



San Bernardino
Valley College

Curriculum Handbook



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Section 1: SBVC Curriculum Committee

San Bernardino Valley College Curriculum Committee

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:

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

Curriculum Committee Charge:

Under AB1725, the Academic Senate has a responsibility to make recommendation with respect to Academic and Professional matters. Curriculum is an academic matter and, therefore, the curriculum committee is authorized by the Academic Senate to make recommendation about the curriculum of the college, including:

- ❖ approval of new courses,
- ❖ deletion of existing course,
- ❖ proposed changes in course,
- ❖ periodic review of course outlines,
- ❖ approval of proposed programs,
- ❖ deletion of programs,
- ❖ review of degree and certificate requirements,
- ❖ approval of prerequisites and corequisites,
- ❖ and assessment of curriculum as needed.

Curriculum Committee Membership and Voting:

The membership of the Curriculum Committee shall include:

1. 10% of faculty from each division represented on campus.
2. The following shall be considered standing positions on the Curriculum Committee due to the nature of the curriculum approval process and/or articulation issues: (See AP 2510).
 - ❖ Articulation Officer
 - ❖ Administrative Curriculum Coordinator
 - ❖ Schedule/Catalog Data Specialist Coordinator
 - ❖ Librarian
 - ❖ Vice-President of Instruction
 - ❖ Faculty Co-Chair (only votes in case of tie)
 - ❖ A Dean/Manager appointed by the Vice President of Instruction
 - ❖ Two Student Representatives
3. In the event of a tie vote, discussion will be re-opened, followed by a second vote. If the tie still persists, the Curriculum Chair shall cast the deciding vote.
4. All standing members are voting members.

The meeting shall be called to order and action items addressed when a quorum exists. A quorum is 50% +1 of the voting membership



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Section 2: First-time CurricUNET User Information

First Time CurricUNET User Information

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

Logging into CurricUNET:

Contact the Curriculum Support or Faculty-Co Chair for login rights.

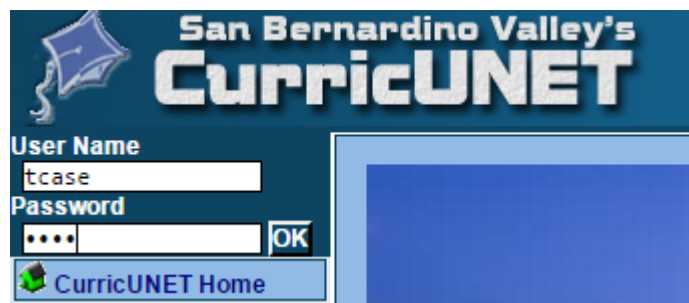
To access the SBVC CurricUNET Website go to: <http://www.curricunet.com/sbvc>

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

❖ **To Login:**

- ❖ User Name: enter the first part of your Valley College email address. For example, if your email is tcase@valleycollege.edu
- ❖ Your User Name would be: tcase
- ❖ Your default password would be your last name: case

- ❖ Once you have logged in, you will see, Welcome "Your Name".
- ❖ Please make sure to change your password.





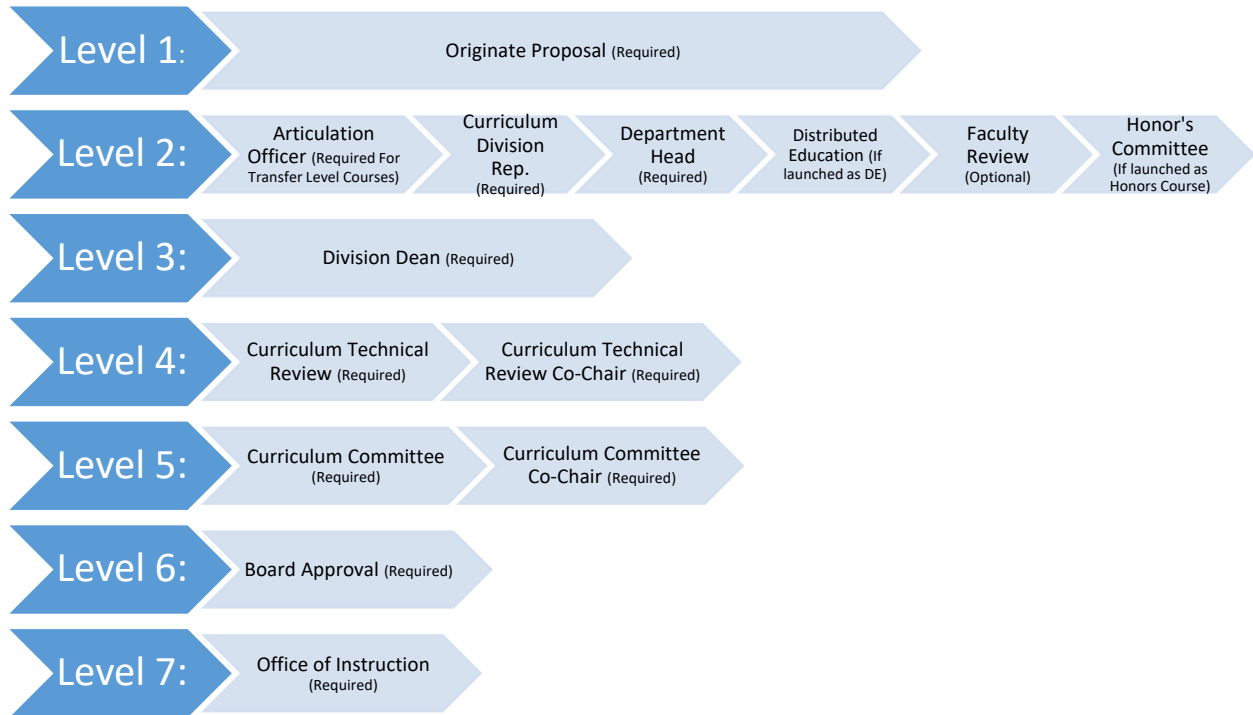
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Section 3: Curriculum Approval Process

