences (3 units)**

Students completing courses in this category will demonstrate an ability to:

- **GELO1:** Examine complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.
- **GELO2:** Analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate.
- **GELO3:** Evaluate information by selecting and using appropriate research methods and tools.
- **GELO4:** Develop individual responsibility, personal integrity, and respect for diverse people and cultures.
- **GELO5:** Examine ethical issues that will enhance their capacity for making sound judgments and decisions.
### Area C: Humanities (3 units)

<table>
<thead>
<tr>
<th>Courses approved for this area must deal with the cultural and artistic expression of human beings. The courses will ensure opportunities for students to develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help students develop aesthetic understanding and an ability to make judgments.</th>
</tr>
</thead>
</table>

**NOTE:** Skills-based courses in the arts will not be counted for Humanities in Option A. Second year world languages courses, excluding courses in conversation, composition, linguistics, and grammar, will be counted for Humanities for Option A provided they demonstrate sufficient Humanities content. First year world languages courses will be included in area C if they meet the following criteria: (1) Course is approved for CSU GE Area C2 and IGETC Area 6A or 3B; and (2) Course is C-ID approved (where a course descriptor is available).

<table>
<thead>
<tr>
<th>GELO 1: Develop an awareness of cultural and artistic expression of diverse people and culture throughout the ages.</th>
<th>Social Awareness</th>
<th>Aesthetic Awareness</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>GELO 2: Examine complex issues and discover the connections and correlations among ideas to advance toward a conclusion demonstrating depth of knowledge and insight.</th>
<th>Scientific Awareness</th>
<th>Critical Thinking</th>
<th>Communication</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>GELO3: Apply their knowledge and skills to new and varied situations through written expression.</th>
<th>Critical Thinking</th>
<th>Communication</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>GELO4: Discover and evaluate information using appropriate research methods and tools.</th>
<th>Critical Thinking</th>
<th>Social Awareness</th>
<th>Aesthetic Awareness</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>GELO5: Compose, perform and evaluate works of artistic and creative expression.</th>
<th>Communication</th>
<th>Communication responsibility</th>
<th>Aesthetic Awareness</th>
</tr>
</thead>
</table>

### D1: Language and Rationality - English Communication (3 units)

<table>
<thead>
<tr>
<th>Courses approved for this category must be composition courses that emphasize active student participation in writing and speaking assignments, including accurate reporting and evaluation of information, as well as advocating points of view in a logical, well-organized, and clear manner.</th>
<th>---</th>
<th>---</th>
<th>---</th>
</tr>
</thead>
<tbody>
<tr>
<td>GELO1: Assess many different situations, involving diverse people and viewpoints, and compose appropriate responses in writing and speaking.</td>
<td>Critical Thinking</td>
<td>Communication</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>GELO2: Analyze the substance of others' comments through active listening.</td>
<td>Critical Thinking</td>
<td>Communication</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>GELO3: Evaluate and analyze texts through active reading, writing, and discussion.</td>
<td>Critical Thinking</td>
<td>Communication</td>
<td>Aesthetic Awareness</td>
</tr>
<tr>
<td>GELO4: Locate and evaluate information by selecting and using appropriate research methods and tools.</td>
<td>Critical Thinking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D2: Language and Rationality - Communication & Analytical Thinking (3 units)**

Students completing courses in this category will demonstrate an ability to:

Courses approved for this category must ensure opportunities for students to develop the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication.

**NOTE:** Courses in computer programming languages will be counted in area D2 of Option A, but not general computer classes.

| GELO1: Propose solutions to problems by thinking logically and critically; explaining conclusions; and evaluating, supporting, or critiquing the thinking of others. | Critical Thinking | Communication responsibility | Social Awareness |
| GELO2: Identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses. | Critical Thinking | | Social Awareness |
| GELO3: Compose an understandable, organized and supported written or spoken explanation of ideas, feelings, and conclusions. | Critical Thinking | Communication responsibility | Aesthetic Awareness |

**Area E: Healthful Living and Self-Development (3 units)**
Students completing courses in this category will demonstrate an ability to:

Courses approved in this category prepare students to understand themselves as physical, social, and psychological beings and include an emphasis on self-development and lifelong learning throughout life's stages.

