



San Bernardino
Valley College

Curriculum
Handbook

2015-2016

San Bernardino Valley College provides quality education and services that support a diverse community of learners.

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Introduction: Curriculum Committee Membership

This handbook provides members of the faculty with instructions to propose new courses, revise existing courses, validate prerequisites, and propose or modify degrees and certificates.

For additional assistance in preparing the necessary documents, contact one or more of the following:

- Your Department Head or Chair
- Your Division Representative on the Curriculum Committee
- Your Division Dean
- Faculty Curriculum Committee Chair
- Curriculum Administrator
- Curriculum Secretary

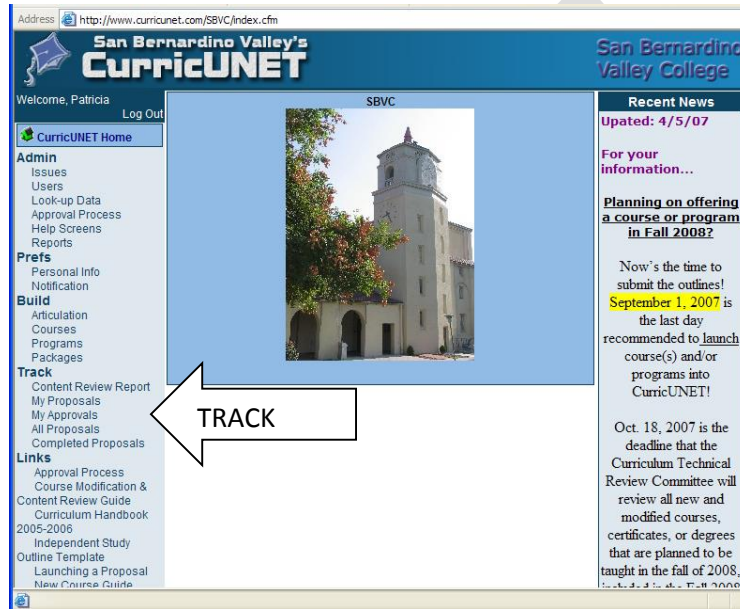
Access to the curriculum management database, CurricUNET, is located at www.curricunet.com/sbvc

Curriculum Committee 2015-2016

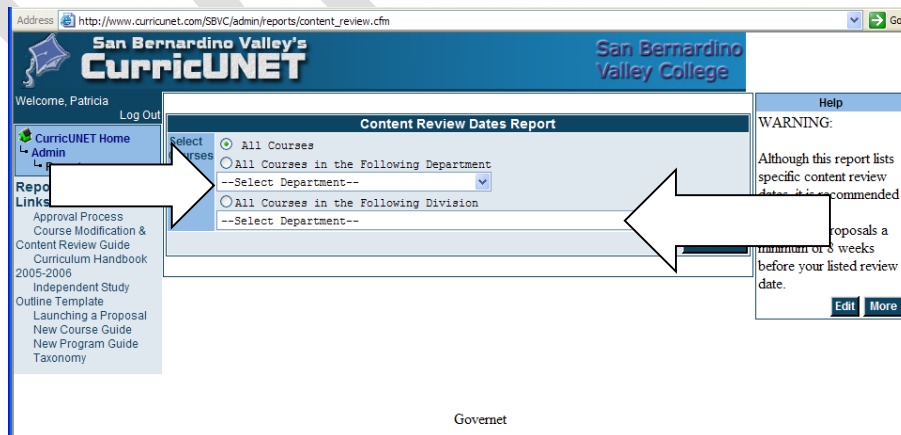
Curriculum Administrator	Dr. Haragewen Kinde	Vice President, Instruction
Faculty Curriculum Chair	Leticia Hector	Faculty
Curriculum Secretary	Kay Dee Yarbrough	Secretary II, Office of Instruction
Articulation Officer	Janice Wilkins	Articulation Officer, Counselor
Catalog & Schedule	Corrina Baber	Schedule and Catalog Data Specialist
Applied Technology, Transportation, and Culinary Arts	Albert Maniaol	Division Dean
	Melita Caldwell-Betties	Faculty
Arts and Humanities	Lydia Barajas-Zapata	Faculty
	Mary Copeland	Faculty
Library and Learning Support Resources	Virginia Evans-Perry	Faculty
Mathematics, Business, and Computer Technology	Henry Hua	Division Dean
	Vincente Alvarez	Faculty
	Danielle Ramsey	Faculty
Science	Glenn Drewes	Faculty
	Dennis Jackson	Faculty
	Yolanda Simental	Faculty
Social Sciences, Human Development, and Physical Education	Kathy Adams	Faculty
	Patrick Buckley	Faculty
	Colleen Calderon	Faculty
Student Services		Faculty
Student Representative		Student

Section 1: Content Review

Content Review Report Access: The *Content Review Report* allows you to research when courses are due for the six-year review cycle. To view the *Content Review Report* you must first log into CurricUNET by going to www.curricunet.com/sbvc. Each faculty member has a unique “username” and “password.” If you do not know what these are, please contact the Curriculum Secretary or the Faculty Curriculum Chair. Once you have logged in, you will look at the navigation menu on the left-hand side *and find the bold heading titled TRACK*. Under that heading you will see the link to the *Content Review Report*. Click on those words.



From this screen you are able to select the report by “department” or by “division.” Use the down-arrow to make your selection and click on the blue button named **Retrieve** (make sure you have made a choice between “department” or “division” by clicking on the small circle next to it.)



This is an example of what the report looks like. The column on the right titled, *Next Review Date*, shows when the course is due for a review. Remember to plan to work on the revision to the outline well in

advance of the date! A *Curriculum Calendar* showing important dates is sent through the campus e-mail system, and is also on the CurricUNET home page.

Academic Advancement / Learning Resources				
Library				
	Course	Status	Last Content Review	Next Review Date
	LIB062 Care and Repair of Library Materials	Active	04/15/2004	04/15/2010
	LIB064 Introduction to Libraries for Library Technicians	Active	04/15/2004	04/15/2010
	LIB065 Public Services for Library Technicians	Active	04/15/2004	04/15/2010
	LIB066 Acquisitions for Library Technicians	Active	04/15/2004	04/15/2010
	LIB067 Library Technical Services	Active	04/15/2004	04/15/2010
	LIB068 Library Media Services	Active	04/15/2004	04/15/2010
	LIB069 Library Automation for Library Technicians	Active	04/15/2004	04/15/2010
	LIB069 Library Automation for Library Technicians	Pending	04/15/2004	04/15/2010
	LIB098 Occupational Work Experience	Pending	04/15/2004	04/15/2010
	LIB098 Occupational Work Experience	Pending	04/15/2004	04/15/2010
	LIB110 Information Literacy	Pending	04/15/2004	04/15/2010
	LIB110 Information Literacy	Pending	04/15/2004	04/15/2010

Content Review Explained

Content review is defined in Title 5 as: ...a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

The primary purpose of content review from the California Community College Chancellor’s Office viewpoint is to review prerequisites every six years so that access to education is balanced with academic rigor. These processes shall provide that at least once every six years all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. Two important consequences for failing to conduct content review are as follows:

The California Community College Chancellor’s Office may revoke our authority to approve our own curriculum, and

Course articulation may suffer, meaning that our students would waste time taking courses for which they cannot receive transfer credit.

The SBVC Senate passed a resolution to underscore faculty’s obligation to conduct content review:

Whereas Title 5 requires all course outlines to be updated every six years, and this updating is vital to articulation agreements with transfer institutions,

Whereas the writing and approval of curriculum is a faculty right and responsibility under AB 1725, and

Whereas it is understood that courses whose outlines have not been updated may have to be pulled from the college's offerings.

Be it hereby resolved that the SBVC Academic Senate requests that the Administration, working with the Curriculum Technical Committee, provide notice and support (i.e. clerical, funds for adjunct faculty to write curriculum in small departments, process and procedure advice) to the faculty in identifying and completing the content review of outdated outlines, and

Be it further resolved that the SBVC Academic Senate requests any administrator who may be creating or substantially altering course outlines to cease and desist this usurping of faculty rights.

Clearly, the importance of the process cannot be overstated.

How do I complete content review?

The first step to completing content review is to get the most recent copies of all course outlines, degrees, and certificates for your department. These can be found at our campus' CurricUNET website, www.curricunet.com/sbvc.

The course outlines need to be brought up to current standards, obsolete courses need to be deleted, and degrees and certificates may need to be modified. Whenever major changes are sought in vocational programs, appropriate advisory committee minutes, labor and/or job market data (CTE only), minutes of key meetings or notes to summarize with dates, and transfer documentation if applicable, are to be included to support the requested change. You should also schedule an appointment with the Articulation Officer prior to launching (submitting) transfer curriculum into CurricUNET so that any potential issues can be addressed.

We have included the following checklist to help you complete content review. You have completed content review when:

All course outlines are brought up to current standards for all courses offered by the department

All prerequisites have been updated for each course

Inactive or obsolete courses have been deleted (If a course has not been offered for more than three years it should be considered for deletion and is "inactive.")

All degrees and certificates affected by your courses have been reviewed. (Note: Be sure to include degrees and certificates from other departments which may include the courses you are modifying or deleting)

You have consulted with the Articulation Officer regarding your transfer courses

For Career Technology Education (CTE) courses, you have included advisory minutes, list of members on advisory committee, recommendations of advisory committee

You have reviewed catalog narrative that may include program objectives

For cross-listed courses, both outlines have been reviewed and are submitted together.

For Honors courses, both outlines have been reviewed by the Honor's Committee and are submitted together.

Agreement has been made if a course is equated with a Crafton Hills course

Labor / job market information and analysis

Catalog pages from similar programs at other community colleges and two universities in the service area are included

Transfer documentation (if applicable)

What if content review isn't completed?

As explained above, there are potentially significant consequences at the state level if we fail to review our prerequisites on the six-year cycle. In addition, the **SBVC administration and the Senate (Resolution passed in spring 2004) have agreed not to offer courses which are overdue for content review.** Therefore, please ensure that you complete content review within six years of the last content review as indicated in the Content Review Report (see this section in the handbook for details). Additionally, courses that are tied to the same degree or certificate, as well as their prerequisite and corequisite courses, should undergo content review at the same time.

Section 2: About CurricUNET

Logging into CurricUNET:

To access the CurricUNET program, you will need to enter this web address go to:
<http://www.curricunet.com/sbvc> into your web browser.

Note: Google Chrome works best for PC computers and Mozilla's Firefox works best for Macs.

Enter your login information:

Once you are at the ~~CurricUNET~~ site, you will need to login. If you do not know your username or password, ~~or forgotten them~~, please contact the Curriculum Secretary or the Faculty Curriculum Chair and these will be given to you. Once logged in, you can change your password.

Security:

CurricUNET is only available to authorized users. Each authorized user is assigned a username and password. ~~Your username 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.

Approval functions are also assigned to each user. The function allows the user (department faculty, department chair, division dean, curriculum committee member, etc.) to approve course proposals at a given time.

Searching:


CurricUNET allows you to search through existing course outlines using a variety of search criteria combinations.

Scroll down to the Search area on the left side of the home page

Click the desired Search link


Enter criteria into one or more fields


Icon Definitions in CURRICUNET:


 This icon, when clicked, allows you to view help pages (at the time of this printing not all instructions have been populated with information).


 This icon, when clicked, allows you to edit.


 This icon, when clicked, shows the course outline.

 This icon, when clicked, allows you to view the Requisite Analysis Report.

 This icon, when clicked, allows you to view the Need for Course/Rationale.

 This icon, when clicked, shows the Course Impact Report.

 This icon, when clicked, allows a user to view a Course Comparison Report.

 This icon, when clicked, allows the user to view the approval process.

 This icon, when clicked, allows the viewer to see the comments.

 This icon, when clicked, allows the viewer to see the Distributed Education Report.

The Curriculum Approval Process

Level 1

Once a curriculum proposal is launched by the originator, e-mails are sent to the following people: all department members, the curriculum committee representatives from that division, the Articulation Officer (for transfer level courses number 100 and above), and the Director of Distributed Education (if the proposal includes that type of delivery). At this stage, the proposal may be reviewed by all of these people and all of these people can make comments on the proposal. They will all receive an e-mail of notification that contains the following directions:

[Login on To CurricUNET](#)

Click on link titled "My Approvals" under Track on the left side of the CurricUNET home page.

Select appropriate role from the drop down box. Click "Next".

A list of approvals waiting for you will be displayed.

Click on the "Action" Button next to the approval process you want to take action on.

Enter any comments related to the approval (remember everyone can view your comments).

Select an action you wish to take and click "save."

The "My approvals" page will be displayed, with any additional approvals for the select role.

There is a time limit, and some people are required to act, while others are not. Here is the breakdown. The proposal stays at this level for a minimum of five working days, so everyone who received this notice has a chance to make comments on the proposal. Those who are required to take an action are the Department Head, the Articulation Officer, and the Director of Distributed Education and the Honors Committee (if the proposal includes that type of delivery or is an Honors course).

The "actions" for the Department Head and Articulation Officer are:

"Reviewed" (which is an approval and moves the proposal to the next level),

"Reviewed and changes needed" (which sends the proposal back to the originator and the proposal has to be resubmitted)

"Reviewed with suggestions" (this moves the proposal to the next level despite the suggestions).

However, if no action is taken by a person in 10 working days, that person has forfeited his/her chance to take an action for this proposal at this level, and the proposal defaults to the next level.

The actions for Director of Distributed Education and the Honors Committee are:

"Approve" (which moves the proposal to the next level)

“Disapprove” (which sends the proposal back to the originator and the proposal has to be resubmitted).

The timeline at this stage works in the following manner:

If those who are required to take an action (the Department Head, the Articulation Officer, the Director of Distributed Education, and the Honors Committee) do so within 5 working days, the proposal moves to the next level after 5 days.

If one of those who are required to take an action has not done so within 5 days, the proposal will move to the next level after the last action has been taken, as long as it is within the 10 working day limit.

Therefore, those who are not required to take an action (department members and the curriculum committee representatives from that division) are only guaranteed 5 working days within which they can comment on the proposal. (In making up this timeline, the steering committee had assumed that some collegial consultation had already taken place within the department before the proposal is launched. We encourage this to be the case.)

The faculty department members are encouraged, but are not all required, to participate in the electronic discussion on CurricUNET. This is an opportunity for more collegial consultation. It is the same with the curriculum committee representatives from that division. This is a good opportunity for the originator to get advice from a curriculum committee member, and to possibly avoid problems later on.

The originator of the proposal, as well as any co-contributors, is allowed access to the proposal during this stage. Changes can be made at any time.

Level 2

At this level the proposal is reviewed by the appropriate dean. The dean can take two actions:

“Reviewed and changes needed” (at which time the proposal is sent back to the originator and the proposal has to be resubmitted)

“Reviewed” (which is an approval of the proposal, at which point the proposal is launched to the Curriculum Technical Review Committee)

The Dean has five working days to review the proposal and take an action before the Dean forfeits his/her chance to comment on the proposal and the system defaults the proposal to the next level.

