

CREATING A NEW COURSE

Creating a New Course

STEP 1:

A. Log into CurricUNET

After logging into CurricUNET, click on the Courses link under Build.

Articulation

Courses Programs Packages

В.

Click on Create Course on the left hand side of the page.

Courses

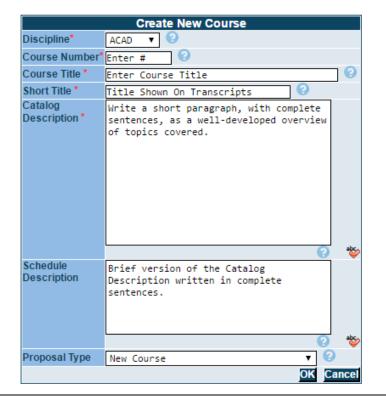
Create Course Edit Courses Modify Course

C. Fill in Discipline, Course Number, Course Title, Short Title, Catalog Description, Schedule Description, and Proposal Type.

To Launch a course as an Honors Course:

- Add "H" next to the Course ID. For example, PSYCH100H.
- Add the word "Honors" in the course title, for example General Psychology – Honors.
- Choose Honors as a Proposal Type.

IMPORTANT: Remember to update and submit the corresponding non-Honors course outline at the same time (for example, both PSYCH 100 and PSYCH 100H must be reviewed/launched simultaneously).



STEP 2: Course Construction Main Menu and Course Cover

Review the Course Construction Main Menu, and add a Co-Contributor, if needed. Click on Cover to continue the process. Work on the Course Checklist until all boxes have check marks.



Course Cover

A. Review information, add Cross-Listed Course (if needed), insert Catalog and Schedule Description.

For Honors Courses:

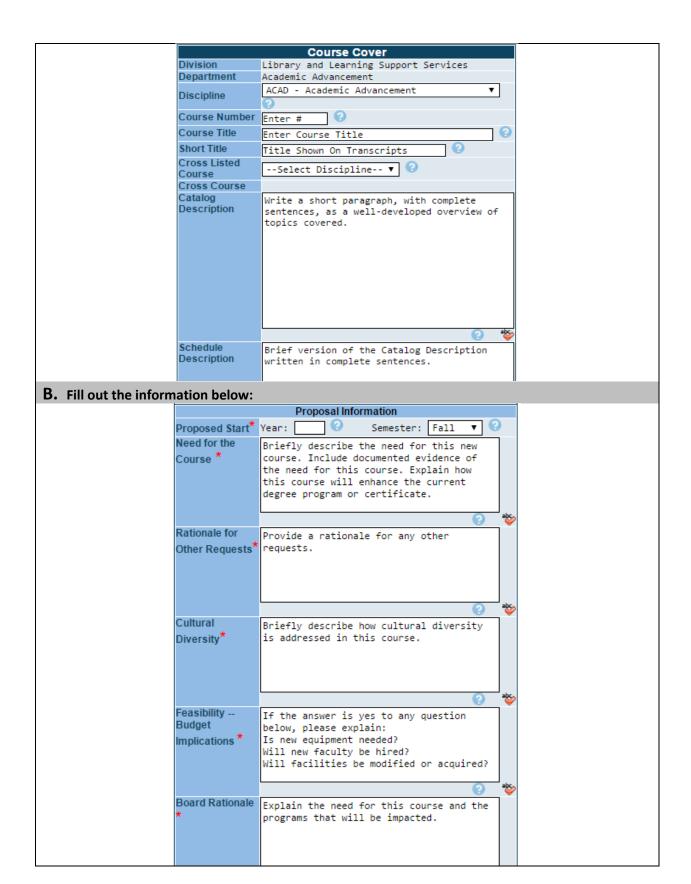
- Catalog and Schedule Description:
 - Add this statement in bold: This course is intended for students in the Honors Program but is open to all students who desire more challenging course work.

Cross-Listed Courses (Also Offered As):

Cross-listed are courses offered in more than one discipline. This designation requires mutual agreement and review between the departments and divisions offering the cross-listed courses. In order for cross-listing to be considered, the course outline of record for <u>each course</u> must be the same with only the course name number different. Both outlines must be submitted simultaneously through the approval process. That way, the integrity of the course is maintained. You will need to submit both outlines before cross-listing can be approved.

"Stand-Alone" Courses:

Stand-alone courses are defined as those courses which ARE NOT tied to a certificate, degree, or transfer requirement. These courses must meet the criteria of appropriateness to our mission, need, curriculum standards, adequate resources and compliance, meaning the course is not in conflict with any law, including both state and federal laws, and both statutes and regulations.