Curriculum Approval Process

Level 1: Originate Proposal

Once a curriculum proposal is launched by the originator, e-mails are sent to the following users to begin the approval process:



Level 2

The originator of the proposal, as well as any co-contributors, is allowed access to the proposal during this stage and make changes.

Level 2 Approvals	Optional/Required	Timeline	Default to Next Level
Articulation Officer	(Required for transfer level courses number 100 and above)	5 Days	Will default to next level after 10 Days
Curriculum Committee Division Representative	Required	5 Days	Will default to next level after 10 Days
Department Head	(Required)	5 Days	Will default to next level after 10 Days
Director of Distributed Education and Honors Committee	(Required if the proposal includes that type of delivery).	5 Days	Will default to next level after 10 Days
Faculty Review	Optional	5 Days	N/A
Honor's Committee	(Required if the proposal includes that type of delivery).	5 Days	Will default to next level after 10 Days

Level 2 Actions:

The actions for the Curriculum Committee Division Representative, Department Head, and Articulation Officer are:

- ❖ “Reviewed” (Proposal moves to the next level)
- ❖ “Reviewed and changes needed” (Proposal is returned to the originator for changes, and the proposal has to be resubmitted)
- ❖ “Reviewed with suggestions” (Proposal moves to the next level despite suggestions)

Note: *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” (Proposal moves to the next level)
- ❖ “Disapprove” (Proposal is returned to the originator for changes, and the proposal has to be resubmitted)

Note: *The committee assumes some collegial consultation has already taken place within the department before the proposal is launched. We encourage this to be the case. The department faculty members are encouraged, but not 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.*

Level 3: Division Dean

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 Approvals	Optional/Required	Timeline	Default to Next Level
Division Dean or Department Director	Required	5 Days	Will default to next level after 10 Days

Level 3 Actions:

The dean can take two actions:

- ❖ “Reviewed” (Proposal is launched to the Curriculum Technical Review Committee)
- ❖ “Reviewed and changes needed” (Proposal is returned to the originator for changes, and the proposal has to be resubmitted)

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.

Level 4: Curriculum Technical Review

At this level the proposal is reviewed by the Curriculum Technical Review Committee members.

Level 4 Actions:

- ❖ “Hold for changes” (Proposal is returned to “pending” status so the originator can make changes and take action, submitting “Requested Changes Completed”. This will return the proposal to Technical Review)
- ❖ “Approve” (Proposal is launched to the Curriculum Committee)

Level 5: Curriculum Committee

At this level the proposal is reviewed by the Curriculum Committee members.

Level 5 Actions:

- ❖ “Hold for changes” (Proposal is returned to “pending” status so the originator can make changes and take action, submitting “Requested Changes Completed”. This will return the proposal to the Curriculum Committee)
- ❖ “Disapprove” (Proposal would be sent back to the originator and would have to be resubmitted)
- ❖ “Approve” (Proposal is sent on to the Board of Trustees)

Level 6: After Local Approval

Once the new program or new course is Board Approved, the Office of Instruction will contact the Department Chair and area Division Dean responsible for the proposed program or course requesting the necessary forms and required documentations to obtain approval from the California Community College (State) Chancellor’s Office, as well as from ACCJC (Accrediting Agency) for substantive changes, if necessary.