*** Once the proposal is launched to Level 3, the originator can no longer access the proposal for editing purposes, unless given access by the curriculum committee.**

Level 3

At this level the proposal is reviewed by the Curriculum Technical Review Committee members. The Technical Review Committee can take two actions:

“Hold for changes” (the proposal is put back on “pending” status so the originator can make changes)

“Approve” (the proposal is launched to the Curriculum Committee)

Level 4

At this level the proposal is reviewed by the Curriculum Committee members. The Curriculum Committee can take three actions:

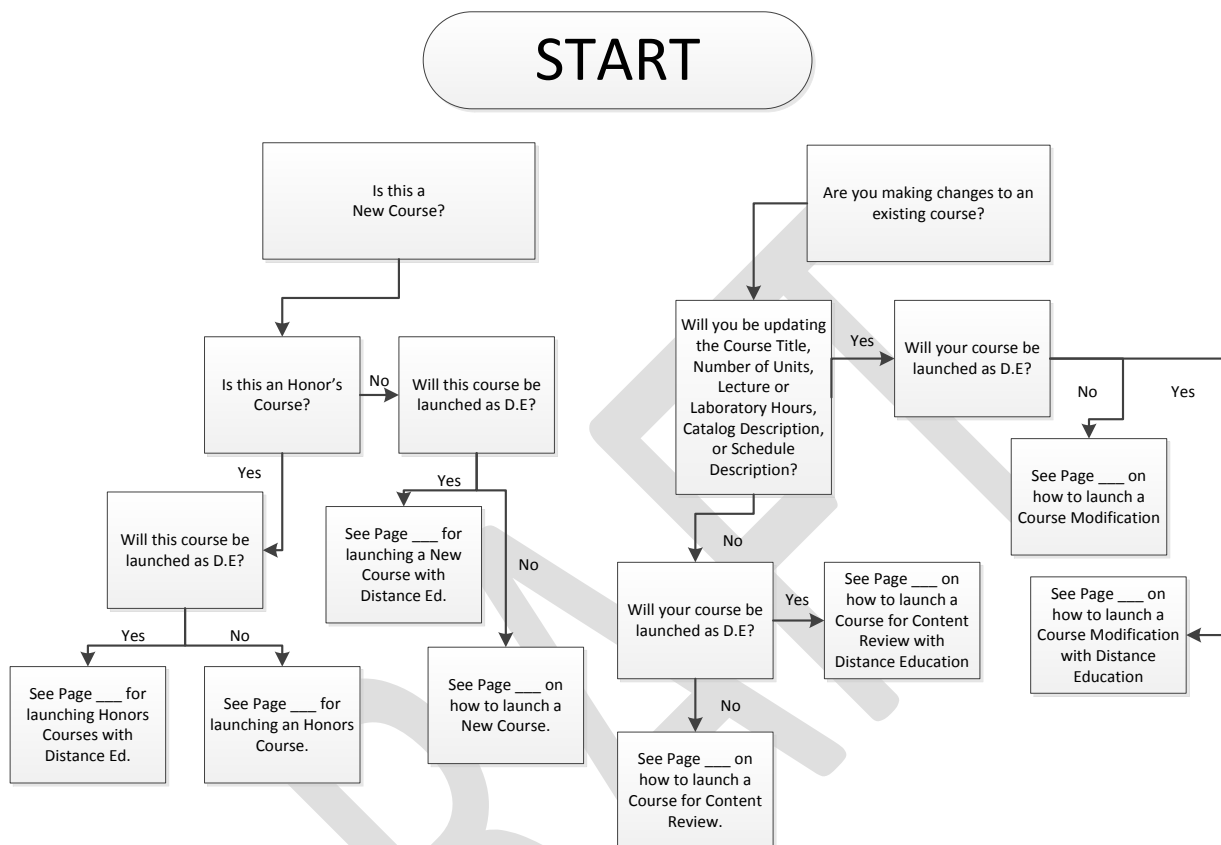
“Hold for changes,” (the proposal is put back on “pending” status so the originator can make changes)

“Disapprove,” (the proposal would be sent back to the originator and would have to be resubmitted)

“Approve” (the proposal is sent on to the Board of Trustees)

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Section 3: Deciding Which Proposal Type to Use when Launching a Course Content Review/Course Modification using CurricUNET



Definitions of the Different Proposal Types

Modification Type A: Allows you to make revisions on ALL parts of the Course Outline.

Modification Type A with Distance Education: Allows you to make revisions on ALL parts of the Course Outline and allows you to propose the course for DE or make changes to the current DE proposal.

Course Deletion: Allows you to delete a course.

Content Review Type B: Allows changes ONLY to the area that includes the Course Objectives, Content, Methods of Instruction, Methods of Evaluation, Textbooks, and Supplies.

Content Review Type B with Distance Education (DE): Allows changes ONLY to the area that includes the Course Objectives, Content, Methods of Instruction, Methods of Evaluation, Textbooks, and Supplies. Also allows you to propose the course for DE, or make changes to the current DE proposal

New Honor's Course: Allows course proposal for an honors course. See the section in the handbook on honors courses for details. If proposing the honors course concurrently with content review, please contact the co-chair for assistance.

New Course: Allows you access to ALL parts of the Course Outline.

New Course with Distance Education: Allows you access to ALL parts of the Course Outline and allows you to propose the course for DE.

Launching a New Course

New Course Checklist **(Where is this located)**

The Curriculum Committee will ask you to supply the following information as you create a new course. If a category is not applicable to your proposal when using CurricUNET, indicate this by listing the category heading with a response of "Not Applicable."

Need for this new course:

Briefly describe the need for this new course.

Include documented evidence of the need for this course (catalog pages from comparable universities or community colleges; student surveys; matriculation data; labor market information, etc.)

Explain how this course will enhance the current degree program or certificate in this department.

If the course (numbered 100 or above) is intended for transfer, attach the catalog pages to CurricUNET's Attached Files area.

Cultural diversity:

Briefly describe how cultural diversity is addressed in this course.

Rationale for other requests:

Provide a rationale for any of the following requests:

Course repeatability:

Normally, students may complete a class only once. However, laboratory courses that require the development of skills over time, lecture courses in which the content varies significantly, and courses that provide legally mandated training as a condition of the student's continuing employment may be taken up to four times. The symbol "x" is used to indicate that a course has been reviewed for compliance with Title 5 and college policy on repeatability. The digit following the "x" indicates the maximum number of times the course may be taken.

Feasibility -- Budget implications:

If the answer is yes to any question, please explain:

Is new equipment needed?

Will new faculty need to be hired?

Must facilities be modified or acquired?

Articulation:

After consulting with the SBVC Articulation Officer (preferably via email) to evaluate whether the proposed course will articulate to campuses of the University of California (UC) or The California State University (CSU), summarize this discussion and describe any modifications made to ensure that the course will be accepted as fulfilling transfer general education or pre-major requirements.

Resources:

Describe any instructional resources that will be needed to support this course, including library books, journals, databases, or equipment. If library resources are required, meet with Patti Wall, Librarian, to identify whether there are sufficient funds or materials to meet the need. If necessary, describe the plan to acquire any needed resources.

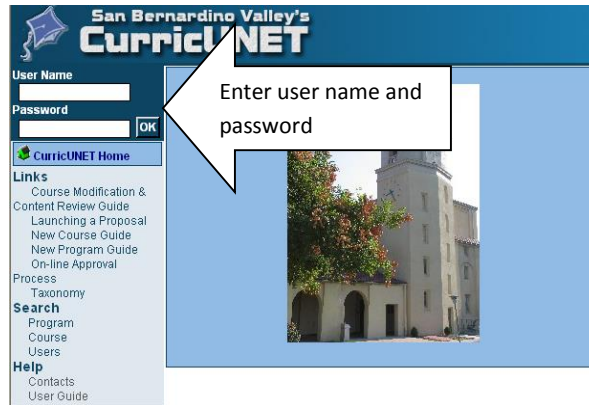
IMPORTANT NOTE: CurricUNET provides an “Attached Files” area for you to place a copy of pertinent documentation, for example, Advisory Minutes, for a new degree or certificate. The “Attached Files” are also where you would place labor market information and is found in the CHECKLIST area on the right-hand side of the course screen.

Beginning the fall 2007 semester, new courses and programs must have the SLOs submitted to the Instruction Office and attach as a file in CurricUNET (attached files) prior to committee review.

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Proposing a New Course

To create a new course and propose it to the Curriculum Committee you will need to first login to the *CurricUNET*. system at the following website: <http://www.curricunet.com/SBVC>



On this screen you will enter your username and password. (If you do not know your username and/or password you may obtain this information from the Curriculum Committee secretary or the Curriculum Committee faculty chair.)



Click **O.K.** when done.

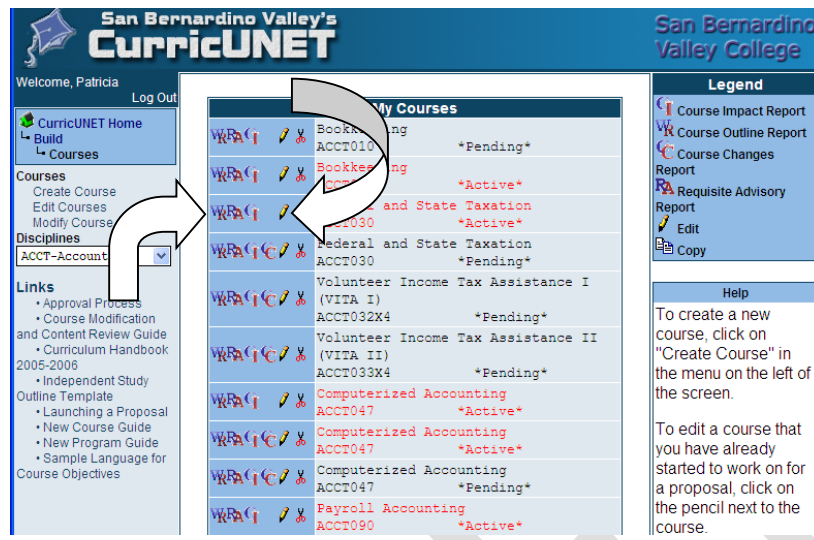
You are now on the main menu page of CurricUNET for San Bernardino Valley College.

To work on a new course that you have already begun, look under the **Build** area of the main menu on the left hand side of the screen. Click on the **Courses** link. This will bring you to the “My Courses” entry screen.



Click on the **Courses** link under **Build**.

The **My Courses** screen allows you edit by clicking on the pencil icon , or view the outline by clicking on the  icon.



San Bernardino Valley's CurricUNET

Welcome, Patricia Log Out

My Courses

		Bookkeeping ACCT010	*Pending*
		Bookkeeping ACCT010	*Active*
		Federal and State Taxation ACCT030	*Active*
		Federal and State Taxation ACCT030	*Pending*
		Volunteer Income Tax Assistance I (VITA I) ACCT032X4	*Pending*
		Volunteer Income Tax Assistance II (VITA II) ACCT032X4	*Pending*
		Computerized Accounting ACCT047	*Active*
		Computerized Accounting ACCT047	*Active*
		Computerized Accounting ACCT047	*Pending*
		Payroll Accounting ACCT090	*Active*

Legend

- Course Impact Report
- Course Outline Report
- Course Changes Report
- Requisite Advisory Report
- Edit
- Copy

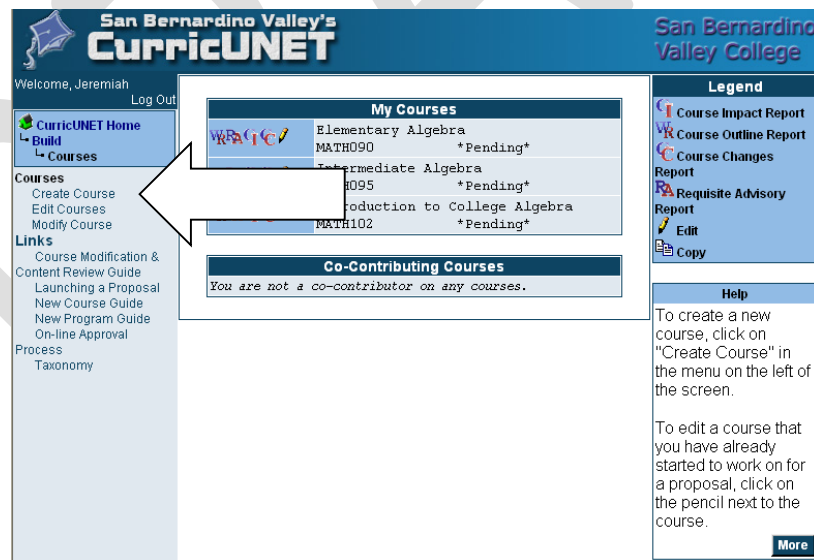
Help

To create a new course, click on "Create Course" in the menu on the left of the screen.

To edit a course that you have already started to work on for a proposal, click on the pencil next to the course.

Creating a New Course

In order to create a new course, look under the **Courses** menu on the left-hand side, and click on **Create Course**.



San Bernardino Valley's CurricUNET

Welcome, Jeremiah Log Out

My Courses

		Elementary Algebra MATH090	*Pending*
		Intermediate Algebra MATH095	*Pending*
		Introduction to College Algebra MATH102	*Pending*

Co-Contributing Courses

You are not a co-contributor on any courses.

Legend

- Course Impact Report
- Course Outline Report
- Course Changes Report
- Requisite Advisory Report
- Edit
- Copy

Help

To create a new course, click on "Create Course" in the menu on the left of the screen.

To edit a course that you have already started to work on for a proposal, click on the pencil next to the course.

[More](#)

Enter the appropriate information and click **O.k.**

Enter the information below in the correct text box:

Discipline:

Course Number:

Short Title:

Catalog Description: Write a short paragraph, with complete sentences, as a well-developed overview of topics covered.


Schedule Description: Brief version of the catalog description written with complete sentences.

Proposal Type: Here you can select whether you are launching a New Course, a New Course with Distance Education, or a New Honors Course.

A red asterisk * indicates information must be entered.

Once all selections have been completed, click **OK** and this will take you to the **Course Construction Main Menu**.

Course Construction Main Menu

You will now be taken to the **Course Construction Main Menu**. Here you will see the information you just entered, you can also to begin creating a new course as well as a link to **Add a Co-Contributor**. To continue building the course, use the You will continue to build the course using the **Course Checklist** on the right-hand side of the page. Click on the word link for the next screen in which you would like to add/edit information. Continue working through the Course Checklist until all boxes are checked. To see what your outline looks like at any time, click on the  icon on the left-hand side of the screen.

Course Cover

This screen is where most of the descriptive information about the course is entered: (See Below)

- Division**
- Department**
- Discipline**
- Course Number**
- Course Title**
- Short Title**
- TOP CODE**
- Cross Listed Course**
- Catalog Description**
- Schedule Description**
- Proposed Start (Year and Semester)**
- Need for the Course**
- Rationale for Other Requests**
- Cultural Diversity**
- Feasibility – Budget Implications**
- Board Rationale**

Rationale: When proposing a course, or updating, you will need to document the reason. Try to anticipate questions that may be asked, for example, the course needs the textbook area updated, and place that explanation here.

When you are finished entering information click **Save**.

If the page is complete, click **Finish**. When finished, a check will be placed in the box next to **Cover**.

Unlocking: If you need to return to this page in the future you will need to click the **Unlock** button located at the bottom of the screen.

You will notice this will place a check mark in the box next to the page 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.

Units/Hours

This is where you will enter/edit course information:

Are hours weekly or per semester?

Variable Units?

Total Units

Lecture Units: *One hour of lecture per week (with two hours of assignments outside of class) equals one unit.*

Lab Units: *Three hours of lab per week equals one unit.*

Work Experience

Directed Study Units

Unit/Hours Override

Times Taken

Total Units Allowed

Alternative Credit Options

When completed, remember to always click **Save** and then **Finish**.

regarding lecture and lab hours, work experience, etc. On this screen you can also enter how many times the course can be taken and Alternative Credit Options.

Course Objectives

On this screen you will enter the objectives that should be met by the completion of the course.

To add an objective, click the **Add** button. This will take you to a screen where you can enter information.

If you would like the objective to have a heading place a check mark in the box next to **Create Heading** and enter text into the text box below. This will bold the information and make it a heading for the objectives that will be entered.

Course Objectives
There are currently no objectives defined

Create Heading

Course Objective Text [Enter one objective at a time] See Taxonomy Link for additional help

Save
Cancel

Upon completion of the course the student should be able to:

The objectives will be automatically numbered consecutively under the heading. After information is entered it can be edited by using the (✎) icon, deleted by using the (✖) icon, or moved up or down in the list by using the (⬅) or (➡) icon.

Add
Cancel Finish

Upon completion of the course the student should be able to:

- A. ✎ ✖ ⬅ ➡ Compose a personal philosophy for a professional family child care business
- B. ✎ ✖ ⬅ ➡ Compose a personal philosophy for a professional child caregiver
- C. ✎ ✖ ⬅ ➡ Examine and critically evaluate the regulations, standards and requirements involved in a family child care setting
- D. ✎ ✖ ⬅ ➡ Analyze the advantages and disadvantages of services which can be offered by a family child care business
- E. ✎ ✖ ⬅ ➡ Differentiate and classify the types of families that could be served by a family child care business
- F. ✎ ✖ ⬅ ➡ Compare and contrast the growth and development between infants/toddlers and preschoolers
- G. ✎ ✖ ⬅ ➡ Compare and contrast the differences in growth and development between elementary school children ages five to twelve

“The outline must state the objectives of the course, that is, what students will have learned upon successfully completing the course. ‘Boiler plate’ is strenuously discouraged! Objectives should use active verbs for observable behaviors.

They must establish that critical thinking is an integral part of the course. For example, rather than ‘describe animal hunting behavior’ state ‘Compare and contrast social aspects of hunting tactics of major mammals’.”

It is advisable to have no more than 10 objectives.” <http://www.curriculum.cc.ca.us/> California Community College Curriculum Website

Sample Language for Course Objectives: Measurable verbs are located in the appendix of this handbook and under the document section of CurricUNET (**LINKS** in the menu are on the left side of home page screen). See **Appendix A** in the back of this handbook.