| GELO1: exhibit and value the impact of lifestyle behaviors on human health and wellness. | scientific awareness | Critical Thinking | Responsibility | Social Awareness |
| GELO2: communicate effectively how lifestyle behaviors affect various disease states and self-development. | scientific awareness | Communication | Social Awareness |
| GELO3: develop a plan to meet their own personal health and wellness goals and/or the goals of others. | Critical Thinking | Responsibility | Social Awareness |

Area F: Diversity Requirement (3 units, can also be counted in A-D)

This category is unique in that it is not meant to add any units to the degree. Students are encouraged to choose a course that is included in one of the above areas as well as here. For example, a basic literature course would not be included here, but a student could choose women's literature or African-American literature to meet the requirements in both Area C and Area F. The Diversity requirement provides an opportunity for students to analyze and compare alternative political, historical, religious, ethnic, and cultural viewpoints. Courses included in this category must deal primarily and in depth with issues regarding non-dominant groups in the United States or global cultures. Issues of race, gender, ableism, sexual orientation, and/or culture must be a central focus of the course and the course outline of record.

<p>| GELO1: Analyze the uniqueness and commonalities of the roles of gender, socioeconomic class, ableism, sexual orientation, race, and/or ethnicity in diverse cultures. | Critical Thinking | Social Awareness |
| GELO2: Consider the world views of people in various cultures through the perspective of gender, socioeconomic class, ableism, sexual orientation, race, and/or ethnicity. | Social Awareness |</p>
<table>
<thead>
<tr>
<th>GELO3: Demonstrate an awareness and appreciation of cultural differences and inequities.</th>
<th>Social Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>GELO4: Validate the need for respect and understanding among and between people of diverse backgrounds and cultures to interact successfully in a culturally diverse global society.</td>
<td>Social Awareness</td>
</tr>
<tr>
<td><strong>Math G: Math Competency (3 units)</strong></td>
<td></td>
</tr>
<tr>
<td>Courses approved for this category must not merely require computational skills, but should encourage the understanding of basic mathematical concepts.</td>
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</tr>
<tr>
<td><strong>GELO1: Develop the abilities to express themselves and reason logically regarding abstract situations.</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td><strong>GELO2: Synthesize ideas and generate questions in order to apply mathematical reasoning and logic to the real world.</strong></td>
<td>Scientific Awareness</td>
</tr>
<tr>
<td><strong>GELO3: Set up and solve problems using arithmetic, algebraic and geometric models.</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td><strong>GELO4: Write mathematical information symbolically, visually and numerically.</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td><strong>GELO5: Develop problem solving and modeling skills.</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td><strong>Area H: Reading Competency (no units)</strong></td>
<td></td>
</tr>
<tr>
<td>Successful completion of English 101 or completed a general education pattern</td>
<td></td>
</tr>
<tr>
<td><strong>GELO1: Develop the ability to use contextual clues to determine meaning of vocabulary words while expanding vocabulary usage and understanding.</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>GELO2: Model college-level reading pace and ability.</td>
<td>Communication</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>GELO3: Improve understanding of reading materials by using appropriate comprehension strategies.</td>
<td>Communication</td>
</tr>
<tr>
<td>GELO4: Synthesize ideas and generate questions in order to apply reasoning and logic to material that is read.</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>GELO5: Construct critical meaning from readings as demonstrated through summative and analytical writing.</td>
<td>Critical Thinking</td>
</tr>
</tbody>
</table>

Critical Thinking | Communication

Aesthetic Awareness
<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2017-18</td>
</tr>
<tr>
<td>Item:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Example: High School Articulation; New Employment Concentration; Revised Employment Concentration</td>
</tr>
</tbody>
</table>

**Summary of Information Item**

This is the place to summarize the “what” and the “why” of this action, such as New Employment Concentration Certificate (ECC), Revised ECC, Deactivated ECC, Reactivated ECC, High School Articulation.

**Relation to Department Student Learning Outcomes (DLOs): IF APPLICABLE**

For ECC submissions and revisions: Briefly discuss how this ECC is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO’s “currently in progress” or any similar language.

**Relation to Program Review: IF APPLICABLE**

Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with “program review currently in progress”).