Step 3: Units/Hours Please Remember To Save Work Before Navigating Off Of Page **Course Checklist** Main Course Units/Hours Cover Class Hours Are hours Units/Hours weekly or per • Weekly Semester Course Objectives semester? ☐ Course Content Variable Units? Yes: NO: ■ Methods of Instruction Total Units Max: Out of Class Lecture Units Max: Assignments Lab Units Max: Methods of Evaluation Work Experience Max: ■ Distance Ed Directed Study Max: EQUATE Units ■ Resources Unit/Hours ●No ○Yes Override Other Supplies Times Taken 0 Requisites Total units ■ Requisite Analysis allowed. ☐ General Ed Alternative ▼ 8 Attached Files Non-Credit Credit Options Codes/Dates

- **Lecture:** 1 unit lecture coures = 18 hours in-class lecture plus 36 hours out-of-class study.
- **\Lab:** 1 unit laboratory course = 54 hours in-class laboratory.

Hours Report

Lecture and Lab: 3 units (2 units lecture and 1 unit lab) = 36 hours in-class lecture, 54 hours inclass laboratory, plus 72 hours out-of-class study.

Accreditation standards require a minimum of 48 student learning hours for the award of a unit of credit. Although Title 5, section 58023, defines an hour of classroom or laboratory time as 50 minutes, when calculating out-of-class study time, an hour retains its ordinary meaning of 60 minutes.

Thus, for a one-unit semester lecture course, the minimum hours would be as follows:

16 hours of classroom time

+ 32 hours of homework

48 hours total student learning time

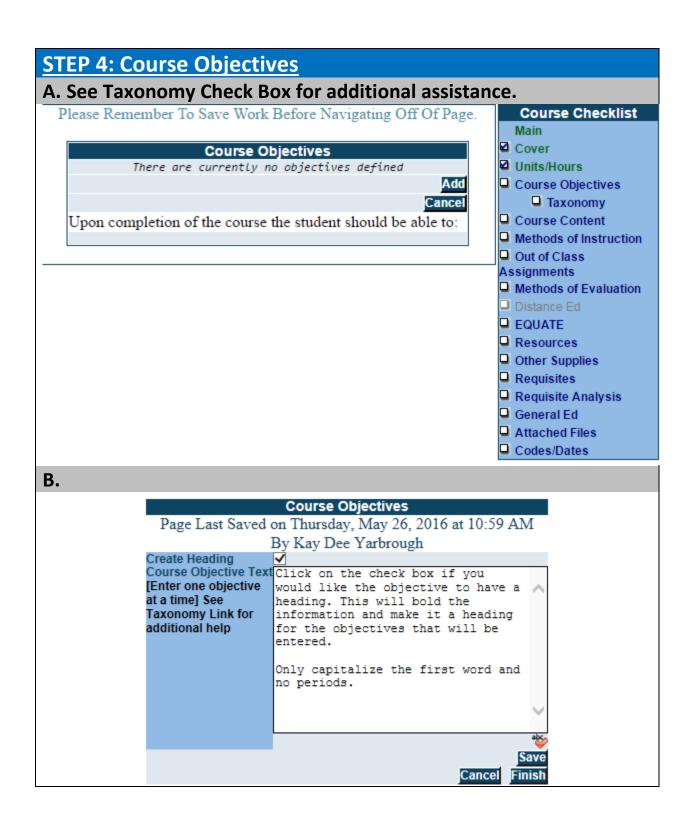
The minimum number of hours expected for a three-unit semester lecture course would be as follows:

48 hours of classroom time

+ 96 hours of homework

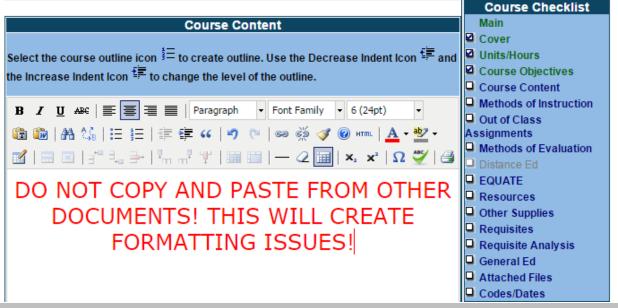
144 hours total student learning time

For additional information refer to the Program and Course Approval Handbook (PCAH).