Tips for creating Course Objectives:

State in measurable terms ([Sample Language for Course Objectives](#)) what students will be able to do “upon completion of the course the student would be able to...”

Be concise but complete: ten is too many, one is not enough.

Use verbs showing analysis.

Adequately cover theory, principles, and concepts. Don’t add concepts to supplemental skills.




Be broad and introductory in scope, not too advanced, narrow, or specific.

Course Content

This screen is where the course content will be entered.


Tools and icons similar to those found in Microsoft Word are available on this page to format the outline properly, as well as a spell check tool. **(Note: Cutting and pasting from an existing document does not work well in CurricUNET).**

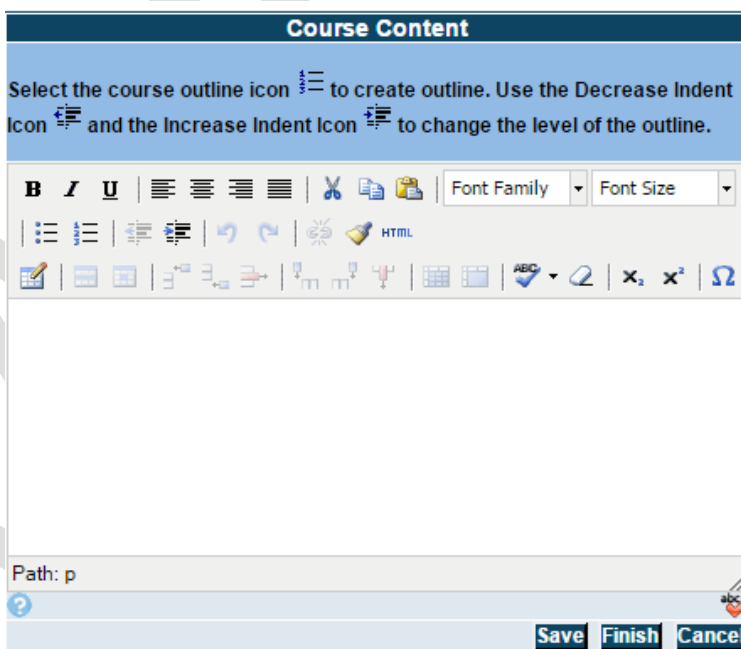
Course Content can be very lengthy. Remember to save frequently!


Begin by following the instructions in the blue box at the top of the page: “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.”

This is a very important step in creating a well-formatted outline! When entering course content headings and sub-headings please do not use questions or refer to specific chapter numbers.

ENTER SAMPLE COURSE CONTENT???

Separate Lecture and Laboratory content with separate headings. Begin by entering the heading LECTURE, then hit the enter key. The cursor will then move to the next line, hit the outline icon to begin the outline. Selection the outline icon  starts the outline with letter “A”. Type your first general topic area, and then hit the “enter/return” key. This will give you letter “B” in the outline. However, under letter “A” you should have several sub-topics, 1, 2, 3. With the cursor still at letter “B”, click on the Increase Indent icon. This action will indent the outline and change the “B” to a “1” for the first sub-topic. After entering all the lecture content, you will need to enter a LABORATORY heading. With the cursor at the end of the last lecture content entry, hit enter and type in LABORATORY, then move the



cursor to the beginning of this word (LABORATORY) and backspace until LABORATORY becomes a heading. Enter the laboratory content in the same manner as above using the outline icon .

Compile a complete list of all topics taught in the course and arrange the list by topic with sub-headings: half a page is not enough. <http://www.curriculum.cc.ca.us/> California Community College Curriculum Website

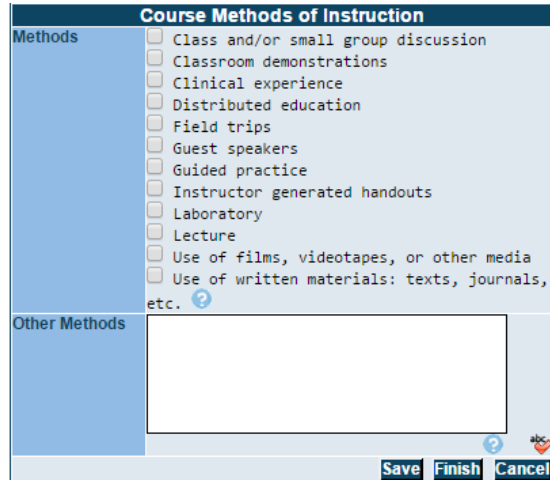
Methods of Instruction

This page is used to describe the range of instructional methods appropriate for the objectives of this course.

Place a check mark in all methods that apply and/or list custom methods in the **Other Methods** section.


Click **Save** and **Finish** when done.

“The type or examples of methods of instruction should be specifically related to the course objectives. They 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 instructor.’”



Course Methods of Instruction

Methods

- Class and/or small group discussion
- Classroom demonstrations
- Clinical experience
- Distributed education
- Field trips
- Guest speakers
- Guided practice
- Instructor generated handouts
- Laboratory
- Lecture
- Use of films, videotapes, or other media
- Use of written materials: texts, journals, etc. 

Other Methods

Save **Finish** **Cancel**

Out-of-Class Assignments

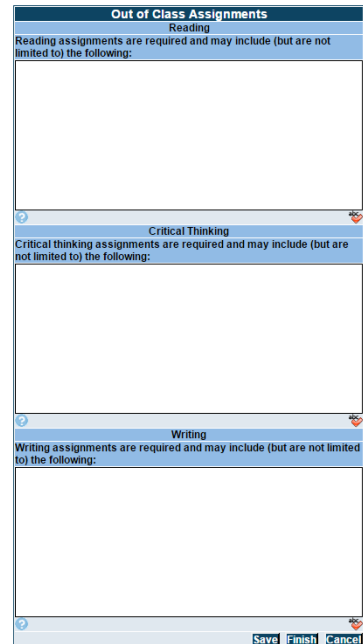
This screen allows you to enter out-of-class assignments that can be expected in the course for reading, writing and critical thinking.

Keep in mind that the integrated outline reflects back to the course objectives and these assignments should relate directly to the course content and course objectives.

This page cannot be marked as finished until all fields are completed.

Click **Save** and **Finish** when done.

“Give assignments that reflect coverage of all objectives and content. Out-of-class assignments must be sufficient to show independent work. Be sure that knowledge of required material constitutes a significant portion of the grade as reflected in assignments and method of evaluation.”



Out of Class Assignments

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

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

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

Save **Finish** **Cancel**

Methods of Evaluation

This page is used to document the methods of evaluation used for the course.

Place a check mark in all methods that apply and/or list custom methods by placing a check mark in the “Other” check box and listing in the text box provided.

Click **Save** and **Finish** when done.

Methods of Evaluation

A student's grade will be based on multiple measures of performance and will reflect the expected outcomes.

A final grade of 'C' or better should indicate that the student has the ability to successfully apply the principles and techniques taught in this course.

These evaluation methods may include, but are not limited to, the following:

Methods

- Class participation
- Examinations
- Homework
- Lab work
- Portfolios
- Presentations (oral or visual)
- Projects
- Work performance (internships or field work)
- Written papers or reports
- Quizzes
- Cumulative finals or certifications
- Other

Click on Help Icon for Further Definitions and/or System Help. ?

Save Finish Cancel

Distributed Education: (See Section 7 for details and templates that reflect regular effective student contact.)

If the method of “Distributed Education” is selected on the **Methods of Instruction** page, the Distributed Education and Contact Type links in the Course Checklist will become available to edit.

Choose, or enter, the appropriate methods and click **Save**.

Click on the blue-circled question marks for access to the templates.

The templates allow you to copy and paste into the appropriate contact area.

The screenshot shows the 'Course Distributed Education' page for 'Administration of Justice' by Patrick Buckley. The interface includes a sidebar with navigation options, a main content area with sections for Delivery Methods, Methods of Instruction, Explain Need, and Evaluation Method, and a 'Course Checklist' on the right. Two callout boxes are present: one pointing to the 'DE and Contact Types' section in the checklist, and another pointing to a question mark icon in the 'Explain Need' section.

Contact Types

To add a **Contact Type** click **Add** and choose the correct contact type and enter the frequency in the text box.

Click **Save**.

Once a contact type has been added it can be edited by clicking the (✎) icon and deleted using the (✂) icon.

When done always click **Save** and then **Finish**.

This screenshot is similar to the first one but highlights the 'Contact Types' section in the 'Course Checklist' on the right. A callout box points to this section with the text 'Click on Contact Types'.

Equate

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.

The **Optional Heading** area allows you to place information on unique resource materials, for example, that are found within independent study.

List at least three current textbooks (five years or newer) typical of the course. In some cases, textbooks older than five years may be listed provided they are “classics” or “fundamentals” within a particular discipline.

When you are finished entering resources click the **Finish** button at the bottom of the page.

Other Supplies

If additional supplies are required for successful completion of the course, enter them here.

Add each supply separately by clicking the **Add** button, typing the information in the textbox and clicking **Save**.

Each resource can then be edited by using the pencil icon (✎), or deleted by using the scissor (✂) icon. Click **Save** and then **Finish** when done.

Requisite Analysis

On this screen you are able to enter all the entry skills (requisite, corequisite and advisory) needed for the course.

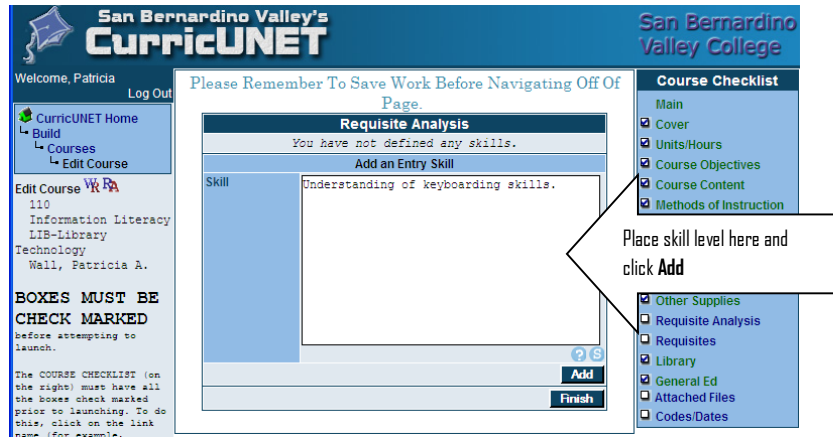
Remember to rank the skill appropriately. For example, when you are recommending an advisory, the skills needed would be “helpful” and ranked as “3.”

Add each skill separately by entering information into the textbox and clicking **Add**.

After a skill has been entered, it can be edited by using the pencil icon (✎), deleted by using the scissor icon (✂), or moved up or down in the list by using the (⬅) or (➡) icon.

Click on **Save** and then **Finish** when done.

Prerequisite(s) must be part of content review. See Section 4 of the handbook for details.



Match Objectives

You will match objectives for each skill by clicking the **Match Objectives** link next to the skill.

Do this by choosing a Discipline and Course.

You will then see a list of objectives.

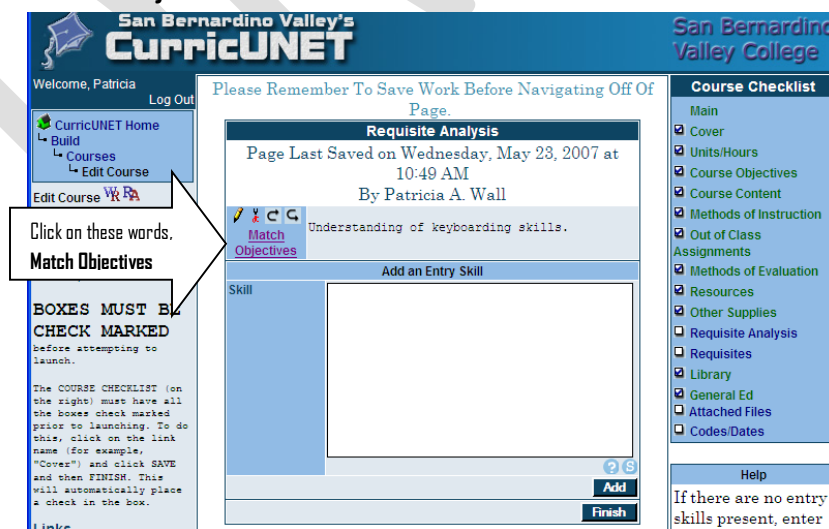
Here you will need to use the down arrow to list the objectives by priority.

Each objective will then show up next to the skill on the Requisite Analysis page.

When ranking, remember when you choose "1" it means it is "critical," "2" means "very helpful," and "3" means "desirable."

You can remove an objective by clicking the "Remove" link next to it.

Click on the words **Match Objectives**



Click on the down arrow then click on the discipline

San Bernardino Valley's CurricUNET

Welcome, Patricia Log Out

Please Remember To Save Work Before Navigating Off Of Page.

Match Skill to Objectives

Skill: Understanding of keyboarding skills.

Discipline: LIB-Library Technology

Course: LIB-Library Technology

Course Checklist:

- Main
- Cover
- Units/Hours
- Course Objectives
- Course Content
- Methods of Instruction
- Out of Class Assignments
- Methods of Evaluation
- Resources
- Library
- General Ed
- Attached Files
- Codes/Dates

Select the course you are matching the skills to. If possible, choose the course that has the word “active” next to it.

San Bernardino Valley's CurricUNET

Welcome, Patricia Log Out

Please Remember To Save Work Before Navigating Off Of Page.

Match Skill to Objectives

Skill: Understanding of keyboarding skills.

Discipline: LIB-Library Technology

Course: LIB110 Information Literacy Pending

Course Checklist:

- Main
- Cover
- Units/Hours
- Course Objectives
- Course Content
- Methods of Instruction
- Out of Class Assignments
- Methods of Evaluation
- Resources
- Library
- General Ed
- Attached Files
- Codes/Dates

Now you will rank the skills by selecting either numbers 1 (skill is “critical”), 2 (skill is “very helpful”), or 3 (skill is “desirable”).

San Bernardino Valley's CurricUNET

Welcome, Patricia Log Out

Please Remember To Save Work Before Navigating Off Of Page.

Match Skill to Objectives

Skill: Understanding of keyboarding skills.

Discipline: LIB-Library Technology

Course: LIB110 Information Literacy Active

Objectives:

1. Upon successful completion of the course, the student will be able to:

2. Identify and retrieve appropriate sources for research purposes, periodical indexes.

3. Evaluate and use of information, and personal use of information, and

4. Demonstrate ethical behavior regarding the rights and responsibilities involved in utilizing information resources.

5. Present research material using appropriate citation styles.

Course Checklist:

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

Requisites

This screen is used to list requisites for the course.

Use the drop down arrow to choose the type of requisite and click **Add**.

Fill in the appropriate information and click **Add** again.

After a requisite is added you can edit it with the pencil icon (✎), deleted with the scissor icon (✂), or move it up or down in the list with the (⬅) or (➡) icon.

Click on **Save** and then **Finish** when done.

The screenshot shows the San Bernardino Valley's CurricUNET interface. The main content area is titled "Course Requisites" and contains a table with the following columns: Edit/Delete, Requisite Type, Sub Area Course #, Min Grade, and Condition. The table has one row with the following values: a pencil icon, "Corequisite", "ACAD-0405", "B", and "and". Below the table is a form with a dropdown menu set to "Corequisite", a question mark icon, and an "Add" button. At the bottom of the form are "Finish" and "Cancel" buttons. The interface also includes a left sidebar with navigation options like "CurricUNET Home", "Build", "Courses", "Edit Course", and "Links". A right sidebar titled "Course Checklist" has several items checked, including "Cover", "Units/Hours", "Course Objectives", "Course Content", "Methods of Instruction", "Out of Class Assignments", "Methods of Evaluation", "Distributed Education", "Contact Types", and "Resources". A warning message at the top says "Please Remember To Save Work Before Navigating Off Of Page."

Library

This screen is used to enter library resources. This is an excellent opportunity for you to contact a librarian at ext. 8289 and set up an appointment to examine the collection in your discipline. Recommendations for additions to the collection that you will assign to your students, or are essential to your subject, are gladly taken. Click on **Save** and then **Finish** when done.