Approving Proposals in CurricUNET

You will receive an e-mail from CurricUNET with a notification with directions below:

[Login on To Curricunet](#)

1. Click on link titled "My Approvals" under Track on the left side of the page.
2. Select appropriate role from the drop down box. Click "Next".
3. A list of approvals waiting for you will be displayed.
4. Click on the "Action" Button next to the approval process you want to take action on.
5. Enter any comments related to the approval (remember everyone can view your comments).
6. Select action you wish to take and click save.
7. The "My approvals" page will be displayed, with any additional approvals for the select role.

Options for approval may include:

- ❖ Reviewed (proposal moves forward in the approval process)
- ❖ Reviewed and Changes Needed (proposal is *returned to originator*)
- ❖ Reviewed with Suggestions (proposal moves forward in the approval process)



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Section 4: Content Review

Content Review

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 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. Prerequisites and corequisites for CTE courses or programs shall be reviewed **every two years**.

Two important consequences for failing to conduct content review are as follows:

1. The California Community College Chancellor's Office may revoke our authority to approve our own curriculum
2. 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.

What do I need to 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 creating a proposal in CurricUNET to discuss transfer curriculum so that any potential issues can be addressed.

You have completed content review when:

1. New Course is needed or it is time for Content Review Cycle

- ❖ Discipline faculty should evaluate offerings at other community colleges, CSU or UC, and/or needs of the community/industry during this process.

2. Discipline or Department Faculty Create or Review

- ❖ Outcomes
- ❖ Objectives
- ❖ Content
- ❖ Entry and exit skills
- ❖ Appropriate texts
- ❖ Potential alignment with industry needs or CSU and UC
- ❖ Repeatability guidelines
- ❖ Assess course impact on current/future certificates and degrees

3. Requisite Skill Analysis

Discussion within the discipline/department and with curriculum representatives and faculty with entry skill knowledge

- ❖ Review syllabi, sample assignments, texts and overall rigor
- ❖ Determine entry skills required to pass the course
- ❖ Some questions/resources during this process
 - ❖ Is writing, reading, or computation skills required to pass this course with a satisfactory grade (C or better)? If so, what is the minimum level required to pass?
 - ❖ Has the department considered if prerequisites being applied will be reasonably available to students?
 - ❖ Use CB21 coding of basic skills cross-reference to SBVC curriculum (**Refer to SBVC Curriculum Guide to Determining Prerequisites**)
 - ❖ Use Appendix B of *Implementing Content Review for Communication and Computation Prerequisites* (ASCCC 2011)

4. Determine Appropriate Level of the Course

This part should directly reflect the level of rigor required in the course

- ❖ **100 or 200 level** – college level, requires demonstrated critical thinking through composition or computation
- ❖ **0XX level** – associate degree applicable and pre-college level
- ❖ **900 level** – basic skills level
- ❖ **600 level** – noncredit

5. Evaluate Linkages to External Groups

Some courses may be intended for both transfer and industry

- ❖ CTE courses should discuss findings thus far with Advisory Committees or review minutes of such meetings for alignment of course with industry requirements
- ❖ Meet with the Articulation Officer to discuss transfer potential for the proposed course

6. LAUNCH COURSE TO CURRICUNET

7. Follow CurricUNET review process as described in the SBVC Curriculum Handbook.

- ❖ Document the work that has already been done so that questions can be answered through the rest of the process.

8. Make recommendation to SBVC Curriculum Technical Review

- ❖ Tech. Review reviews package for completeness, formatting and evaluates the outcomes of the various steps and discussions listed above.

Be prepared to share and/or discuss the following:

- ❖ Course Outline of Record (COR)
- ❖ Sample syllabi, assignments
- ❖ Advisory minutes and/or articulation
- ❖ Appropriate level
- ❖ Appropriate discipline
- ❖ Tech. Review forwards the proposal to the Curriculum Committee with a recommendation to approve, return to the originator, or hold for more information.

9. The Full Curriculum Committee

- ❖ Reviews everything described above and
- ❖ Engages the discipline/department faculty representative in a discussion regarding each aspect.
- ❖ The committee may then
 - ❖ approve the course,
 - ❖ modify the course and approve it, or
 - ❖ deny approval of the course and return the course to the discipline/department.
- ❖ Approved courses are forwarded to the Board of Trustees

10. Board of Trustees

- ❖ Generally, the Board of Trustees relies primarily upon the advice of the Curriculum Committee, empowered by the Academic Senate, in matters of curriculum, student preparation, and student success.

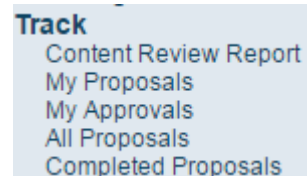
What if content review isn't completed?

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. 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.

How to Access the Content Review Report in CurricUNET

Content Review Report Access: The *Content Review Report* allows you to research when courses are due for the six-year review cycle.