**Approval Signatures required on all lines before submittal to Curriculum Office**

1. (Submitter)
2. (SJC Department Chair)
3. (MVC Department Chair)
4. (Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA17 (2017-18 Catalog))
## Request for Placement on Curriculum Committee Agenda

### ACTION ITEM

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Date:</th>
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<tbody>
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</table>

<table>
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<tr>
<th>Catalog:</th>
<th>2017-18</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Item:</th>
<th>Example: Program Review, Policy Changes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Summary of Action Item:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale behind submittal – this is the place to summarize the “what” and the “why” i.e., Program review, Policy Changes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relation to Department Student Learning Outcomes (DLOs): IF APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>For course and program submissions: Briefly discuss how this course/program is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO’s “currently in progress” or any similar language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relation to Program Review: IF APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with “program review currently in progress”).</td>
</tr>
</tbody>
</table>

### Approval Signatures required on all lines before submittal to Curriculum Office

1. (Submitter)
2. (SJC Department Chair)
3. (MVC Department Chair)
4. (Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA17 (2017-18 Catalog)
# PROPOSAL FOR NEW COURSE

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Date:</th>
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</table>

<table>
<thead>
<tr>
<th>Catalog:</th>
<th>2017-18</th>
</tr>
</thead>
</table>

**Proposed Course Name and Title**

Example: ENGL 101 Freshman Composition

<table>
<thead>
<tr>
<th>Proposed # of units</th>
<th>Proposed TOP code</th>
</tr>
</thead>
</table>

**Program Applicable**

- □ Program Applicable
- □ Stand Alone

**Adding to a Program**

- □ Adding to a degree
- □ Adding to an ECC (fewer than 18 units)
- □ Adding to a state approved certificate (18 or more units)

If course is proposed as part of an award, please indicate which award(s) and whether it will be a required or elective for the award. If this is a new CTE award, you must attach a letter of approval from the consortium and a copy of the minutes from the meeting(s) at which it was discussed.

**PLEASE CHECK ALL THAT YOU ARE CONSIDERING:**

- □ On-line or hybrid delivery
- □ Honors addendum

- □ Cross-listed (if checked, indicate which department)

- □ Requisite for this course (if checked, indicate possible requisites)

- □ Will this course itself be a requisite? (if checked, indicate possible courses it will be a requisite for)

**Rationale/need for this new course:**

---

REV 3/15
If approved, this information can be transferred into CurricUNET.

Relation to Program Review and PLOs:
Briefly discuss how this course/program aligns with the program review submitted by the department and Program Learning Outcomes (PLOs). If approved, this information can be transferred into CurricUNET.

ASSIST.ORG information:
Follow the directions in the Best Practices to determine the likelihood that this course will transfer to four-year UC or CSU programs. If approved, this information can be transferred into CurricUNET.

COURSE OUTLINE OF RECORD LISTINGS:
Following the directions in the Best Practices, include the columns B,C,F,G,H and I. NOTE: if any of your courses are out of compliance, new curriculum will not be approved. See sample below

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Start Date</th>
<th>Program Year</th>
<th>End Date</th>
<th>Review Date</th>
</tr>
</thead>
</table>

Approval Signatures required on all lines before submittal to Curriculum Office

1. (Submitter)
2. (SJC Department Chair)
3. (MVC Department Chair)
4. (SJC Instructional Dean)
5. (MVC Instructional Dean)

If this proposed new course will be cross-listed with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) and deans are required.

(VP of Instruction signature is required for offering request prior to FA17 (2017-18 Catalog)

REV 3/15
### AREA A—Natural Sciences
A minimum of 3 units required.

<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th><strong>Units</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>101, 102, 104*</td>
</tr>
<tr>
<td>Anthropology</td>
<td>101, 111*</td>
</tr>
<tr>
<td>Astronomy</td>
<td>101*</td>
</tr>
<tr>
<td>Biology</td>
<td>100, 115*</td>
</tr>
<tr>
<td>Chemistry</td>
<td>100, 101, 102, 107, 112, 113*</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>100, 101, 102, 110*</td>
</tr>
<tr>
<td>Geography</td>
<td>101, 104*, 105*, 106*</td>
</tr>
<tr>
<td>Geology</td>
<td>100, 103, 105*, 109, 110*, 111*</td>
</tr>
<tr>
<td>History</td>
<td>128*</td>
</tr>
<tr>
<td>Nutrition</td>
<td>101</td>
</tr>
<tr>
<td>Physics</td>
<td>100, 101*, 102*, 201*</td>
</tr>
</tbody>
</table>

AP or other courses:

### AREA B—Social & Behavioral Sciences
A minimum of 6 units required, 3 units from B1 and 3 units from B2.

#### B1.
**History** 111, 112; **Political Science** 101

AP or other courses:

#### B2.
**Administration of Justice** 101, 102, 111, 112; **Anthropology** 102, 103A, 103B, 103C, 103D, 103E, 104, 115, 121+, 125; **Biology** 128*; **Child Development & Education** 110, 118; **Communication** 108, 110, 116, 117, 120; **Dance** 100+, 133; **Economics** 201, 202; **Education** 136; **Geography** 102, 107, 108, 111; **History** 101, 102, 103, 104, 106, 107, 108, 109, 111, 112, 115, 117, 119, 120, 121+, 124, 125, 128+, 136+, 140, 141, 142, 150, 151+, 160; **Legal** 100, 103, 124; **Nutrition** 100; **Political Science** 101, 102, 103, 104, 105, 106, 110, 120; **Psychology** 101, 102, 103, 104, 105*, 107, 108, 112+; **Sociology** 101, 102, 103, 105+, 106, 108, 110, 112+; 115, 125; **Theatre Arts** 136+*

AP or other courses:

### AREA C—Humanities
A minimum of 3 units required.

<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th><strong>Units</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language</td>
<td>100, 101, 103, 104, 105, 110</td>
</tr>
<tr>
<td>Anthropology</td>
<td>101, 112*, 120*, 121*, 122*, 123*, 131*, 170*</td>
</tr>
<tr>
<td>Child Development &amp; Education</td>
<td>109+, 131*</td>
</tr>
<tr>
<td>Chinese</td>
<td>101, 102, 201, 202, 203*</td>
</tr>
<tr>
<td>Communication</td>
<td>113+</td>
</tr>
<tr>
<td>Dance</td>
<td>100+, 108+, 124*</td>
</tr>
<tr>
<td>Economics</td>
<td>100, 133</td>
</tr>
<tr>
<td>French</td>
<td>101, 102, 201, 202, 203</td>
</tr>
<tr>
<td>History</td>
<td>102, 107, 108, 117, 120*, 143, 142, 151*, 154+</td>
</tr>
<tr>
<td>Humanities</td>
<td>101, 102, 104, 137*, 138*</td>
</tr>
<tr>
<td>Italian</td>
<td>101, 102, 201, 202</td>
</tr>
<tr>
<td>Music</td>
<td>100, 101, 103, 106, 107, 108, 109, 113*</td>
</tr>
<tr>
<td>Philosophy</td>
<td>101, 105, 109, 110</td>
</tr>
<tr>
<td>Photography</td>
<td>130, 190, 201, 202</td>
</tr>
<tr>
<td>Portuguese</td>
<td>101, 102, 201, 202, 203</td>
</tr>
<tr>
<td>Spanish</td>
<td>101, 103A, 103B, 102, 103, 104, 201, 202, 240</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>101, 102+, 108, 109, 110, 111, 113+</td>
</tr>
</tbody>
</table>

AP or other courses:

### AREA D—Language & Rationality
A minimum of 6 units is required, 3 units from D1 and 3 units from D2.

#### D1. English Composition
**English** 101

#### D2. Communication & Analytical Thinking
**Communication** 100, 103, 104, 106; **Computer Science** 111B, 114A, 115B, 116E, 124A, 126E, 134A, 151, 153, 201, 223A; **English** 103; **Philosophy** 103, 112

AP or other courses:

### AREA E—Healthful Living & Self Development
A minimum of 3 units required.

#### E1. Nutrition
**Nutrition** 101, 102, 201, 202

#### E2. Physical Education
**Physical Education** 100, 101, 102, 103, 104, 105, 106, 107, 108

No double counting of Area E courses allowed.

### AREA F—Diversity
A minimum of 3 units required.

This course may be taken to fill other area requirements from A, B, or C. Units count once.

#### F1. American Sign Language
**American Sign Language** 110, 103A, 103B, 103C, 103D, 103E, 121*, 125; **Art** 104; **Child Development & Education** 118; **Communication** 108, 116; **Dance** 100+, 201*; **English** 205, 240, 250, 260, 280; **Geography** 108; **History** 107, 108, 115, 117, 121+, 140, 141, 142, 150, 151+, 160; **Music** 108, 109; **Political Science** 102, 103; **Psychology** 104, 112*; **Sociology** 106, 112+, 115

AP or other courses:

### AREA G—Math Competency
A minimum of 3 units.

- **Mathematics**

May be demonstrated by passing **Math 094 or 096 or 098**, or any higher-level math course with minimum grade of “C” or with an equivalent AP score or equivalent course work.