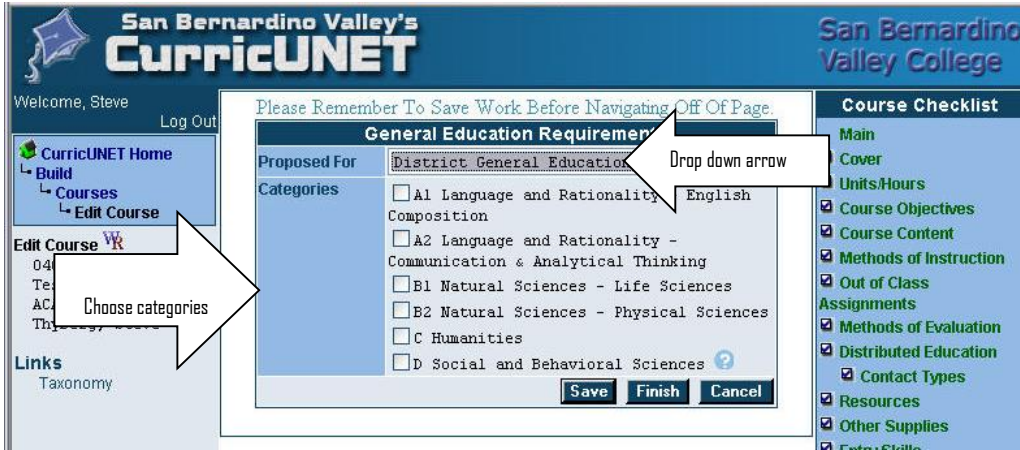
The screenshot shows the San Bernardino Valley's CurricUNET interface. The main content area is titled "Library Resources" and contains a form with the following text: "Page Last Saved on Thursday, Feb 1, 2007 at 8:24 AM" and "By Glenn T. Drewes". Below this is a "Description" field and an "Unlock" button. The interface also includes a left sidebar with navigation options like "CurricUNET Home", "Build", "Courses", "Edit Course", and "Links". A right sidebar titled "Course Checklist" has several items checked, including "Cover", "Units/Hours", "Course Objectives", "Course Content", "Methods of Instruction", "Out of Class Assignments", "Methods of Evaluation", "Resources", "Other Supplies", "Requisite Analysis", "Requisites", "Library", "General Ed", "Attached Files", and "Codes/Dates". A warning message at the top says "Please Remember To Save Work Before Navigating Off Of Page." and another message at the bottom says "There is currently no help available for this page."

General Education

On this screen you will choose from the drop down arrow the appropriate categories.

Click on **Save** and then **Finish** when done.

Make an appointment with **Email** the Articulation Officer, **Janice Wilkins**, to determine where to place your course.

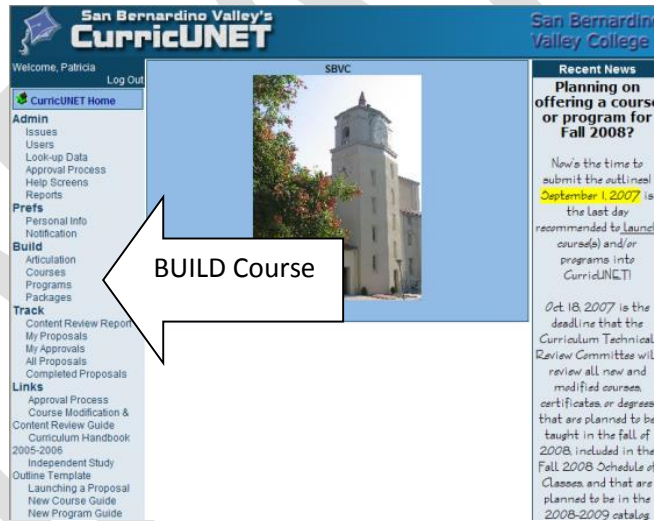


Attached Files

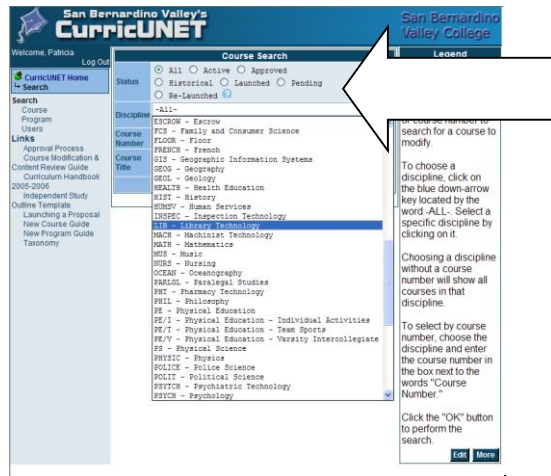
Codes/Dates


Login to CurricUNET www.curricunet.com/sbvc.

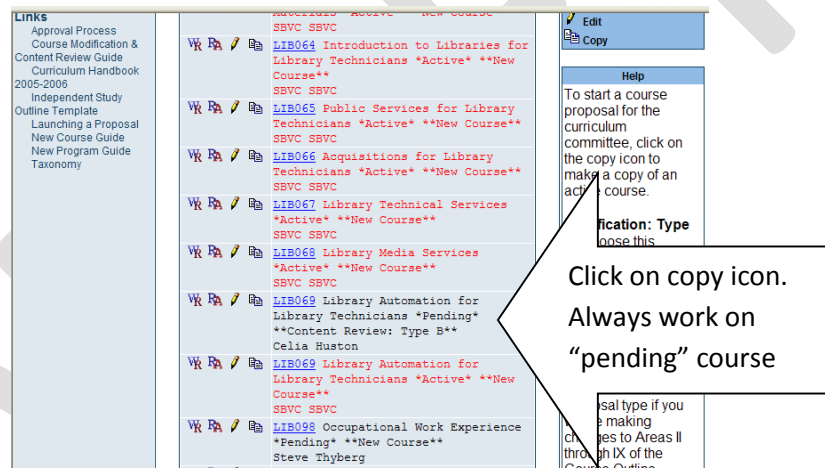
On the left-hand side of the screen you will see a heading titled **BUILD**. Under that heading click on the link called **COURSE**.



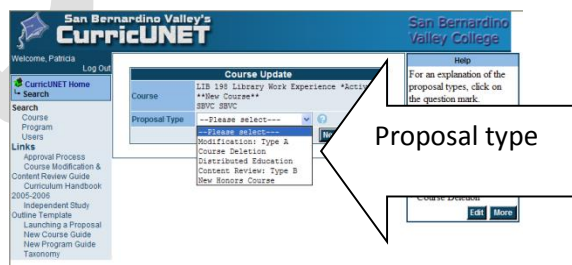
From the down arrow, choose the *Discipline* and click on the **O.K.** button.



From the list of courses that result from your selection, click on the copy icon  that is next to the course you would like to work on **(You always will work on a course outline that is a copy of the original and labeled PENDING.)**



The next screen that appears allows you to choose the Proposal Type. Note: It is recommended that you print out a copy of your outline to preview prior to choosing the proposal type.



The *Course Update* screen allows you to write a brief explanation about why you are revising this course. For example, you may want to state that it is "Due for content review." Click the **O.K.** button when done.

Launching a New Certificate/Degree

New Certificate/Degree Checklist

Providing documentation for your new certificate or degree is an essential step in the proposal process. Providing the documents is a first step in the paperwork you will eventually need to prepare for the California Community College System Office, assuming that the proposal is approved by the Board of Trustees.

Need for this new certificate or degree:

Describe the need for this new program. In what ways do the existing college degrees/certificates fail to meet student needs?

Include documented evidence of the need for this degree or certificate by responding to the following questions:

Technical review:

Can students reasonably expect to complete all general education and major coursework within a two-year period?

Do the courses within the major satisfy typical **LOWER DIVISION** requirements at most transfer institutions? [Note: Resources available to help you identify this include: the ASSIST website at <http://www.assist.org/> and copies of catalog pages. See Cindy Parish, Articulation Officer, for additional assistance.]

Is the course sequencing clear?

Do the recommended electives contribute to the goals of the major?

[For certificates only:] Labor/Job Market Data, Minutes with recommendations from Advisory Committee, Transfer Documentation: Each occupational program offering a certificate must collect labor and job market data to assess the need for the certificate, and must convene an advisory committee composed of employers, discipline faculty from transfer institutions, entrepreneurs, and others qualified to evaluate the appropriateness of the certificate's objectives and the need within the community. For courses that transfer, documentation must be included from the receiving institution. Upon completion of this, you will need to submit the following informational documents:

What evidence is there from the recent job market analysis that there is a need for the proposed program? [Note: Resources available to help you identify the job market include: <http://www.labormarketinfo.edd.ca.gov/ocguides/>

See the Dean of Career and Technical Education, for additional assistance.]

What recommendations have been made by the Advisory Committee for this program? Include minutes from the meeting with specific recommendations.

Transfer courses should include documentation of acceptance from CSU or UC.

IMPORTANT NOTE: CurricUNET provides an “Attached Files” area for you to place a copy of the Advisory Committee minutes in which discussions on the new degree or certificate were held. The “Attached Files” is also where you would place labor market information.

Beginning fall 2007 semester all new programs and degrees must have their SLOs submitted to the Instruction Office and attach as a file in CurricUNET (attached files) prior to the committee review.

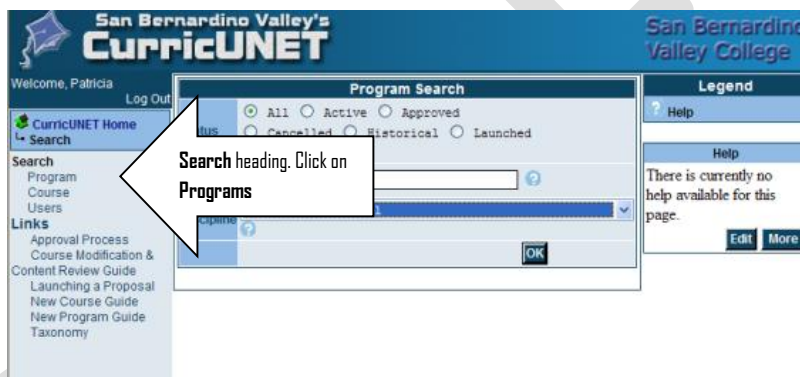
Certificates


Begin by logging into CurricUNET.

www.curricunet.com/sbvc

Next, you will look under the heading **SEARCH** and click on **PROGRAMS**.

From the down-arrow choose the discipline and click **O.K.**

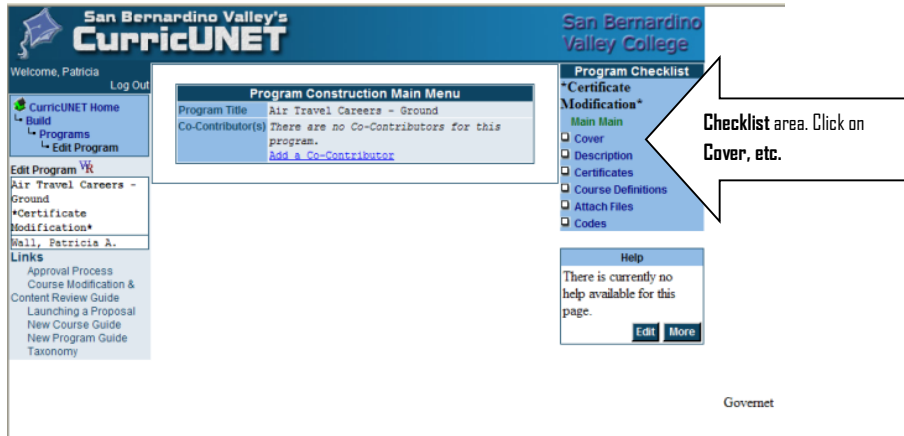


Choose a degree or certificate and click the pencil icon to edit. Make sure it is a Pending (black print) copy that you will work on. If it is an **ACTIVE program (red print)** you must make a copy by clicking on the copy icon . This will create a PENDING copy. IMPORTANT!! The PENDING copy is what you will be working on.

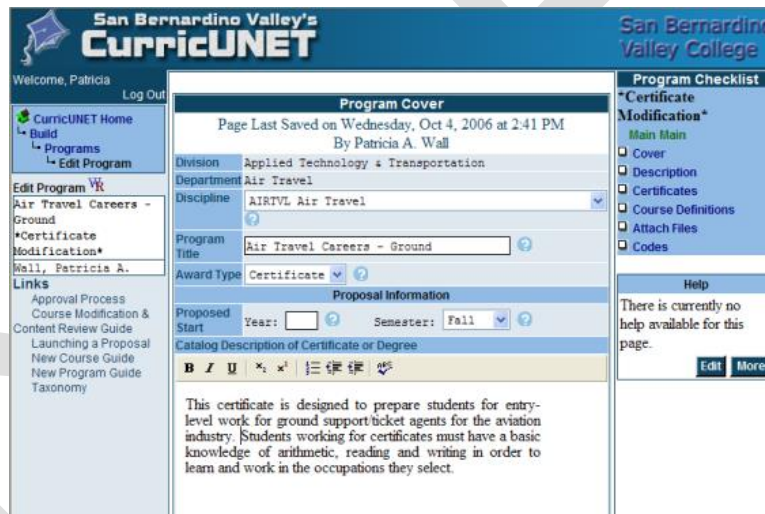
Make sure the **Program Title** is correct and then click on the down arrow to choose the **Program Proposal Type**. Click **SAVE** once the type has been chosen. Click on **Save** and then **Finish** when done.



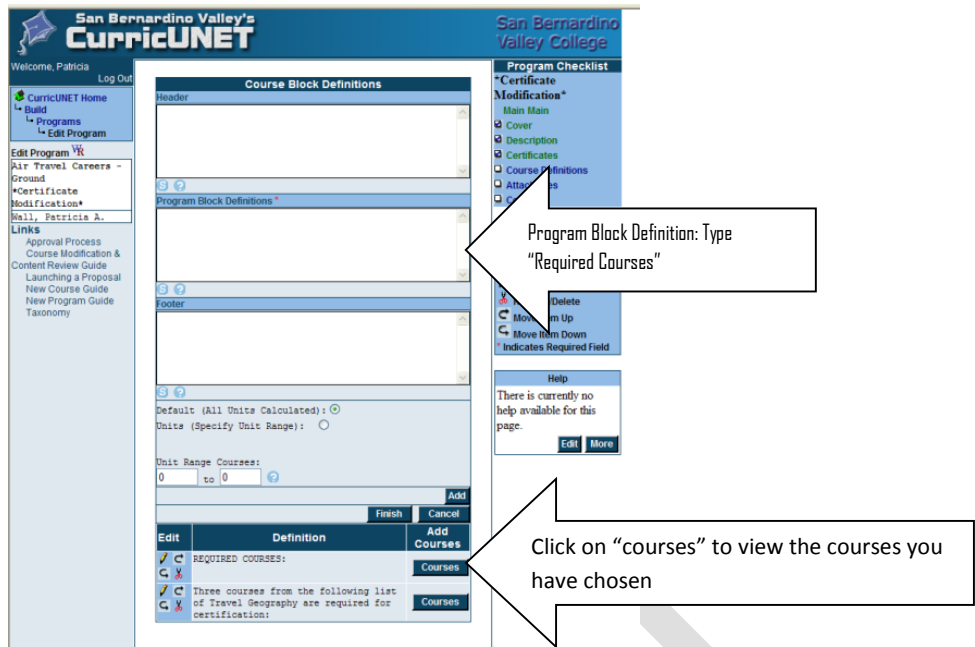
From here, go to the **COVER** link which is on the right-hand side in the blue area titled **Program Checklist**. Click on the words of the areas you want to work on. For example, click on the words **Course Objectives** in the **Checklist** located on the right.



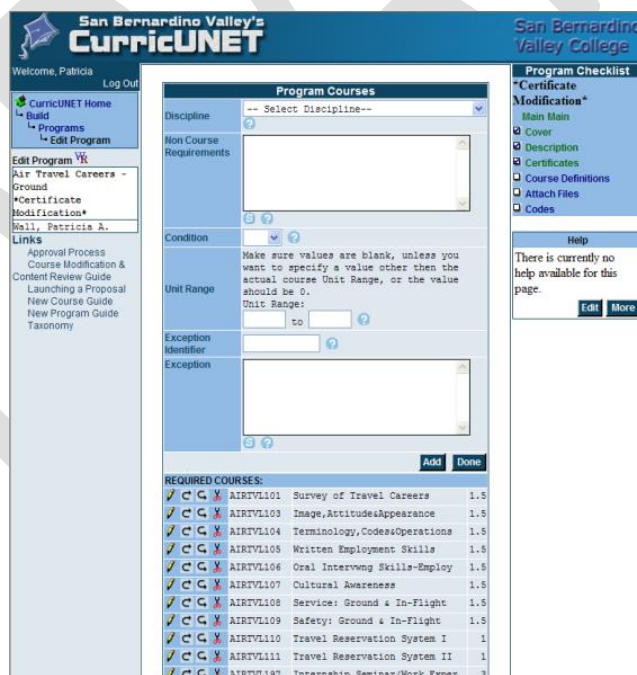
Fill in appropriate information. Click on **Save** and then **Finish** when done.