- ❖ 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**.



Track
Content Review Report
My Proposals
My Approvals
All Proposals
Completed Proposals

❖ Use the down-arrow to make your selection and click on **Retrieve** (make sure you have made a choice between “department” or “division” by clicking on the small circle next to it.)

Content Review Dates Report

Select Courses By

All Courses

All Courses in the Following Department
--Select Department--

All Courses in the Following Division
--Select Department--

Retrieve



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Section 5: CurricUNET

Searching in CurricUNET:












- ❖ 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

Search
 Program
 Course
 Users
 SLOs

Enter criteria into one or more fields:

Course Search		Program Search	
Status	<input checked="" type="radio"/> All <input type="radio"/> Active <input type="radio"/> Approved <input type="radio"/> Historical <input type="radio"/> Launched <input type="radio"/> Pending <input type="radio"/> Re-Launched ?	Status	<input checked="" type="radio"/> All <input type="radio"/> Active <input type="radio"/> Approved <input type="radio"/> Cancelled <input type="radio"/> Historical <input type="radio"/> Launched <input type="radio"/> Pending ?
Discipline	-All- ?	Program Title	<input type="text"/>
Course Number	<input type="text"/> ?	Discipline	-All- ?
Course Title	<input type="text"/>		<input type="text"/>

Icon Definitions in CurricUNET

-  This icon, when clicked, allows you to view help pages
-  This icon, allows you to edit.
-  This icon, shows the course outline.
-  This icon, allows you to view the Requisite Analysis Report.
-  This icon, allows you to view the Need for Course/Rationale.
-  This icon, shows the Course Impact Report.
-  This icon, allows a user to view a Course Comparison Report.
-  This icon, allows the user to view the approval process.
-  This icon, allows the viewer to see the comments.
-  This icon, allows the viewer to see the Distributed Education Report.
-  This icon, allows the viewer to see the Attached Files.