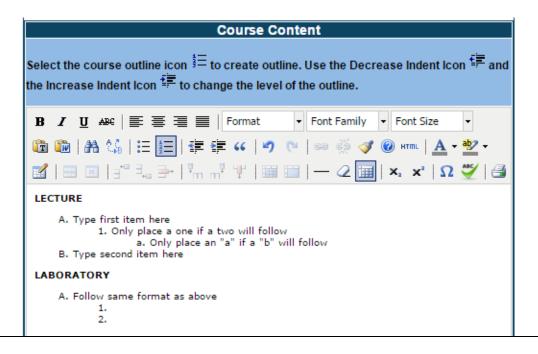
STEP 5: Course Content

Α.



В.

- Use the tool bar to complete the outline.
- ❖ Begin by entering bullets ==
- ❖ To indent, use ቹ 茸
- Only capitalize the first letter
- **❖** NO PERIODS



Course Content (Cont'd)

Honors Courses: Please make arrangements with the Honors Committee through the Honors program coordinator prior to launching courses in CurricUNET.

IMPORTANT: Remember to update and submit the corresponding non-Honors course outline at the same time (for example, both PSYCH 100 and PSYCH 100H must be reviewed simultaneously).

- Course Objectives must contain greater depth, breadth, and rigor.
- Course Content could include outside in-depth research on related topics advanced laboratory studies; critical analysis of ideas.
- Out-of-Class Assignments may include attending outside lectures where critical thinking culminates in a written assignment; advanced written papers using a specific formatting style on topics researched from the SBVC Library and local university libraries; attending plays, tours of facilities, field trips, concerts and/or conferences in preparation for written papers or reports, examinations, or special projects at an Honors level.
 - These Out-of-Class Assignments are in addition to the regular assignments found in the non-honors course.
- Due to the written critical thinking required of honors students, ENGL 015 is usually a prerequisite for these courses.

STEP 6: Methods of Instruction Please Remember To Save Work Before Navigating Off Of Page. **Course Checklist** Main Course Methods of Instruction Cover Methods Class and/or small group discussion ■ Units/Hours Classroom demonstrations Clinical experience Course Objectives Distributed education Course Content Field trips ■ Methods of Instruction Guest speakers Out of Class Guided practice Assignments Instructor generated handouts Methods of Evaluation Laboratory Distance Ed Lecture ■ EQUATE Use of films, videotapes, or other media Resources Use of written materials: texts, journals, Other Supplies Other Methods Requisites Place a check mark in all methods that apply and/or list custom methods in Requisite Analysis this box. General Ed Attached Files Codes/Dates

STEP 7: Out of Class Assignments

Out of Class Assignments

Reading

Reading assignments are required and may include (but are not limited to) the following:

Identify a common reading topic or assignment that students will read outside of class and indicate that the "student will need to be prepared to discuss in class".

Avoid using chapter numbers, only reference topics.

Ø

Critical Thinking

Critical thinking assignments are required and may include (but are not limited to) the following:

0

Writing

Writing assignments are required and may include (but are not limited to) the following:

Include length of writing assignment.

Spell out length of pages if less than ten.

Course Checklist

Main

- Cover
- Units/Hours
- Course Objectives
- Course Content
- ☑ Methods of Instruction
- Out of Class
- Assignments
- Methods of Evaluation
- Distance Ed
- EQUATE
- □ Resources
- Other Supplies
- Requisites
- Requisite Analysis
- General Ed
- Attached Files
- Codes/Dates

Help

Enter a typical assignment in each of the assignment areas for Reading, Critical Thinking, and Writing. Start by clicking on the outline numbering icon. For an Honors course, use bold letters for those assignments that set the honors course apart from the regular course.

Edit Mor

STEP 8: Methods of Evaluation Course Checklist Main Methods of Evaluation Cover A student's grade will be based on multiple measures of performance and will reflect the expected outcomes. ■ Units/Hours Course Objectives A final grade of 'C' or better should indicate that the Course Content student has the ability to successfully apply the principles and techniques taught in this course. ✓ Methods of Instruction Out of Class These evaluation methods may include, but are not limited Assignments to, the following: ■ Methods of Evaluation Methods Class participation Examinations □ EQUATE Homework Lab work Resources Portfolios Other Supplies Presentations (oral or visual) Requisites Projects Requisite Analysis Work performance (internships or field General Ed work) Attached Files Written papers or reports Codes/Dates Quizzes Cumulative finals or certifications Legend Spell Check Click on Help Icon for Further Definitions Help and/or System Help. 🕝 Place a check mark in all methods that apply and/or Help list custom methods by placing a check mark in the Please check any type of "other" check box and list in this text box.

evaluation methods that

STEP 9: Distance Ed

A. Please Note: The Distance Ed. Section on the Course Checklist will be available once you check the **Distributed Education** box under **Methods of Instruction**.