Type the 'REQUIRED COURSES' for the program under **Program Block Definition** and click the **ADD** button.



Click on **COURSES** to view this window. Select the discipline first and then select the courses by clicking on the down arrow. The area will fill itself with the selection you have chosen, for example, English. **If there is a choice between ACTIVE and PENDING select the ACTIVE one**, then click **ADD**. Each course is added one-by-one. When all courses are selected, click **DONE**.



If you need to add **Selected Electives**, or **Suggested Courses**, you must return to the Block Definition Screen and type in the **PROGRAM BLOCK DEFINITIONS** area your "Selected Electives" or whatever term you are using. Click **ADD**. Start the whole process again by clicking **COURSE** and selecting **DISCIPLINE** from down arrow area.



If range of units varies, you may choose from the center of this screen. For additional help contact the Curriculum Faculty Co-Chair or Curriculum Secretary.

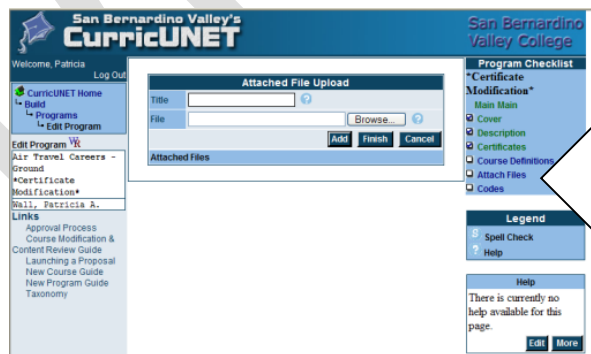
Default (All Units Calculated):

Units (Specify Unit Range):

Unit Range Courses:

to

To attach files and documentation, go to **ATTACH FILES** link on the right-hand side. Type in your TITLE, and click on the **BROWSE** button to look for your file. Choose your file and click **ADD**. Click on **Finish** when done.



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.

As you modify existing courses or propose new ones, please review similar courses at CHC (to view CHC's course outlines go to www.curricunet.com/chc). Whenever possible, similar courses should be equated. Include this information in the rationale area located in the **COVER** section of the course you are working on. Additionally, SBVC's Schedule and Catalog Data Specialist (Corrina Aleman) should be notified so that this information can be input into Datatel. In spring 2008, both CHC and SBVC came to an agreement on the following:

If units differ then courses do not equate

If content differs then courses do not equate

If courses have different pre-and-corequisites, then courses do not equate

Cross-Listed Courses

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 each course 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"

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.

Upper Division Courses

Title 5 prohibits community colleges from offering upper division courses. Consequently, no upper division courses are approved through the curriculum process. The rationale for this action is that if students complete upper division courses at our campus, they do not transfer to CSU or UC. Students then must repeat the course at CSU or UC. In rare instances, departments have established specific articulation agreements with four-year institutions (stating that the course will be accepted by those institutions) and have been able to get upper division courses approved, however, this is not the usual case.

Academic Senate Review of Degrees

Approval by the Academic Senate is needed when proposing modifications to existing degrees or new degrees which affect multiple departments so that any potential negative impacts of the change can be mitigated. Changes to new or existing degrees that affect only individual departments do not need Academic Senate review. Here is an example to help clarify the issue:

The Welding Department modifies the Welding Technology Associate of Science Degree to update the courses that will be accepted. Since the only students and faculty who would be affected are in the Welding Department, no additional review is necessary to update only the Welding Department requirement.

The faculty chair of the Curriculum Committee and the chair of the Senate Educational Policy Committee will work to ensure that the appropriate items are sent to the Academic Senate. The Academic Senate needs to be made aware of the change and have the opportunity to discuss the impact of such a change.

DRAFT

Section 4: Prerequisites, Corequisites, and Advisories

Policies and procedures explained in this section of the Handbook are based on the following documents: Good Practice for the Implementation of Prerequisites (Academic Senate for California Community Colleges, 1997), and The Model District Policy on Prerequisites, Corequisites, and Advisories on Recommended Preparation (Academic Senate Board Policy)

Definitions

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 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, Theater Arts 120 (Acting Fundamentals I) has an advisory of Theater Arts 100 (Introduction to Theater), a student may decide that she does not need to take Theater Arts 100 first. The student would still be able to enroll in the acting class. If Theater Arts 100 was a prerequisite, however, the student would be blocked from enrolling in Theater Arts 120 unless she had taken the prerequisite course. 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.

Limitations on Enrollment: Some programs and/or courses do not have course prerequisites but have many conditions for entry into the program. Perhaps the best example is in the nursing program. Because students cannot enroll in these courses unless the program conditions have been satisfied, these courses contain statements in their descriptions limiting enrollment to those students already in the program. No prerequisite analysis is required for these limitations.

Levels of Scrutiny

The method to establish a prerequisite or corequisite, called the **level of scrutiny**, varies with the type of course and/or the relationship between the target course and the prerequisite or corequisite course:

Type I:

Prerequisites and corequisites for transferable courses that are well recognized within the discipline can be established by a basic content review plus identification of similar prerequisites used at three UC or CSU campuses

Many transferable courses have standard pre/corequisites that are well recognized in the discipline. The analysis begins with **basic content review** and by identifying skills without which the student is highly unlikely to succeed. Agreement of the discipline faculty on these skills, either by consensus or vote, is important. In some cases it may help to have each faculty member rank the skills, for example on a scale such as 1-to-5, for the degree of impact on student success. A mean score above certain level, e.g. 4, might be recommended before advancing the skill for the prerequisite. The appropriate course which teaches these skills is then proposed. If a similar course is used as a prerequisite at **three or more UC or CSU campuses**, the prerequisite are justified [Model District Policy II.A.1.a.]. Documentation presented to the curriculum committee might consist of a summary of the process and rationale, which may include the minutes of an advisory committee meeting, copies of the catalog descriptions of the target and prerequisite courses at three UC or CSU campuses--perhaps with a narrative if the comparability of the courses is not obvious, and a list of the prerequisite skills in the course outline.

In the curriculum committee approval process of a new course, or of content review of an existing course outline, the course and the pre/corequisite are approved by separate actions, applying the criteria that

- the content review process has been followed,
- the UC/CSU and proposed college courses are comparable, and
- The course outline is complete, well integrated, and coherent and meets Title 5 standards.

Type II:

Courses within or across sequences, especially vocational courses which have no UC or CSU equivalents, can have prerequisites by going through a documented content review

The second level of scrutiny is **documented content review** [Model District Policy II.A.1.b.]. This analysis is sufficient to establish prerequisites within a sequence or across a sequence, such as prerequisites for vocational courses which have no UC/CSU equivalents. Excluded are communications or computational skills--which require data collection and analysis (such as English 1A or Math 090).

The term "in a sequence" does not imply that the courses are numbered or lettered sequentially--or even that the courses are in the same discipline. If the course content of Course A is structured to lead into Course B and students normally take B after A, clearly the courses are sequential. Examples include so-called "service courses" such as "Chemistry 70, Pharmaceutical Chemistry" (in the chemistry discipline) as a prerequisite for "Pharmacy 101: The Chemical Basis of Pharmacology" (in the pharmacy technology discipline).

The fundamental difference between a basic content review and a documented content review is the need to present evidence that the identified prerequisite skills are covered in the proposed prerequisite

course. (See Establishing Prerequisites, Corequisites, and Advisories in CurricUNET later in this section of the Handbook.)

Again, the curriculum committee approves the course outline and the prerequisite by separate action. In evaluating the proposed prerequisite, the committee is generally checking that

- the content review process was followed,
- the proposed prerequisite course does indeed teach the needed skills (and that both the target and prerequisite course outlines demonstrate this), and
- The course outline is complete, well integrated, and coherent and meets Title 5 standards.

Possible Impact of Prerequisite Analysis on Courses

The analysis of the exit skills in the prerequisite course and the entry skills needed for the target course often leads to curriculum changes.

Courses in a sequence may not have a smooth flow of topics. Some shifting of content between courses may help.

Discussions among instructors of the two courses may lead to the discovery of topics or teaching methods which make the prerequisite skills more effective for the target course. For example, science faculty need students to graph scattered experimental data but graphing may be taught in the prerequisite math class using points that fall neatly on a line.

It may be that not all of the prerequisite skills are taught in the proposed prerequisite course. Options to deal with this include:

- Teaching the prerequisite skill within the target course itself,
- Adding the topic to the content of the proposed prerequisite course, **or**
- Shifting the needed topic from another course into the proposed course. For example, 9 of the 10 skills needed for Course C may be taught in Course B, but one of the skills may be taught in Course A. By moving that topic to Course B, the prerequisite to Course C could be Course B alone rather than both Course A and Course B.

The curriculum committee should be sure that any gaps in prerequisites are covered. (If not all the needed skills are taught in the prerequisite course, how are students to learn them?)

Type III:

Out-of-sequence communication and computation skills prerequisites, as well as non-course prerequisites, require data collection and analysis in addition to content review.

The highest level of scrutiny is ***data collection and analysis***. This analysis is applied to out-of-sequence communication and computation skills and non-course prerequisites. An example is “English 101: Freshman Composition” as a prerequisite to “History 100: Early United States History.”

The basic premise is that the college must demonstrate, using sound research practices, that students are highly unlikely to succeed in the target course without these skills from the prerequisite or corequisite course.

The Model District Policy, II.A.1.g.(3), states, “The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the Academic Senate.” The procedures accepted by the Academic Senate at San Bernardino Valley College are explained below.

Research Data Collection Procedures and Statistical Standards for Establishing the Necessity and Appropriateness of Prerequisites

According to Title 5 regulations a course in communication or computational skills may be established as a prerequisite or corequisite for a course in another academic discipline only if, in addition to conducting a content review, empirical data collected according to sound research practices when evaluated provides significant statistical evidence indicating that a student is “highly unlikely to succeed” in a course unless the student has met the proposed prerequisite or corequisite.

Research Data Collection Procedures

Before research data collection procedures are implemented, the required content review process concerning the proposed course prerequisite or corequisite must be completed by the appropriate instructor(s), as explained in Type II scrutiny above. The completed content review documents need to be discussed and approved by the college curriculum committee.

To implement the research data collection process for a specific course, you must complete a “Research Request Form” from the Department of Research and Planning. Currently the director is Dr. James Smith and you should request the form in an e-mail (jasmith@sbccd.cc.ca.us). He will e-mail the form to you, which you can fill out and return to Dr. Smith by e-mail.

The research data collection request form must be reviewed and approved by the appropriate division chair or area coordinator and the college curriculum committee. Communication and coordination between affected instructional disciplines at San Bernardino Valley College and Crafton Hills College concerning establishment of prerequisites or corequisites is strongly recommended to avoid potential curriculum disagreements.

The approved research data collection form must be submitted to the Research Director prior to the beginning of the term in which the data is to be collected. Depending on the number of requests received it may be necessary for the Research Director to set priorities for research data collection in a specific term.

The Research Director will work with faculty in gathering the data needed for this level of scrutiny. All data required to determine whether or not each student in the course has met the proposed prerequisite or corequisite requirement will be collected by the institutional researcher. Sound research

practices require that instructors have no knowledge concerning which students have met or not met the prerequisite or corequisite requirement.

Data Analysis Results: The department faculty should work with the Research Director to ensure that the validation research meets the standards explained above. A memo documenting the results must be prepared and forwarded to the preview committee for full review.

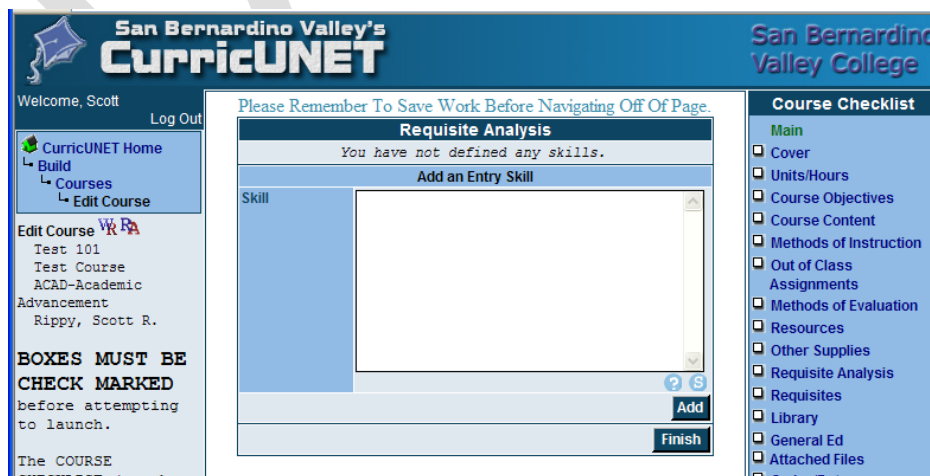
If data analysis results indicate (1) a statistically significant difference between students that have met and students that have not met the proposed prerequisite or corequisite with respect to the selected outcome measure, and (2) practical impact of the proposed prerequisite or corequisite, then the necessity and appropriateness of the prerequisite or corequisite will have been demonstrated and justified (data analysis results for second outcome measure should provide “supportive” evidence). Under these conditions, **data analysis results will be presented to the curriculum committee by the Research Director** with a recommendation for approval of the proposed prerequisite or corequisite.

If observed data analysis results are seriously “divergent” with respect to statistical significance or practical impact, **the Research Director will present all data analysis results to the curriculum committee for review and evaluation without a specific recommendation** concerning approval of the proposed prerequisite or corequisite.

If the data analysis indicates a statistically significant difference between students that have met and students that have not met the proposed prerequisite or corequisite, but a sufficient degree of practical impact is not indicated, **data analysis results will be presented to the curriculum committee by the Research Director with a recommendation that the proposed prerequisite or corequisite be considered for approval only as an advisory** on recommended preparation for the course.

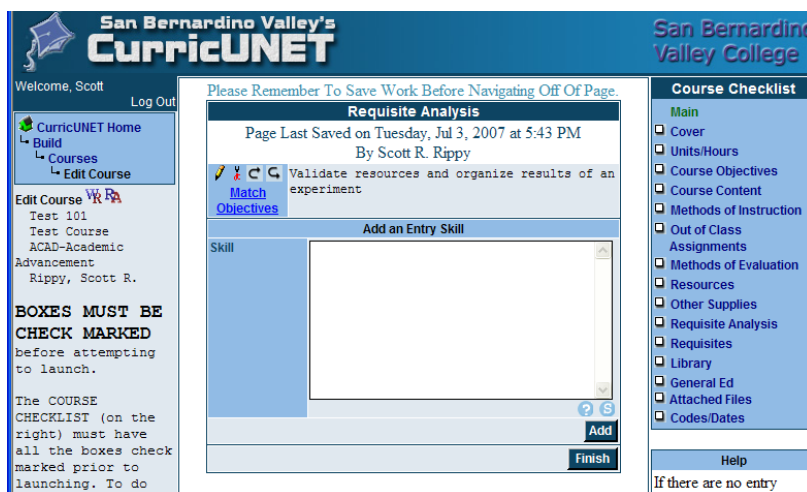
Establishing Prerequisites, Corequisites, and Advisories in CurricUNET

To demonstrate the correlation between the course objectives of the prerequisite/corequisite/advisory course and the entry skills needed for the target course, go to the “Requisite Analysis” page of the target course in CurricUNET.

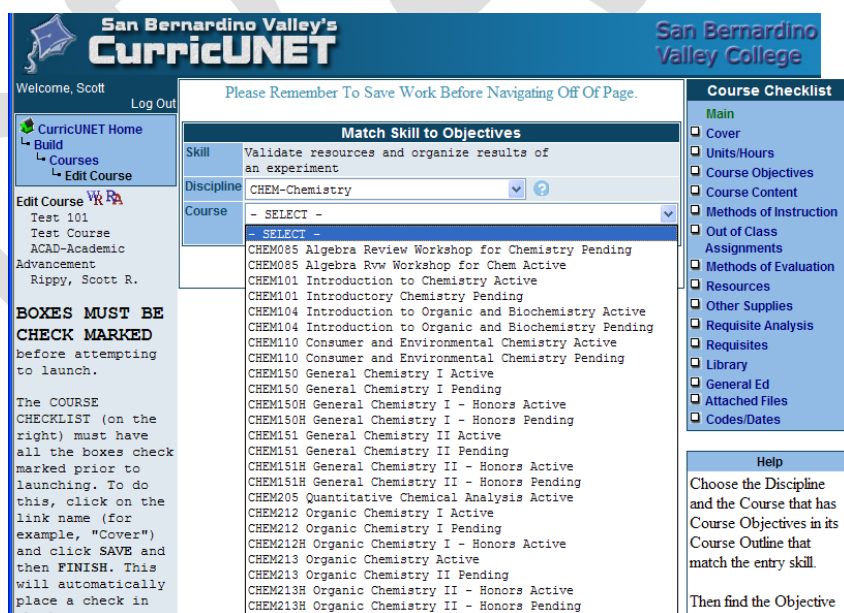


Enter an entry skill into the dialog box that students need before taking the target course. This entry skill should correlate to one or more of the course objectives of the prerequisite/corequisite/advisory course. Click the “Add” button.