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Section 6: Course Proposals

Course Proposals

Creating a New Course

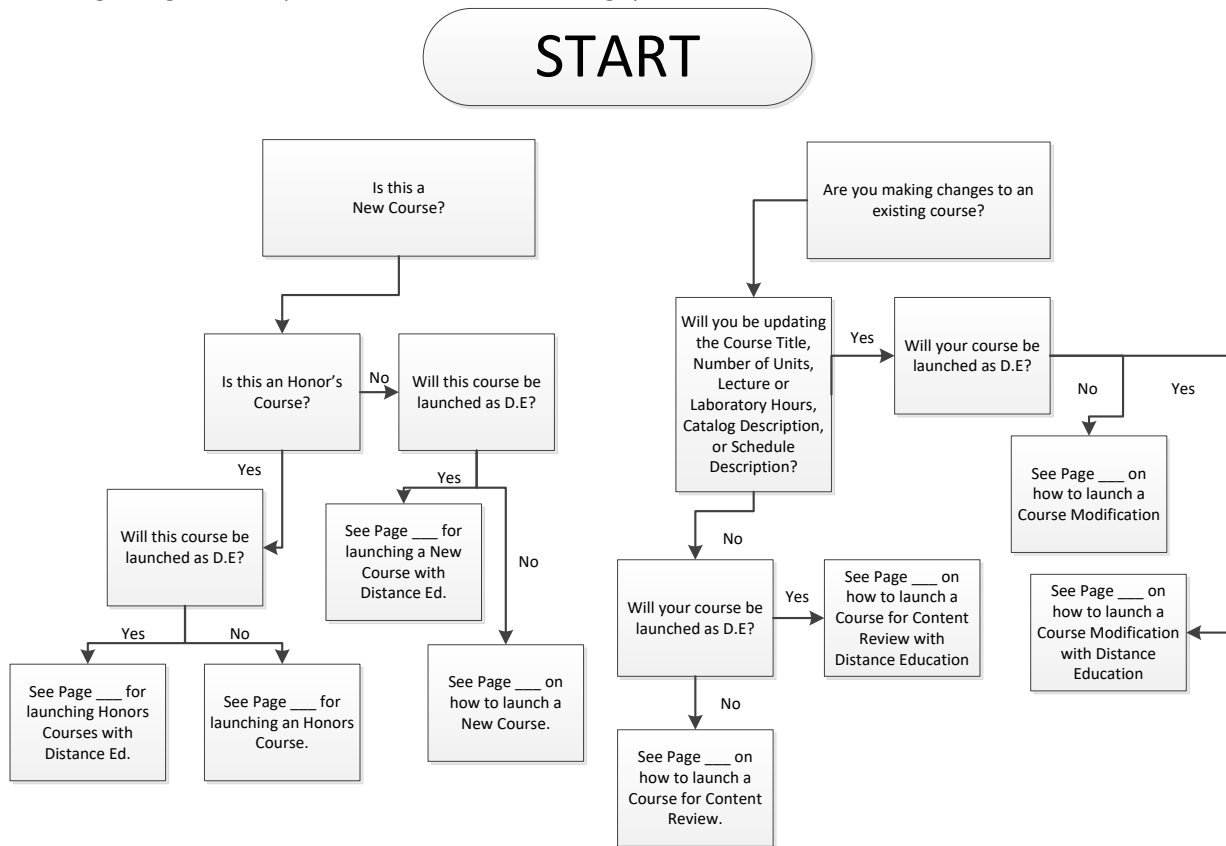
Launching Proposals

Modifying and Deleting Courses

Course Proposals

Deciding Which Proposal Type to Use when Launching Courses

Before getting started, please answer the following questions:



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.

Creating a New Course

STEP 1:

A. Log into CurricUNET

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

Build
 Articulation
 Courses
 Programs
 Packages

B.

- ❖ Click on **Create Course** on the left hand side of the page.

Courses
 Create Course
 Edit Courses
 Modify Course

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

To Launch a course as an Honors Course:

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

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

Create New Course

Discipline* ACAD ?

Course Number* Enter # ?

Course Title* Enter Course Title ?

Short Title* Title Shown On Transcripts ?

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 in complete sentences.

Proposal Type New Course ?

OK Cancel

STEP 2: Course Construction Main Menu and Course Cover

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

Course Construction Main Menu	
Course Number	Enter #
Course Title	Enter Course Title
Short Title	Title Shown On Transcripts
Co-Contributor(s)	<i>There are no Co-Contributors for this course.</i> Add a Co-Contributor

Course Checklist
Main
<input type="checkbox"/> Cover
<input type="checkbox"/> Units/Hours
<input type="checkbox"/> Course Objectives
<input type="checkbox"/> Course Content
<input type="checkbox"/> Methods of Instruction
<input type="checkbox"/> Out of Class
Assignments
<input type="checkbox"/> Methods of Evaluation
<input type="checkbox"/> Distance Ed
<input type="checkbox"/> EQUATE
<input type="checkbox"/> Resources
<input type="checkbox"/> Other Supplies
<input type="checkbox"/> Requisites
<input type="checkbox"/> Requisite Analysis
<input type="checkbox"/> General Ed
<input type="checkbox"/> Attached Files
<input type="checkbox"/> Codes/Dates

Course Cover

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

For Honors Courses:

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

Cross-Listed Courses (Also Offered As):

Cross-listed are courses offered in more than one discipline. This designation requires mutual agreement and review between the departments and divisions offering the cross-listed courses. In order for cross-listing to be considered, the course outline of record for 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” Courses:

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

Course Cover	
Division	Library and Learning Support Services
Department	Academic Advancement
Discipline	ACAD - Academic Advancement
Course Number	Enter #
Course Title	Enter Course Title
Short Title	Title Shown On Transcripts
Cross Listed Course	--Select Discipline--
Cross Course	
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 in complete sentences.

B. Fill out the information below:

Proposal Information	
Proposed Start *	Year: <input type="text"/> Semester: <input type="text" value="Fall"/>
Need for the Course *	Briefly describe the need for this new course. Include documented evidence of the need for this course. Explain how this course will enhance the current degree program or certificate.
Rationale for Other Requests *	Provide a rationale for any other requests.
Cultural Diversity *	Briefly describe how cultural diversity is addressed in this course.
Feasibility -- Budget Implications *	If the answer is yes to any question below, please explain: Is new equipment needed? Will new faculty be hired? Will facilities be modified or acquired?
Board Rationale *	Explain the need for this course and the programs that will be impacted.

Step 3: Units/Hours

Please Remember To Save Work Before Navigating Off Of Page.

Course Units/Hours	
Class Hours	
Are hours weekly or per semester?	<input type="radio"/> Semester <input checked="" type="radio"/> Weekly ?
Variable Units?	Yes: <input type="radio"/> NO: <input checked="" type="radio"/>
Total Units	Max: <input type="text"/> ?
Lecture Units	Max: <input type="text"/>
Lab Units	Max: <input type="text"/>
Work Experience	Max: <input type="text"/>
Directed Study Units	Max: <input type="text"/>
Unit/Hours Override	<input type="radio"/> Yes <input checked="" type="radio"/> No ?
Times Taken	<input type="text"/> ?
Total units allowed.	<input type="text"/> ?
Alternative Credit Options	<input type="text" value="Non-Credit"/> ?
<input type="button" value="Save"/> <input type="button" value="Finish"/> <input type="button" value="Cancel"/>	
Hours Report	

Course Checklist

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

- ❖ **Lecture:** 1 unit lecture courses = 18 hours in-class lecture plus 36 hours out-of-class study.
- ❖ **Lab:** 1 unit laboratory course = 54 hours in-class laboratory.
- ❖ **Lecture and Lab:** 3 units (2 units lecture and 1 unit lab) = 36 hours in-class lecture, 54 hours in-class laboratory, plus 72 hours out-of-class study.