Course Distributed Education

Page Last Saved on Tuesday, Apr 19, 2016 at 2:42 PM By Kay Dee Yarbrough

Check all distance education delivery methods that apply to this course.

Press the CTRI button on your keyboard and click with your mouse on the delivery methods.

Delivery Methods [ctrl] + Click selects/deselects

50 - Computer Assisted Instruction (A sp

Methods [ctrl] + 51 - Two-Way Video conferencing (Two-way

52 - One-Way Video Conferencing (One-way 63 - Television Course (Video one-way, e

71 - Hybrid (Includes both on-campus and

72 - Online Course (Instruction mediated 🔻 😯

Explain which methods of instruction you will use and how those will impact students

(Example methods of instruction: course management system discussion boards, instructor developed web lectures, converted power point presentations, digital video clips, graphics [digital charts, diagrams, photos, images, annotated screen shots], digital animations, web quests, online reference resources, chat, e-mail, publisher prepared online materials, course cartridge materials, CD/DVD support materials, instructor web site, online library resources, and textbook supplements).

Methods of Instruction

Distance Ed. (Cont'd)			
В.			
	Explain the need for proposed online course. Explain Need		
	Explain Need		
		② *♥	
		h online methods of evaluation you will use	
		se will impact students. ethods of evaluation: essays and research	
		nitted via e-mail attachments, open-book	
	essay and sl	nort answer exam questions submitted via	
	e-mail, timed quizzes and tests using the course management software, projects submitted via		
		s in the course management software	
	discussion forum, online discussion participation		
	(pairs, group Evaluation	os, or whole class), and proctored exams.)	
	Method		
	Provide a description of sample assignments that		
	Sample	I complete in the online class format.	
	Assignments		
		② *♥	
		Save Finish Cancel	

STEP 10: Equate

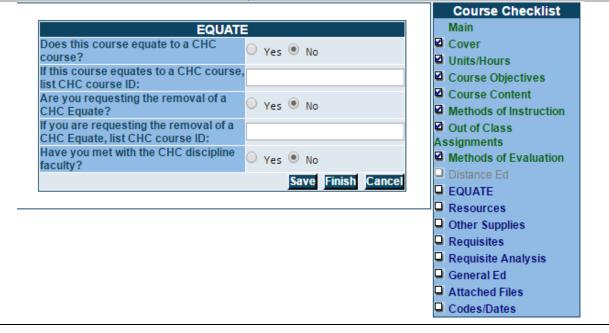
Equating Courses with Crafton Hills College:

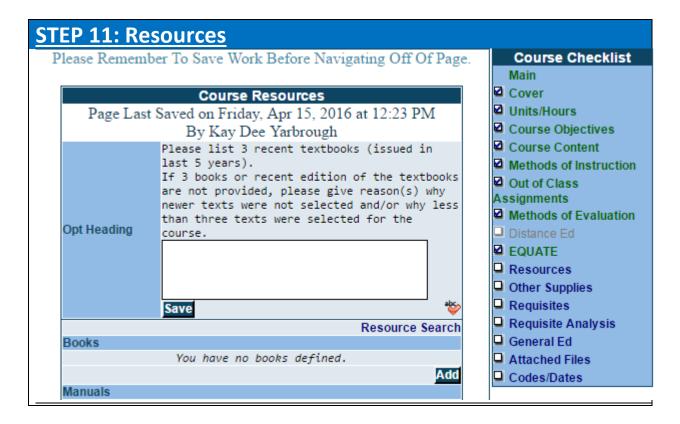
It is important that faculty contact their peers at Crafton Hills College when a course is equal to theirs.

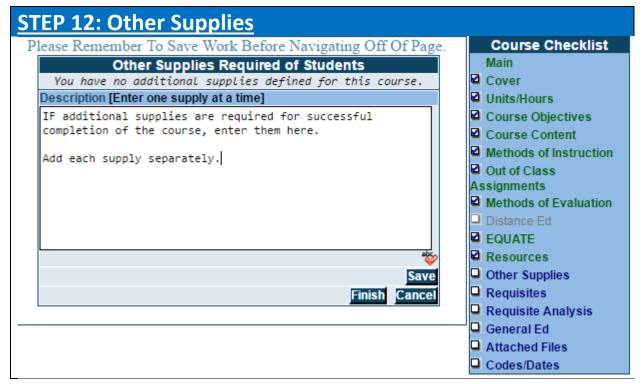
For example, if a student takes English 101 at Crafton, we accept that as equivalent at SBVC.

When modifying existing courses or proposing new ones, please review similar courses at CHC. Whenever possible, similar courses should be equated.