Now you need to match the entry skill to a course objective. Click on “Match Objectives” to the left of the entry skill.



From the drop-down menu, select the appropriate discipline for the prerequisite/corequisite/advisory course. From the next drop-down menu select the appropriate prerequisite/corequisite/advisory course.'



You should now see a list of the course objectives from the prerequisite/corequisite/advisory course. Locate the objective(s) that corresponds to the entry skill you entered. In the drop-down menu next to each corresponding objective, provide a rating of degree of importance that that entry skill has to a

student's success in the target course: 1 = critical, 2 = very helpful, and 3 = desirable. Click the “Add” button at the bottom of the page.

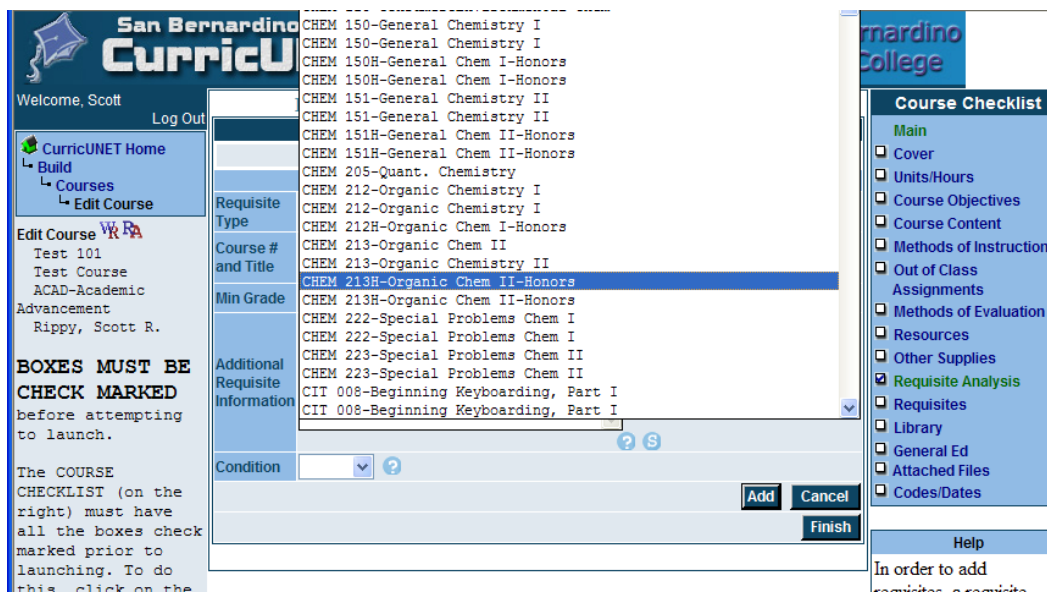
The screenshot shows a web interface with three main columns. The left column contains a 'Links' section with various document titles. The middle column lists several course objectives, each with a dropdown menu for rating. The right column contains instructions on how to choose a discipline and course, and how to rate the objective's importance. A 'More' button is visible at the bottom right of the right column.

Repeat this process for all entry skills students will need for the target course. When all entry skills have been matched to course objectives from a prerequisite, corequisite, or advisory course, click “Finish.” Now proceed to the “Requisites” page of the target course in CurricUNET.

The screenshot shows the 'Course Requisites' page in CurricUNET. The page has a blue header with the college logo and name. A navigation menu is on the left. The main content area has a title 'Course Requisites' and a message 'You have no defined course requisites.' Below this is a form with a dropdown menu for 'Requisite' type, currently showing 'Prerequisite'. There are 'Add' and 'Cancel' buttons. On the right, there is a 'Course Checklist' with various checkboxes, including 'Requisite Analysis' which is checked.

Select the requisite type from the drop-down menu (prerequisite, corequisite, or advisory). Click “Add.”

On the next page, select the prerequisite, corequisite, or advisory course from the drop-down menu. Enter a minimum grade the student must attain for the prerequisite course. Enter any additional information, such as “or eligibility for MATH 095 as determined through the SBVC assessment process.” Click “Add.”



Repeat this process for as many prerequisite, corequisite, or advisory courses as necessary to satisfy all of the entry skills for the target course.

Click “Finish” when all prerequisites, corequisites, or advisories have been entered.

Once the Requisite Analysis is finished, you can see the results in a Requisite/Advisory Report by clicking on the “RA” icon at the far left of the screen, next to the “WR” icon.

COURSE PREREQUISITE/ COREQUISITE/ ADVISORY REPORT

Target Course: CHEM Test 101: Test Course

Prerequisite Prerequisite: CHEM213H Organic Chemistry II - Honors

This report lists exit competency skills from the Prerequisite, Corequisite, or Advisory Course, which are also entry skills for the target course. These skills are listed in the "Course Objectives" section of the Course Outline ("upon completion of the course, the student should be able to...").

Degree of importance scale:

1=Critical 2=Very Helpful 3=Desirable

	Entry skills in target course	Degree of importance
1	Evaluate the validity of the sources.	1
2	Organize information into an outline of the paper.	1

1 of 1

Section 5: Launching a Proposal, Deleting a Course, Certificate, or Degree

To “Launch” or submit the proposal you will need to follow these directions.

Go to **CurricUNET Home**. Under the **Build** menu, find and click on **Courses** or **Programs**.

Find your course, certificate, or degree. It should be in **black print, not red**. Its status should be “pending” and there should be a **Submit** button next to it. Click on the **Submit** button.

If the audit is successful, click on the link to “My Approvals.”

Select **Originator** and click **Next**.

Click on the **Action** button.

A dialog box will appear where you may write any comments that you deem appropriate for the department faculty, dean, or curriculum committee members to read with regard to your proposal.

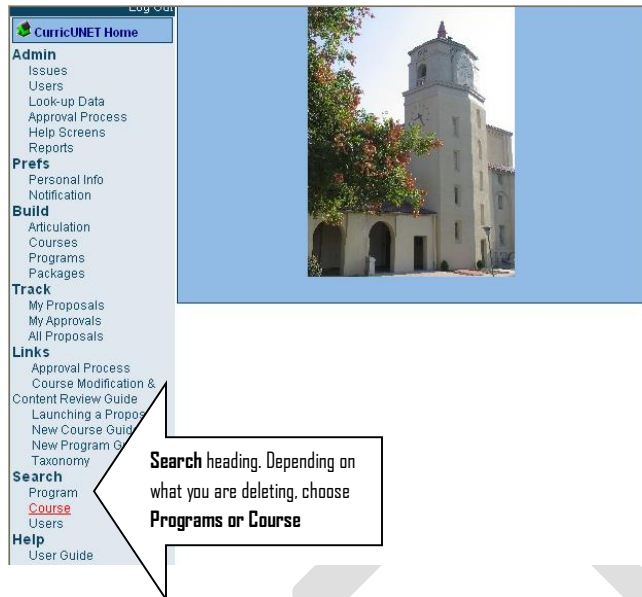
In the action box, select **Submit**

The screenshot displays the San Bernardino Valley's CurricUNET interface. The main content area is titled "Approval Process" and shows a "Select Role" dropdown menu set to "Curriculum Tech. Rev. Committee Co-Chair" with a "Next" button. Below this is a table of courses with an "Action" button next to each row. A callout box points to the "Action" button for the first course, with the text "Click on the Action button".

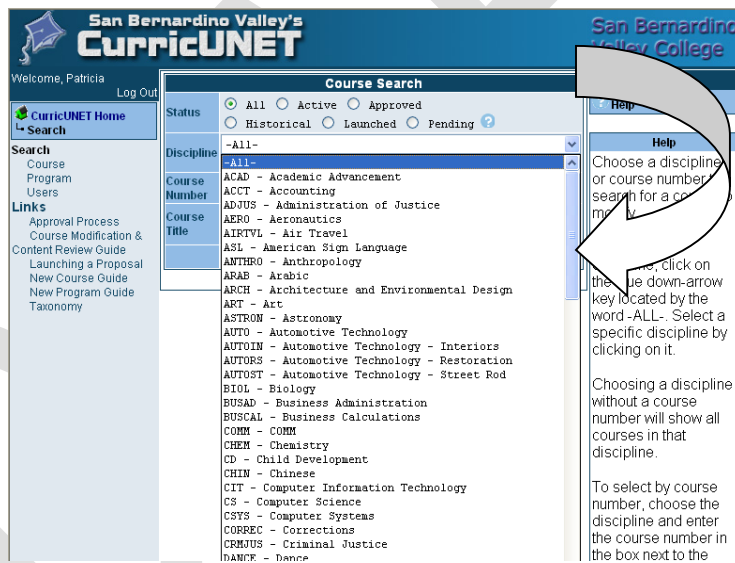
Course ID	Course Name	Status	Reviewer	Step	Level	Action
WRAP101	ADJUS 101 Introduction to Administration of Justice	*Launched*	Patrick Buckley	Step: Technical Review Committee Co-Chair	Level: 5.00	Action
WRAP102	ADJUS 102 Principles and Procedures of the Justice System	*Launched*	Patrick Buckley	Step: Technical Review Committee Co-Chair	Level: 5.00	Action


Deleting a Course, Certificate or Degree

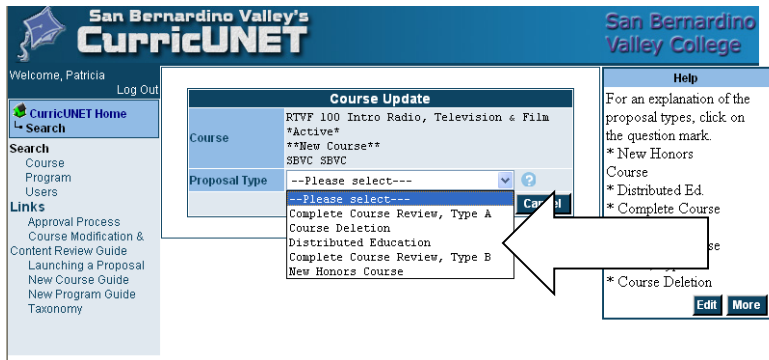
After logging into CurricUNET, go to **SEARCH** and click on **Course, Certificate, or Degree**.



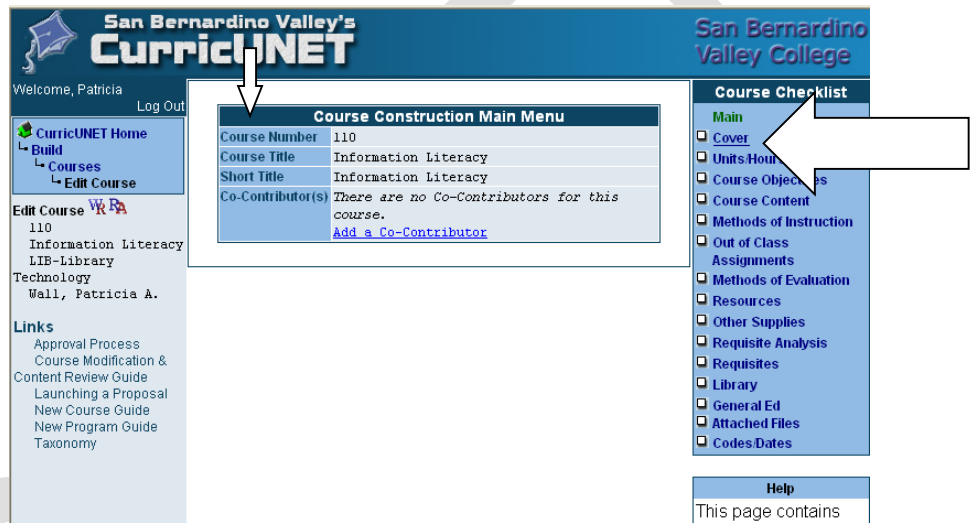
A new screen will appear. Click on the down arrow key to select the discipline under which that the course you are proposing for deletion falls. Click **O.K.**



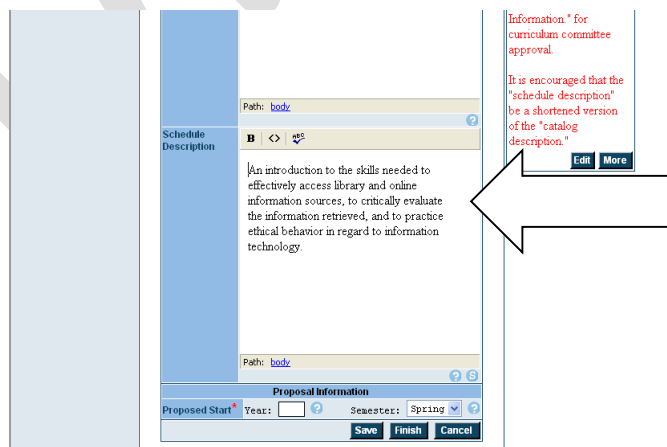
From the Course Search Results menu, find the **active** course (in red) and click on the copy icon  next to the course. The **Course Update** screen will appear and you will again choose the down arrow next to **Proposal Type** and select *Course Deletion*. Click the **NEXT** button once you have chosen the proposal type.



Next you will describe the reason for the deletion in the *Rationale* box and click on the down arrow. Click on the **O.K.** button. From the **Course Construction Main Menu** you will need to click on the **Cover** link in the **Course Checklist** on the right-hand side of the screen.

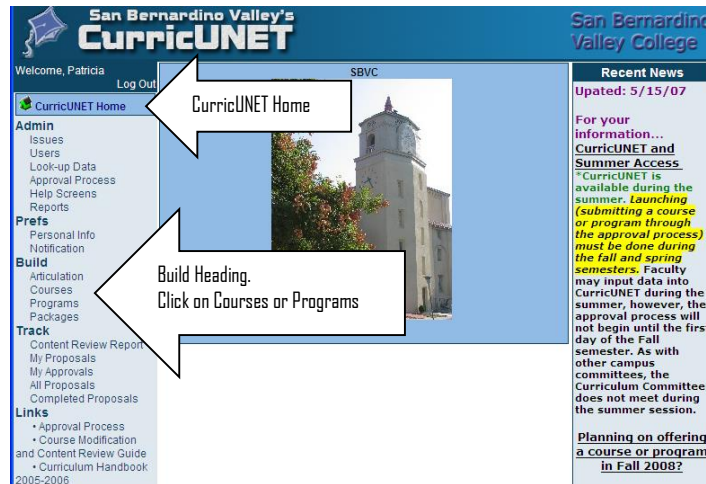


Scroll down the screen and place the year and semester you are proposing deletion. Click on **Save** and then **Finish** when done.



Now you will need to “Launch” or submit the deleted course by following these directions.

Go to **CurricUNET Home**. Under the **Build** heading, find and click on **Courses** or **Programs**.



Find your course, certificate, or degree. It should be in black print, not red. Its status should be “pending” and there should be an “Audit” button next to it. Click on the “Audit” button.

If the audit is successful, click on the link to “My Approvals.”

Select “Originator” and click “next”.

Click on the “Action” button.

No comments are necessary, but you may write any that you deem appropriate for the department faculty, dean, or curriculum committee members to read with regard to your proposal.

In the action box, select **Submit**.

The proposed deletion will now be sent to the Technical Review Committee.

Section 6: Integrated Course Outline

PURPOSE

The course outline of record forms a contract between the student and the college and is a public record. As such, these documents identify the fundamental, required components of the course and the expected outcomes that will serve as the basis of the student’s grade. Current course outlines are required to meet both Title 5 regulations and accreditation standards. The outlines are also used to establish and maintain articulation agreements with the CSU and UC.