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

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

$$\begin{array}{r}
 16 \text{ hours of classroom time} \\
 + 32 \text{ hours of homework} \\
 \hline
 48 \text{ hours total student learning time}
 \end{array}$$

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

$$\begin{array}{r}
 48 \text{ hours of classroom time} \\
 + 96 \text{ hours of homework} \\
 \hline
 144 \text{ hours total student learning time}
 \end{array}$$

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

STEP 4: Course Objectives

A. See Taxonomy Check Box for additional assistance.

Please Remember To Save Work Before Navigating Off Of Page.

Course Objectives

There are currently no objectives defined

Add

Cancel

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

Course Checklist

Main

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

B.

Course Objectives

Page Last Saved on Thursday, May 26, 2016 at 10:59 AM

By Kay Dee Yarbrough

Create Heading

Course Objective Text























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

Click on the check box if you would like the objective to have a heading. This will bold the information and make it a heading for the objectives that will be entered.




Only capitalize the first word and no periods.























STEP 5: Course Content

A.

Course Content	Course Checklist
<p>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.</p> <p>B <i>I</i> <u>U</u> ABC    Paragraph Font Family 6 (24pt)</p> <p>              HTML  </p> <p>DO NOT COPY AND PASTE FROM OTHER DOCUMENTS! THIS WILL CREATE FORMATTING ISSUES!</p>	<p>Main</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Cover<input checked="" type="checkbox"/> Units/Hours<input checked="" type="checkbox"/> Course Objectives<input type="checkbox"/> Course Content<input type="checkbox"/> Methods of Instruction<input type="checkbox"/> Out of Class <p>Assignments</p> <ul style="list-style-type: none"><input type="checkbox"/> Methods of Evaluation<input type="checkbox"/> Distance Ed<input type="checkbox"/> EQUATE<input type="checkbox"/> Resources<input type="checkbox"/> Other Supplies<input type="checkbox"/> Requisites<input type="checkbox"/> Requisite Analysis<input type="checkbox"/> General Ed<input type="checkbox"/> Attached Files<input type="checkbox"/> Codes/Dates

B.

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

Course Content
<p>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.</p> <p>B <i>I</i> <u>U</u> ABC    Format Font Family Font Size</p> <p>              HTML  </p> <p>LECTURE</p> <p>A. Type first item here</p> <ol style="list-style-type: none">1. Only place a one if a two will followa. Only place an "a" if a "b" will follow <p>B. Type second item here</p> <p>LABORATORY</p> <p>A. Follow same format as above</p> <ol style="list-style-type: none">1.2.

Course Content (Cont'd)


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

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





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

STEP 6: Methods of Instruction

Please Remember To Save Work Before Navigating Off Of Page.

Course Methods of Instruction		Course Checklist
Methods	<input type="checkbox"/> Class and/or small group discussion <input type="checkbox"/> Classroom demonstrations <input type="checkbox"/> Clinical experience <input 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. 	Main <input checked="" type="checkbox"/> Cover <input checked="" type="checkbox"/> Units/Hours <input checked="" type="checkbox"/> Course Objectives <input checked="" type="checkbox"/> Course Content <input type="checkbox"/> Methods of Instruction <input type="checkbox"/> Out of Class Assignments <input type="checkbox"/> Methods of Evaluation <input type="checkbox"/> Distance Ed <input type="checkbox"/> EQUATE <input type="checkbox"/> Resources <input type="checkbox"/> Other Supplies <input type="checkbox"/> Requisites <input type="checkbox"/> Requisite Analysis <input type="checkbox"/> General Ed <input type="checkbox"/> Attached Files <input type="checkbox"/> Codes/Dates
Other Methods	Place a check mark in all methods that apply and/or list custom methods in this box.	

STEP 7: Out of Class Assignments

Out of Class Assignments	
Reading	
Reading assignments are required and may include (but are not limited to) the following:	
Identify a common reading topic or assignment that students will read outside of class and indicate that the "student will need to be prepared to discuss in class".	
Avoid using chapter numbers, only reference topics.	
 	
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:	
Include length of writing assignment.	
Spell out length of pages if less than ten.	