- Additionally, SBVC's Schedule and Catalog Data Specialist (Corrina Baber) should be notified so that this information can be placed in Datatel.
- ❖ In Spring 2008, both CHC and SBVC came to an agreement on the following:
 - o If units differ then courses do not equate
 - o If content differs then courses do not equate
 - o If courses have different pre-and-corequisites, then courses do not equate
- See CurricUNET website for current Equate List.







STEP 13: Requisites

Prerequisite:

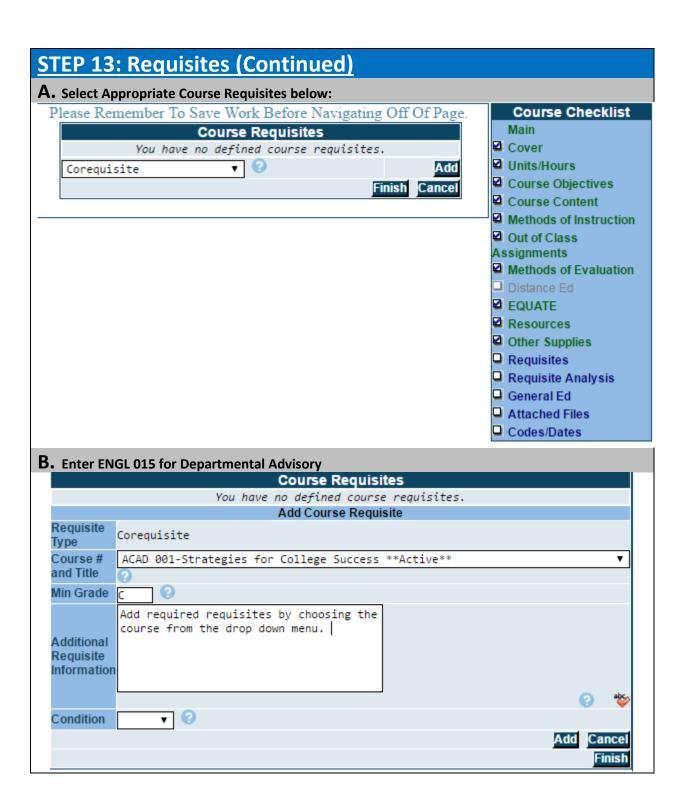
- A course or skill that must be completed prior to enrolling in the desired course. The basic premise is that students are highly unlikely to succeed in the course to which this course is a prerequisite without learning the skills taught in this course.
- Prerequisites are an essential tool in the construction of curriculum for courses in which student success is highly dependent on previously acquired knowledge or skills.

Corequisite:

- Another course that must be taken during the same semester as the desired course.
- Similar to a prerequisite, the premise is that students are highly unlikely to succeed in one
 or either course without taking these courses at the same time.

Advisories:

- The Curriculum Committee recommends that courses 100 and above should have advisories of ENGL 015 or eligibility for ENGL 101 or 101H as determined through the SBVC assessment process.
- In some cases, department faculty may want to caution students that some prior preparation is recommended, however, students are still able to succeed in the class without it.
- In this instance, department faculty can put advisories on courses. Unlike prerequisites and corequisites, advisories are not enforced. If, for example, THART 120 (Acting Fundamentals I) has an advisory of THART 100 (Introduction to Theater), a student may decide that she does not need to take THART 100 first. The student would still be able to enroll in the acting class.
- Like prerequisites, a reasonable rationale must exist for establishing the advisory.
 Therefore, faculty are asked to complete the same analysis as with a prerequisite/corequisite when seeking to implement advisories. No further scrutiny or validation is necessary.



STEP 14: Requisite Analysis Prerequisites and Corequistes: Mostly 1's Departmental Advisories: Mostly 2's and 3's Course Checklist Please Remember To Save Work Before Navigating Off Of Page. Main Requisite Analysis ACAD 001 Cover 1 ▼ Identify and assess the services, learning Units/Hours resources, degrees, and certificates available at Course Objectives Course Content 2 v Inventory extracurricular activities available at Methods of Instruction Out of Class Assignments Methods of Evaluation 2 v Explain key terms in education such as the AA Distance Ed degree, IGETC, CSU GE-Breadth, units, undergraduate major requirements, general education requirements, ■ EQUATE financial aid, transfer requirements and graduation Resources requirements Other Supplies Requisites 2 ▼ Compare educational paths such as degrees, ■ Requisite Analysis certificates and transfer □ General Ed Attached Files

■ Codes/Dates

1 ▼ Create an educational plan, mapping the academic

path toward career goals