·REQUIRED COMPONENTS OF THE INTEGRATED COURSE OUTLINE OF RECORD with examples

The overall goal of the integrated course outline of record is to accurately describe the courses we are teaching. A well-crafted outline will have consistency among the description, objectives, assignments, and evaluation. Not only are course outlines reviewed by outside institutions (CSU and UC faculty, for

example), but they also ensure consistency between what is articulated and what is actually taught in the classroom when given to new faculty members as guidelines.

COURSE INFORMATION:

The headings and required information for this section are shown below. For lecture/lab ratios, please use the following information:

Lecture: one hour of lecture per week (with two hours of assignments outside of class) equals one unit.

Laboratory: three hours of lab per week equals one unit

Prerequisites, corequisites, and advisories are discussed in Section 4 of this handbook. Please review those guidelines for full details.

Catalog and schedule descriptions can be the same if sufficiently brief as in the below example. Otherwise, please provide separate descriptions for the catalog and the schedule.

PURPOSE

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I. COURSE INFORMATION:

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Prerequisites, corequisites, and advisories are discussed in Section 4 of this handbook. Please review those guidelines for full details.

Catalog and schedule descriptions can be the same if sufficiently brief as in the below example. Otherwise, please provide separate descriptions for the catalog and the schedule.

Example:

<p>I. COURSE INFORMATION:</p> <p>A. Division: Arts & Humanities</p> <p>Department: Music</p> <p>Course ID: MUS134x3</p> <p>Course Title: Intermediate Piano</p> <p>Units: 3</p> <p>Lecture: 1 contact hour(s) per week 16 - 18 contact hours per semester</p> <p>Laboratory: 6 contact hour(s) per week 96 - 108 contact hours per semester</p> <p>Prerequisite: MUS 133</p> <p>Catalog Description: This course focuses on the improvement of keyboard facility and sight reading abilities, advances improvisation and harmonization skills, and directs the performance of complex piano selections. This course will be useful for those desiring to strengthen keyboard skills. This course may be taken three times.</p> <p>Schedule Description: This course focuses on the improvement of keyboard facility and sight reading abilities, advances improvisation and harmonization skills, and directs the performance of complex piano selections. This course will be useful for those desiring to strengthen keyboard skills. This course may be taken three times.</p>
--

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT:

Courses may be repeated for credit in only two situations: 1) An activity course in which skills are improved through repetition (e.g., Art 212x4, ceramics) or 2) A lecture course that significantly changes

in content year to year (e.g., INSPEC 016D Advanced Construction Inspection: Uniform Mechanical Code (UMC)); or to meet mandated training (e.g. CPR.)

Example:

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: Three
--

III. COURSE OBJECTIVES FOR STUDENTS:

In this section use verbs to explain what students will be able to demonstrate that they have learned as a result of the course. A list of verbs based on Bloom’s Learning Taxonomy is found in **Appendix A**. According to Title 5, all college classes must demonstrate critical thinking. Be sure to include outcomes which use the critical thinking verbs.

When a class is **repeatable** for course credit, we are required to show that students are held to increasingly more difficult standards each time they complete the course. Therefore, separate objectives must be established for each time that students repeat the course.

Example:

<p>III. COURSE OBJECTIVES FOR STUDENTS:</p>
--

Upon successful completion of the first semester, the student should be able to:

- Play a minimum of eight pieces that demonstrate flexibility and facility at the keyboard
- Play all major and natural minor scales one octave, hands together up and down the scale
- Maintain a steady tempo in compound meters using the parameters of rhythmic notation and meter/time signatures
- Harmonize melodies using broken chord and arpeggio accompaniments

Upon successful completion of the second semester, the student should be able to:

- Play a minimum of eight more difficult pieces that demonstrate flexibility and facility at the keyboard
- Play all major, natural and harmonic minor scales one octave, hands together and up and the down the scale
- Maintain a steady tempo in simple and compound meters using the parameters of rhythmic notation and meter/time signatures
- Sight-read piano pieces involving hand independence and changing hand positions

Upon successful completion of the third semester, the student should be able to:

- Play a minimum of eight increasingly more difficult pieces that demonstrate flexibility and facility at the keyboard
- Play all major, natural, harmonic and melodic minor scales one octave, hands together and up and down the scale
- Demonstrate various technical skills, i.e. staccato, legato playing
- Demonstrate a knowledge of terms and symbols relating to music appropriate to the pieces studied
- Demonstrate the understanding and practical use of the damper pedal in piano playing

IV. COURSE CONTENT:

The course content covers all objectives and is a complete list of all topics taught in the course. Arrange the content list with subheadings and be aware that half a page is not enough. Tip: Find a representative textbook for the course and use the table of contents as the structure for the content. All entries should begin with capital letters followed by lower case entries. Proper nouns and names are to be capitalized. When creating subheadings there must be more than one example.

Example:

LECTURE:

Eight Pieces

The instructor will assign eight pieces that will provide appropriate technical growth for the students

These pieces are to involve legato and staccato playing

Changing dynamics

Phrasing

Reading compound meters

Reading complex meters

Reading the anacrusis

Writing the correct notation for rhythms in the compound and complex meters

Extended Reading Skills

Reading the notes involving ledger lines and octave displacement

Maintain the tempo in simple, compound and complex meter time signatures

Harmonic minor scales

Melodic minor scales

Scale degrees - major and minor

Triads on major/minor scale degrees

Major Scales

Scale studies in clusters

The dominant-seventh chord (harmonic minor scale)

The sub-tonic chord (natural minor scale)

The circle of fifths and minor key signatures

The root position, first inversion and second inversion of chords

The relative and parallel relationships between major and minor keys and scales

Chords, Keys and Accompaniments

Secondary chords

Block chord accompaniment patterns

Broken and arpeggiated chords

Root position, first inversion and second inversion chords

Aspects of Keyboard Instruments

The damper pedal

Intervals within the scale

Melodic lines with intervals, applications in sight-reading

Studies in sight-reading, rhythm and technique

Ensemble pieces

LABORATORY:

Eight Pieces

The instructor will assign eight more difficult pieces that will provide appropriate technical growth for the students

These pieces are to involve ligato and staccato playing
 These pieces are to include myriad dynamic markings
 These pieces are to include various kinds of phrasing:
 Phrases using an anacrusis
 Eight measure phrases
 Phrases utilizing a sequential pattern
 The use of the damper pedal and demonstration of various forms, e.g., Da capo, binary, etc.
 These pieces are to include various kinds of tempo markings
 Extended Reading Skills
 Reading the notes involving leger lines
 Maintain the tempo in simple, compound and complex meter time signatures
 Major Scales
 Scale studies in clusters
 Playing all major scales hands together one octave up and down
 Using scales to extend the five-finger patterns
 Minor Scales - Natural, Harmonic, and Melodic
 Scale studies in clusters
 Playing all minor scales hands together one octave up and down
 Using scales to extend the five-finger patterns
 Chords, Keys, and Accompaniments
 Secondary chords
 Lock chord accompaniment patterns
 Broken and arpeggiated chords
 Root position, first inversion and second inversion chords

V. METHODS OF INSTRUCTION:

A sound teaching practice is to use different teaching methods in the same class so that a variety of learning styles are accommodated. We have created the following list of teaching methods which are commonly used. Please check the ones used for this class and add any additional methods used in the class that are not reflected in our list.

Example:

V. METHODS OF INSTRUCTION (May include any, but do not require all, of the following):

Lecture
 Class and/or small group discussion
 Use of films, videotapes, or other media
 Classroom demonstrations
 Guided practice
 Laboratory
 Instructor generated handouts

VI. Typical Out-of-Class Assignments:

In order to show the rigor of work required for the class, the outside reviewers at the CSU and UC systems require that we provide examples of work students typically produce outside the classroom. In

order to meet their criteria and comply with Title 5, please provide at least one example in each of the three listed areas:

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

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

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

Example:

VI. TYPICAL OUT-OF-CLASS ASSIGNMENTS:

Reading assignments are required and may include (but are not limited to) the following:
Read the chapter on harmony, and be prepared to discuss and demonstrate the broken chord and the arpeggiated accompaniment, on the keyboard, in class.

Critical thinking assignments are required and may include (but are not limited to) the following:
Using compound and/or complex meters, compose and notate a piece of increasing complexity. For first semester students, it should be eight measures in length; for second semester students, 16 measures; for third semester students, it should be 32 measures. The melody should begin in a major key and modulate to the parallel minor key. Harmonize the melody with I, IV, V, ii, V7 chords in the major key and i IV V V7 in the minor key. The final chord must be a tonic. Play your composition for the class.

Writing assignments are required and may include (but are not limited to) the following: Attend a piano concert. In a 3-4 page paper, present your analysis of the performance. Be sure to use course concepts and terminology to explain your thoughts.

VII. METHODS OF EVALUATION:

The key to effective evaluation is the use of multiple measures of a student's performance. This ensures that students with different learning styles have the opportunity to excel and that one examination does not determine a student's grade. In keeping with these guidelines, we have created the following checklist which can be used in the evaluation section of the course outline. Of course, the language may be modified to fit your particular discipline's needs.

Example:

METHODS OF EVALUATION:

- Class participation
- Examinations
- Homework
- Lab work
- Presentations (oral or visual)
- Projects
- Written papers or reports

Cumulative finals or certifications

TYPICAL TEXT(S):

Discipline faculty at the CSU and UC systems determine much by assessing the textbooks used in our courses. Therefore, please list three current textbooks (five years or newer) typical of the course to help these faculty members with their decisions about articulation. (In some cases, textbooks older than five years may be listed provided they are “classics” or “fundamentals” within a particular discipline.) When supplemental readings are used, list them under a separate heading.

Example:

TYPICAL TEXT(S):

Hilley, Martha and Olson, Lynn Freeman. Piano for Pleasure: A Basic Course for Adults w/CD. Wadsworth, 2008.

Lindeman, Carolynn. PianoLab-An Introduction to Classical Piano w/CD. Wadsworth, 2007.

Mach, Elyse. Contemporary, Class Piano. 6th ed. Oxford University Press, 2009.

OTHER SUPPLIES REQUIRED OF STUDENTS:

The purpose of this section is to list those items not normally expected of students (e.g., art supplies, safety goggles, specialty calculators).

Example:

OTHER SUPPLIES REQUIRED OF STUDENTS:

A. None.

Section 6: Distributed Education

Request for Approval of Distributed Education (DE) Delivery

Definition:

The California Education Code and Accrediting Commission for Community and Junior Colleges (AACJC), the accrediting body to which SBVC is accountable, have different definitions of "Distance Education." Further, data from the so-called "Distance Education Courses" gleaned over last seven years indicate that approximately 85% of SBVC students enrolled in "Distance Education" courses live within 10 miles of the campus and 95-98% live within 30 miles of the campus. In addition, the District changed the title of "Director of Distance Education" to "Director of Distributed Education" in 2002. Given these facts, all references to alternate delivery forms that utilize technology will be labeled "Distributed Education." The phrase implies that technology is being used to distribute educational opportunities in ways that transcend the typical limitations of time and space associated with traditional "on-ground" classes.

Process for Approval:

Steps 1-6 should be done in consultation with the co-chairs of the SBVC Online Program Committee (or designee). The initial steps attempt to align the desires and goals of the faculty with the needs and responsibilities of the college. The more time spent thinking through these first steps, the easier the entire process of curriculum approval will be.

The last step is entering (copying and pasting) the information into CurricUNET and should/could be done with the assistance of an appropriate member of the curriculum committee. Once the information is entered into CurricUNET, then the approval processes of the curriculum committee can begin.

Step 1: Rationale

If a faculty member wishes to gain approval for a course to be delivered via "distributed education," the first step is to decide and define which delivery methods will be used. This step could be very easy: "The course should be an entirely online course." "Delivering the course online would benefit our students." Or this step could be more complex and time consuming, forcing the faculty member to think through several variables. But this initial step is intended to clarify for the faculty member and for the members of the curriculum committee exactly what mode of Distributed Education will be considered in this proposal.

The delivery method options currently available are:

50-Computer assisted instruction (Independent study mediated by technology.)

51-Two-way video (Synchronous video of an instructor at a site being shared with students at another site, with synchronous video of the remote site being available to the instructor.)

52-One-way video (Synchronous video of an instructor and/or class being transmitted to a remote site with no reciprocal video from the remote site.)

71-Hybrid course (Defined as a course that has more than 51% of the instructional activities mediated through alternate delivery, usually online delivery. The rest of the instruction requires presence on campus. It is recommended that this delivery method option be used only when there are specific reasons why there must be on campus meetings. For example, speech performance classes and science lab classes are required to have on campus activities to ensure articulation with the CSU and UC systems.

72-Online course (Defined as a course where the entire course can be delivered through online activities.)

When the faculty member has decided the delivery mode, write the rationale that will go into the "Cover" area of CurricUNET. It should be short and follow this model: "The proposal is for Sociology 101 to be approved for distributed education delivery, specifically delivery method 72, which is a course that is delivered completely online." If this approval for alternate delivery is a part of content review and the course has previously been approved for alternate delivery, then please add something like this: "Sociology 101 has already been approved for online delivery and has been taught in that mode for the last 8 years. This DE approval is a part of the normal process of content review." Of course the content of the sentences above will change depending on the course and the mode of delivery. But the rationale should merely indicate what the rest of the DE proposal would flesh out. Type and save this rationale in digital form so it can be copied easily into CurricUNET.

Step 2: Methods of Instruction

Write a substantive paragraph that explains the methods of instruction used in the alternate delivery format and how those will impact students. Example methods of instruction include course management system discussion boards, instructor developed materials presented through the CMS or the web, power point presentation, digital video clips, graphics (such as charts, images, and annotated screen shots), digital animations, web quests, online internet resources, chat, e-mail, publisher prepared online materials, course cartridge materials, CD/DVD support materials, and textbook supplements. The descriptions are illustrative, but need to be substantively illustrative. That is, there needs to be specific references to the methods of instruction that will happen in the class. (Sample paragraphs can be found by consulting with the co-chairs of the Online Program Committee.) Type this paragraph and save in digital form so that it can be easily copied and pasted into CurricUNET.

Step 3: Explanation of the Need for Alternate Delivery

Write a substantive paragraph that explains the need for this class to be delivered via a mode of distributed education. The need should reflect the mission of the college, the division, and/or the department. The desire of a particular faculty member to have a modification of her or his teaching schedule is not a sufficient rationale for approval. Nor is some fantasy of generating "easy FTES" a sufficient rationale. The SBVC planning themes of "access" and "student success" should be seriously entertained when writing this paragraph. The Curriculum Committee will be looking for an alignment of the goals and the mission and the planning themes of the college with the need for a class to be delivered via distributed education. (Sample paragraphs can be found by consulting with the co-chairs of

the Online Program Committee.) Type this paragraph and save in digital form so that it can be easily copied and pasted into CurricUNET.

Step 4: Methods of Evaluation

Write a substantive paragraph that describes the evaluation methods that could be used in the course when taught in the proposed distributed education mode. These methods need not be exhaustive, but they should give the curriculum committee a good idea that there exist ways of evaluating the learning of the students in the proposed delivery format. These methods are illustrative, but need to be substantively illustrative. That is, there needs to be specific references to the mode of interaction available for the evaluation. (Sample paragraphs can be found by consulting with the co-chairs of the Online Program Committee.) Type this paragraph and save in digital form so that it can be easily copied and pasted into CurricUNET.

Step 5: Sample Assignments

Write a paragraph that describes sample assignments if this class was to be offered via distributed education. These descriptions need not be exhaustive, but they should give the curriculum committee a good idea that there are specific assignments that can be used in this distributed education mode. Further, there must be a description of at least three sample assignments. These need not be perfected, but they should include sufficient detail to persuade the committee that the assignments are reasonable. (Sample paragraphs can be found by consulting with the co-chairs of the Online Program Committee.) Type this paragraph and save in digital form so that it can be easily copied and pasted into CurricUNET.

Step 6: Contact Types

California Education Code and the Accreditation Standards require that any course offered in a "Distance Education" [sic] mode be accountable for "regular effective contact" between student and instructor. This section of the approval process requires that the initiating faculty member identify typical patterns of regular effective contact in the proposed delivery method.

The Defined Contact Types are:

Asynchronous Office Hours:

Moderating a Discussion Board:

Synchronous Office Hours:

Announcements:

Individual Contact with Students via e-mail or phone:

Leading Threaded Discussions:

Creating and Moderating Virtual Small Groups:

Feedback on Student Work:

Posting Prepared Instructional Material:

(Definitions and descriptions of these can be found by consulting with the co-chairs of the Online Program Committee.)

The faculty member must identify the minimum contact types for the proposed delivery. The Curriculum Committee has determined that the following is a list of minimum contact types for online classes:

Asynchronous office hours

Moderating a discussion board

Announcements (unless course is designed as an independent study on a self-paced model)

Threaded Discussions

Feedback on Student Work

Future iterations of an online class approved for distributed education may include additional contact types, but no iteration should have fewer than the types identified in this curriculum process.