Course Checklist

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

Help

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

[Edit](#) [More](#)

STEP 8: Methods of Evaluation

Methods of Evaluation	
<p>A student's grade will be based on multiple measures of performance and will reflect the expected outcomes.</p> <p>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.</p> <p>These evaluation methods may include, but are not limited to, the following:</p>	
<p>Methods</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Class participation <input type="checkbox"/> Examinations <input type="checkbox"/> Homework <input type="checkbox"/> Lab work <input type="checkbox"/> Portfolios <input checked="" type="checkbox"/> Presentations (oral or visual) <input type="checkbox"/> Projects <input type="checkbox"/> Work performance (internships or field work) <input type="checkbox"/> Written papers or reports <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Cumulative finals or certifications <input type="checkbox"/> Other <p>Click on Help Icon for Further Definitions and/or System Help. </p>
<p>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 list in this text box.</p>	

Course Checklist
<p>Main</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cover <input checked="" type="checkbox"/> Units/Hours <input checked="" type="checkbox"/> Course Objectives <input checked="" type="checkbox"/> Course Content <input checked="" type="checkbox"/> Methods of Instruction <input checked="" type="checkbox"/> Out of Class Assignments <p>Assignments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Methods of Evaluation <input type="checkbox"/> Distance Ed <input type="checkbox"/> EQUATE <input type="checkbox"/> Resources <input type="checkbox"/> Other Supplies <input type="checkbox"/> Requisites <input type="checkbox"/> Requisite Analysis <input type="checkbox"/> General Ed <input type="checkbox"/> Attached Files <input type="checkbox"/> Codes/Dates
Legend
<p>Spell Check</p> <p> Help</p>
Help
<p>Please check any type of evaluation methods that</p>

STEP 9: Distance Ed

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

Course Distributed Education	
Page Last Saved on Tuesday, Apr 19, 2016 at 2:42 PM By Kay Dee Yarbrough	
Check all distance education delivery methods that apply to this course. Press the CTRL button on your keyboard and click with your mouse on the delivery methods.	
Delivery Methods [ctrl] + Click selects/deselects	50 - Computer Assisted Instruction (A sp 51 - Two-Way Video conferencing (Two-way 52 - One-Way Video Conferencing (One-way 63 - Television Course (Video one-way, e 71 - Hybrid (Includes both on-campus and 72 - Online Course (Instruction mediated
Explain which methods of instruction you will use and how those will impact students (Example methods of instruction: course management system discussion boards, instructor developed web lectures, converted power point presentations, digital video clips, graphics [digital charts, diagrams, photos, images, annotated screen shots], digital animations, web quests, online reference resources, chat, e-mail, publisher prepared online materials, course cartridge materials, CD/DVD support materials, instructor web site, online library resources, and textbook supplements).	
Methods of Instruction	

Distance Ed. (Cont'd)

B.

Explain the need for proposed online course.	
Explain Need	<input type="text"/>
Explain which online methods of evaluation you will use and how those will impact students. (Example methods of evaluation: essays and research papers submitted via e-mail attachments, open-book essay and short answer exam questions submitted via e-mail, timed quizzes and tests using the course management software, projects submitted via attachments in the course management software discussion forum, online discussion participation (pairs, groups, or whole class), and proctored exams.)	
Evaluation Method	<input type="text"/>
Provide a description of sample assignments that students will complete in the online class format.	
Sample Assignments	<input type="text"/>
Save Finish Cancel	

STEP 10: Equate

Equating Courses with Crafton Hills College:

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


- ❖ For example, if a student takes English 101 at Crafton, we accept that as equivalent at SBVC. When modifying existing courses or proposing new ones, please review similar courses at CHC. Whenever possible, similar courses should be equated.
- ❖ Additionally, SBVC's Schedule and Catalog Data Specialist (Corrina Baber) should be notified so that this information can be placed in Datatel.
- ❖ In Spring 2008, both CHC and SBVC came to an agreement on the following:
 - 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
- ❖ **To locate the most current Equate List between SBVC and Crafton, (insert screen shot!!)**

EQUATE	
Does this course equate to a CHC course?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If this course equates to a CHC course, list CHC course ID:	<input type="text"/>
Are you requesting the removal of a CHC Equate?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If you are requesting the removal of a CHC Equate, list CHC course ID:	<input type="text"/>
Have you met with the CHC discipline faculty?	<input type="radio"/> Yes <input checked="" type="radio"/> No
<input type="button" value="Save"/> <input type="button" value="Finish"/> <input type="button" value="Cancel"/>	

Course Checklist
Main
<input checked="" type="checkbox"/> Cover
<input checked="" type="checkbox"/> Units/Hours
<input checked="" type="checkbox"/> Course Objectives
<input checked="" type="checkbox"/> Course Content
<input checked="" type="checkbox"/> Methods of Instruction
<input checked="" type="checkbox"/> Out of Class Assignments
<input checked="" type="checkbox"/> Methods of Evaluation
<input type="checkbox"/> Distance Ed
<input type="checkbox"/> EQUATE
<input type="checkbox"/> Resources
<input type="checkbox"/> Other Supplies
<input type="checkbox"/> Requisites
<input type="checkbox"/> Requisite Analysis
<input type="checkbox"/> General Ed
<input type="checkbox"/> Attached Files
<input type="checkbox"/> Codes/Dates

STEP 11: Resources

Please Remember To Save Work Before Navigating Off Of Page.