### AREA H—Reading Competency

Reading: Collegiate-level reading competency may be demonstrated by passing **ENGL 101** or **ENGL 101H** with a **“C” grade or better or with an equivalent AP score or equivalent course work.

**FOOTNOTES:**

- **Active duty military personnel and U.S. military veterans may satisfy Area E through submission of a military transcript that demonstrates the completion of Basic Training or Recruit Training (DD214, DD295, or other military transcript).**
- **A minimum of 3 units required.**
- **Plus indicates cross-listed classes. Example: DAN 100+ cross-listed as HIST 151+.**
I. TOTAL UNIT REQUIREMENT – 60 degree applicable semester units
   A. General Education Option A = 24 unit minimum
   B. Major or Area of Emphasis (minimum) = 18 units minimum (Refer to catalog program pages for specific major requirements).
      1. In a defined major (Refer to 18 unit requirement list in the general catalog)
      2. In an interdisciplinary group major (Refer to 18 unit requirement list in the general catalog)
         a. Humanities
         b. Science
         c. Social & Behavioral Sciences
   C. Electives (as needed to total 60 degree applicable units)
   D. For Advanced Placement, CLEP or International Baccalaureate exam information please see charts in the current MSJC General Catalog.
   E. For the A.A. Liberal Arts Degree with Area of Emphasis use general education patterns Options B or C. Refer to the General Education Requirements for California State University and Colleges or the Intersegmental General Education Transfer Curriculum (IGETC) patterns, refer to the current MSJC catalog and make an appointment with an MSJC Counselor. Areas of Emphasis: Arts, Humanities & Communications, Social & Behavioral Sciences, Mathematics & Science, Business & Technology
   F. For A.A.-T/A.S.-T (ADT or SB 1440 degrees), please use general education patterns Options B or C and refer to the current MSJC catalog.

II. GRADE POINT AVERAGE
    General Education applicable courses must have a cumulative grade point average of 2.0 (“C”) or better.
    All 18 unit Major or Area of Emphasis courses must be at 2.0 (“C”) or better.

III. ENGLISH COMPETENCY – Area D1
    A grade of “C” or better in: English 101, 101H or approved AP exam and score

IV. DIVERSITY – Area F
    Please read section “F” on reverse side of this form.

V. MATH COMPETENCY – Area G
    A grade of “C” or better in Math 094 or 096 or 096B or higher-level math course, Biology 201 or approved AP or IB exam and score

VI. READING COMPETENCY – Area H
    Collegiate-level reading competency may be demonstrated by passing ENGL-101 or ENGL-101H with a “C” grade or better or with an equivalent AP score or equivalent course work.

VII. RESIDENCY UNIT REQUIREMENT for A DEGREE
    A student must complete at least 12 units in residence at Mt. San Jacinto College.

NOTE:
1. Course Numbering: Only courses numbered 070 or higher are applicable for the Local Non-Transfer AA or AS degree.
2. For some defined majors, completion of the certificate course work will also satisfy the major requirements for the AA or AS degree.
3. General education credit for a single course may be used in only one category A – D & E.
4. Course work may double count for satisfaction of both the general education and major requirements, however, units may be counted only once.
5. Honors sections of a course may be used in lieu of the regular approved course.

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Every effort is made to keep this information current. Please use this form as a guideline and consult with a Mt. San Jacinto College Counselor.
Other references for writing curriculum

- Academic Senate of California Community Colleges website: http://www.ccccurriculum.info/
- The Course Outline of Record: A Curriculum Reference Guide Adopted 2008
- Stylistic Considerations in Writing Course Outlines of Record. Academic Senate for Community Colleges Adopted 1998
- Good Practices for Course Approval Processes Academic Senate for Community Colleges Adopted 1998
- Prerequisites, Corequisites, Advisories, and Limitations on Enrollment (Fall 1997), Chancellor’s Office, California Community Colleges, Student services and Special Programs Division
- * Program and Course Approval Handbook Adopted 2013 (available through Academic Senate of California Community Colleges website: http://www.ccccurriculum.info/)
- There is also a lot of information available through the Chancellor’s Office (including regulations and guidelines and various reports). Go to cccco.edu>Chancellor’s Office>Divisions>AcademicAffairs>.