For each defined contact type, a short description of how that contact type will be regular and effective is required. (Sample paragraphs can be found by consulting with the co-chairs of the Online Program Committee.) All these short descriptions should be saved in electronic form for easy copy and pasting into CurricUNET.

Step 7: Enter the information into CurricUNET

This begins the approval process through the curriculum committee.

When Distributed Education is checked in the course outline, the following DE screens appear as options in CurricUNET. The Course Checklist on the right of the screen indicates four areas to place material.

The screenshot displays the CurricUNET interface for San Bernardino Valley College. The main content area is titled "Course Construction Main Menu" and lists the following details:

Course Number	150
Course Title	Introduction to Mythology
Short Title	Introduction to Mythology
Co-Contributor(s)	There are no Co-Contributors for this course. Add a Co-Contributor

On the right side, there is a "Course Checklist" section with the following items:

- Cover
- Methods of Instruction
- Distributed Education
- Contact Types

Below the checklist is a "Help" section with the text: "This page contains basic information for a course."

When the "Cover" is clicked, you will see a screen like the one below. Copy and paste the Rationale for the DE proposal in this area.

Please Remember To Save Work Before Navigating Off Of Page.

Course Cover	
Page Last Saved on Monday, Mar 12, 2007 at 3:14 PM By Julius Jackson	
Division	Humanities
Department	Philosophy / Religious Studies
Discipline	RELIG-Religious Studies
Course Number	150
Course Title	Introduction to Mythology
Short Title	Introduction to Mythology
Cross Course	
Catalog Description	An overview of myth and its function in culture through an introduction to origin and end-time stories from many traditions including native American, the classical mythology of Greece, and the major living religions
Schedule Description	An overview of myth and its function in culture through an introduction to origin and end-time stories from many traditions including native American, the classical mythology of Greece, and the major living religions
Proposal Information	
Proposed Start *	Year: <input type="text" value="2202"/> Semester: <input type="text" value="Fall"/>
Rationale *	<input type="text" value="dsgasdgfagagasdg"/>
<input type="button" value="Save"/> <input type="button" value="Finish"/> <input type="button" value="Cancel"/>	

Course Checklist

Main

- Cover
- Methods of Instruction
- Distributed Education
- Contact Types

Help

Please enter information into all appropriate fields. A new course requires "Proposal Information." for curriculum committee approval.

It is encouraged that the "schedule description" be a shortened version of the "catalog description."

All proposals should be submitted with the written rationale for the change. For example, if a course is due for content review,

If this is a DE proposal, check the Distributed Education box, then click finish. The other parts of the DE proposal will then be available for you.

Please Remember To Save Work Before Navigating Off Of Page.

Course Methods of Instruction	
Methods	<input type="checkbox"/> Class and/or small group discussion <input type="checkbox"/> Classroom demonstrations <input type="checkbox"/> Clinical experience <input checked="" type="checkbox"/> Distributed education <input type="checkbox"/> Field trips <input type="checkbox"/> Guest speakers <input type="checkbox"/> Guided practice <input type="checkbox"/> Instructor generated handouts <input type="checkbox"/> Laboratory <input type="checkbox"/> Lecture <input type="checkbox"/> Use of films, videotapes, or other media <input type="checkbox"/> Use of written materials: texts, journals, etc.
Other Methods	<input type="text" value="Audio-Visuals, Reading of texts, both secondary and primary, Writing tasks appropriate for the material, Computer Tutorials (if applicable)"/>
<input type="button" value="Save"/> <input type="button" value="Finish"/> <input type="button" value="Cancel"/>	

Course Checklist

Main

- Cover
- Methods of Instruction
- Distributed Education
- Contact Types

Help

If this is a Distributed Education proposal, check the Distributed Education box. Then click Finish. The "Distance Ed" selection will become active in the menu on the right of the screen. Proceed to that part of the menu.

Select the delivery method and then copy and paste the various paragraphs into these areas. Click save.

Please Remember To Save Work Before Navigating Off Of Page.

Course Distributed Education
Page Last Saved on Monday, Mar 12, 2007 at 3:14 PM
By Julius Jackson

Delivery Methods [ctrl] + Click selects/deselects	50 - Computer Assisted Instruction (A sp 51 - Two-Way Video conferencing (Two-way 52 - One-Way Video Conferencing (One-way 63 - Television Course (Video one-way, e 72 - Online Course (Internet) (Text one- 71 - Hybrid (Includes both on-campus and
Methods of Instruction	asdfasd
Explain Need	dfasfas
Evaluation Method	sadfsdf
Sample Assignments	sdfasdfas

Save Finish Cancel

Course Checklist

Main

- Cover
- Methods of Instruction
- Distributed Education
- Contact Types



Help




Please click on the help buttons (?) by each box for a more detailed description.

More

Click Contact Types, and then select the various required contacts types and copy and paste the paragraphs explaining how those contact types create "regular and effective contact" in the DE modality. Click **Save**.








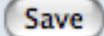
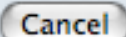
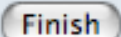
Please Remember To Save Work Before Navigating Off Of Page.

Distributed Ed - Contact Types	
	Asynchronous Office Hours - vbcvbcvbxvbxvbx
	Individual Contact w/Students via Email or Phone - Announcements: These are posts that update students on the content or the processes of the class. They can be in written, aural, or video format. This type of contact is effective because it demonstrates that the instructor is present in the class and is moderating the progress of the class as a whole and of individual students. This type of contact should be regular. At a minimum, these announcements should happen once each week, unless the course is structured on a self-paced, independent study model. More frequent posting of announcements would almost universally enhance the effectiveness of the contact.
Contact Type	<input checked="" type="checkbox"/> Moderating a Bulletin Board
Frequency	<input type="checkbox"/> Synchronous Office Hours
	<input type="checkbox"/> Announcements
	<input type="checkbox"/> Leading Threaded Discussions
	<input type="checkbox"/> Creating and Moderating Virtual Small Groups
	<input type="checkbox"/> Feedback on Student Work
	<input type="checkbox"/> Facilitating Student-to-Student Contact
	<input type="checkbox"/> Posting Prepared Instructional Materials

DE

Please Remember To Save Work Before Navigating Off Of Page.

Distributed Ed - Contact Types	
	Asynchronous Office Hours - vbcvbcvbxvbxvbx
	Individual Contact w/Students via Email or Phone - Announcements: These are posts that update students on the content or the processes of the class. They can be in written, aural, or video format. This type of contact is effective because it demonstrates that the instructor is present in the class and is moderating the progress of the class as a whole and of individual students. This type of contact should be regular. At a minimum, these announcements should happen once each week, unless the course is structured on a self-paced, independent study model. More frequent posting of announcements would almost universally enhance the effectiveness of the contact.
Contact Type	Feedback on Student Work  
Frequency	Instructors are responsible for verifying the participation of the students in the class as well as monitoring their performance status. When faculty give students feedback on their work, this type of contact is effective because it allows the student opportunities to adjust their 
 	
	
 	

Click Finish and you are done.

Section 7: Honors Courses

The Honors Committee is interested in academically enriched activities, which will distinguish your honors course from a regular course offered in the same subject area. UCLA, UCI, and UCR use honors courses as criteria for priority admission. SBVC has signed an agreement with UCLA to be in the Transfer Alliance Program (TAP). A criterion for TAP membership is that a breadth of honors courses, such as IGETC and/or major preparation will be offered. Also, we must guarantee that courses necessary for transfer to UCLA will be regularly offered.

The faculty member proposing the course for approval must make arrangements to meet with the Honors Committee through the Honors program coordinator prior to submitting to the Curriculum Committee.

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).

Where do you place the Honor's component in the outline?

You will choose "Honors" as a proposal type when creating a new Honors course.

For existing and new Honors course you will need to:

Add the capital letter "H" next to the Course ID. For example, PSYCH100H.

Add the word "Honors" in the course title, for example General Psychology – Honors.

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.**

Course Objectives must contain greater depth, breadth, and rigor (see **Appendix B** for samples).

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. This 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.

Appendix A: Sample Language for Course Outcomes/Objectives

The verbs listed below are based on Bloom’s Learning Taxonomy. There are three categories of verbs which may be used: cognitive, psychomotor, and affective domains. Please selected the verbs which best describe what your students will actually learn or perform.

Cognitive Domain						
	Knowledge	Comprehension	Application	Analysis*	Synthesis*	Evaluation*
DESCRIPTION	Student remembers or recognizes information or specifics as communicated with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or comprehends the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards and criteria, values, and opinions.
VERBS	Cite Enumerate Identify Imitate Label List Match Name Quote Recall Reproduce State Write	Convert Define Describe Discuss Estimate Explain Generalize Identify Illustrate Locate Paraphrase Restate Summarize	Apply Chart Compute Demonstrate Determine Dramatize Establish Make Manipulate Prepare Project Solve Use	Analyze Compare Contrast Correlate Diagram Dissect Differentiate Distinguish Infer Investigate Limit Outline Separate	Assemble Construct Create Design Develop Formulate Generate Hypothesize Initiate Invent Modify Reframe Synthesize	Access Appraise Conclude Critique Decide Defend Diagnose Evaluate Judge Justify Rank Recommend Support



Basic Knowledge Level

More sophisticated;
Higher Level Thinking;
Critical Thinking

***The last three categories—Analysis, Synthesis, and Evaluation—Represent critical thinking outcomes.**

Psychomotor Domain

	Observe	Model	Recognize Standards	Correct*	Apply*	Coach*
DESCRIPTION	Students translate sensory input into physical tasks or activities.	Students are able to replicate a fundamental skill or task.	Students recognize standards or criteria important to perform a skill or task correctly.	Students use standards to evaluate their own performances and make corrections.	Students apply this skill to real-life situations.	Students are able to instruct or train others to perform this skill in other situations
VERBS	Hear Identify Observe See Smell Taste Touch Watch	Attempt Copy Follow Imitate Mimic Reenact Repeat Reproduce Show Try	Check Detect Discriminate Differentiate Distinguish Notice Perceive Recognize Select	Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise	Build Compose Construct Create Design Originate Produce	Demonstrate Exhibit Illustrate Instruct Teach Train



Basic Knowledge;
Basic Skills Level

More sophisticated skills; Higher
Level Abilities; Critical
Understanding of Performance.

***The last three categories— correct, apply, coach —represent critical thinking outcomes.**

Affective Domain

	Receiving	Responding	Valuing*	Organizing*	Characterizing*
DESCRIPTION	Students become aware of an attitude, behavior, or value.	Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.	Students recognize value and display this through involvement or commitment.	Students determine a new value or behavior as important or a priority.	Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person's character.
VERBS	Attend Describe Explain Locate Observe Realize Receive Recognize	Behave Comply Cooperate Discuss Examine Follow Model Present Respond Show	Adapt Balance Choose Differentiate Defend Influence Recognize Seek	Adjust Alter Change Customize Develop Improve Manipulate Modify Practice Revise	Authenticate Characterize Defend Display Produce Represent Validate Verify



Elementary Values and behaviors;
Inherited value system;
Egocentric View.

More highly-developed attitudes;
Well thought-out value system;
Higher-level abilities to identify and articulate other's values

***The last three categories—Valuing, Organizing, Characterizing—Represent critical thinking outcomes.**

Appendix B: Sample Outlines

Honors Sample Outline

http://www.curricunet.com/SBVC/reports/course_outline_html.cfm?courses_id=1815

Lecture and Laboratory Example in Content Area

http://www.curricunet.com/SBVC/reports/course_outline_html.cfm?courses_id=2149

Course Repeatability Outline Sample

http://www.curricunet.com/SBVC/reports/course_outline_html.cfm?courses_id=2467

DRAFT

Appendix C: Online Resources

Academic Senate for California Community Colleges <http://asccc.org/>

Academic Senate Papers <http://asccc.org/publications/academic-senate-papers>

CSU GE-Breadth http://www.calstate.edu/app/general_education.shtml

ASSIST (For transfer information to UC, CSU, and CCC) www.assist.org

Link to Title 5 <http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000>

Link to college catalogs at www.collegesource.org

Textbooks at www.amazon.com

To research courses from SBVC or other community colleges that are articulated and/or have been approved by the UC and/or CSU, faculty may access the “ASSIST Maintenance Reports” at <http://info.assist.org>. To view courses in the Maintenance Reports area of the ASSIST Information Center, use the following Username and Password:

Username: SBVCFAC

Password: Olive

If you have any questions about using this area of ASSIST, please contact the Articulation Officer.

Appendix D: Review Checklist

REVIEW CHECKLIST FOR ALL COURSE OUTLINES

Division Representatives should use this checklist to review a course from their division before it moves to the Technical Review Committee.

Committee members will focus on the following items:

GENERAL NOTES:

Technical Review	Curriculum Committee
Check for correct spelling and proper grammar every section of the outline.	Is the proposal rationale complete and satisfactory according to the type of proposal? (See the RT icon in CurricUNET.)
Check for correct formatting in all sections.	
Is the proposed start date appropriate? (See the RT icon in CurricUNET.) (Check current Curriculum Calendar for deadlines)	
For new courses and programs, are the SLOs in the Attached Files in CurricUNET? (See the AF icon in CurricUNET.)	
If the course is proposed for Distributed Education (DE) make sure that Division Representative for DE (Jack Jackson) has reviewed and o.k'd it. Verify that the DE report is completed and satisfactory. (Check the DE icon and the comments area in CurricUNET.)	

I. CATALOG DESCRIPTION:

Curriculum Committee
Both Catalog and Schedule descriptions should be very similar in content.
The catalog description should be a brief overview from 2 to 5 complete sentences of the topics covered in the course content (see section IV of the outline).
The schedule description should be no more than 2 complete sentences and is a short version of the catalog description.
Have course prerequisites, co-requisite and advisory's satisfied the appropriate level of scrutiny? (See the RA icon in CurricUNET.) For guidance for appropriate levels of scrutiny, see the Curriculum Handbook).

II. COURSE OBJECTIVES FOR STUDENTS:

Technical Review	Curriculum Committee
There should be between 3 to 10 objectives.	Check that the level of rigor in the course is college-level and appropriate for the course

	number.
If the course has a lab, are these objectives also present?	Objectives should be broad and introductory in scope, not too advanced, narrow, or specific.
Each objective should be a single sentence with no period at the end.	Most objectives should use verbs that demonstrate critical thinking. (See taxonomy)
	Is the course content reflected in the objectives?

III. COURSE CONTENT:

Technical Review	Curriculum Committee
If the course is an Honors class, are the honors content in bold print?	Check that the level of rigor in the course is college-level and appropriate for the course number.
If there is a laboratory component it must be listed separately from the lecture content with separate headings.	Course content should be complete (a list of all topics taught in the course) and detailed enough to provide a possible adjunct with the content expected by the department.
Capitals should only be present at the beginning of each entry and with names and proper nouns.	The course content should be reflected in both the course objectives and the course descriptions.
Acronyms should be spelled out the first time they are used.	Arrange the list by topic with sub-headings; half a page is not enough.
	When adding subheadings to the outline there should be a minimum of two. For example Science and politics 1. Views of science today 2. A case study in nuclear energy 3. Big science 4. Women in science 5. People of color in science

V. METHODS OF INSTRUCTION:

Technical Review	Curriculum Committee
Lecture and Laboratory should be listed as methods of instruction whenever these classifications are present in the course hours in Section I.	Do the methods look complete?
Have the methods of instruction been entered in the checklist?	Are the methods of instruction appropriate for the content of the course?

VI. TYPICAL OUT-OF-CLASS ASSIGNMENTS:

Curriculum Committee

Check that the level of rigor in the course is college-level and appropriate for the course number.
Make sure that every out-of-class assignment is out of class (lab is not considered out of class).
Reading assignments
Reading topic must be stated but not to a specific text or chapter.
Expected outcome by the student must be stated (for example, “...be prepared to discuss in class”).
Writing assignments
Expectation of the writing assignment should be stated. For example, type of college-level writing (essay, research paper, etc.) and length of assignment.
Critical thinking assignments
Make sure that the assignment demonstrates critical thinking.

VIII. METHODS OF EVALUATION

Curriculum Committee
Do the methods look complete and is the checklist used?
Are the methods of evaluation appropriate for the course?

IX. TYPICAL TEXT(S):

Technical Review
Do the citations follow proper format?
Are the texts (must have at least 3 texts) up-to-date and within 5 years? Exceptions would be “classics” or “fundamentals” within a particular discipline.