Course Resources	
Page Last Saved on Friday, Apr 15, 2016 at 12:23 PM By Kay Dee Yarbrough	
Opt Heading	<p>Please list 3 recent textbooks (issued in last 5 years). If 3 books or recent edition of the textbooks are not provided, please give reason(s) why newer texts were not selected and/or why less than three texts were selected for the course.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<input type="button" value="Save"/> 	
Resource Search	
Books	<i>You have no books defined.</i>
<input type="button" value="Add"/>	
Manuals	

Course Checklist

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

STEP 12: Other Supplies

Please Remember To Save Work Before Navigating Off Of Page.

Other Supplies Required of Students
<i>You have no additional supplies defined for this course.</i>
Description [Enter one supply at a time]
<p>IF additional supplies are required for successful completion of the course, enter them here.</p> <p>Add each supply separately.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
<input type="button" value="Save"/> 
<input type="button" value="Finish"/> <input type="button" value="Cancel"/>

Course Checklist

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

STEP 13: Requisites

❖ Prerequisite:

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

❖ Corequisite:

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

❖ Advisories:

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

STEP 13: Requisites (Continued)

A. Select Appropriate Course Requisites below:

Please Remember To Save Work Before Navigating Off Of Page.

Course Requisites	
<i>You have no defined course requisites.</i>	
Corequisite	Add
Finish Cancel	

Course Checklist	
Main	
<input checked="" type="checkbox"/>	Cover
<input checked="" type="checkbox"/>	Units/Hours
<input checked="" type="checkbox"/>	Course Objectives
<input checked="" type="checkbox"/>	Course Content
<input checked="" type="checkbox"/>	Methods of Instruction
<input checked="" type="checkbox"/>	Out of Class Assignments
<input checked="" type="checkbox"/>	Methods of Evaluation
<input type="checkbox"/>	Distance Ed
<input checked="" type="checkbox"/>	EQUATE
<input checked="" type="checkbox"/>	Resources
<input checked="" type="checkbox"/>	Other Supplies
<input type="checkbox"/>	Requisites
<input type="checkbox"/>	Requisite Analysis
<input type="checkbox"/>	General Ed
<input type="checkbox"/>	Attached Files
<input type="checkbox"/>	Codes/Dates

B. Enter ENGL 015 for Departmental Advisory

Course Requisites	
<i>You have no defined course requisites.</i>	
Add Course Requisite	
Requisite Type	Corequisite
Course # and Title	ACAD 001-Strategies for College Success **Active**
Min Grade	C
Additional Requisite Information	Add required requisites by choosing the course from the drop down menu.
Condition	
Add Cancel	
Finish	

STEP 14: Requisite Analysis

- ❖ Prerequisites and Corequisites: Mostly 1's
- ❖ Departmental Advisories: Mostly 2's and 3's

Please Remember To Save Work Before Navigating Off Of Page.

Requisite Analysis	
ACAD 001	
1 ▼	Identify and assess the services, learning resources, degrees, and certificates available at SBVC
2 ▼	Inventory extracurricular activities available at SBVC
2 ▼	Explain key terms in education such as the AA degree, IGETC, CSU GE-Breadth, units, undergraduate major requirements, general education requirements, financial aid, transfer requirements and graduation requirements
2 ▼	Compare educational paths such as degrees, certificates and transfer
1 ▼	Create an educational plan, mapping the academic path toward career goals

Course Checklist
Main
<input checked="" type="checkbox"/> Cover
<input checked="" type="checkbox"/> Units/Hours
<input checked="" type="checkbox"/> Course Objectives
<input checked="" type="checkbox"/> Course Content
<input checked="" type="checkbox"/> Methods of Instruction
<input checked="" type="checkbox"/> Out of Class Assignments
<input checked="" type="checkbox"/> Methods of Evaluation
<input type="checkbox"/> Distance Ed
<input checked="" type="checkbox"/> EQUATE
<input checked="" type="checkbox"/> Resources
<input checked="" type="checkbox"/> Other Supplies
<input checked="" type="checkbox"/> Requisites
<input type="checkbox"/> Requisite Analysis
<input type="checkbox"/> General Ed
<input type="checkbox"/> Attached Files
<input type="checkbox"/> Codes/Dates

STEP 15: General Education

A. Please work with the Articulation Officer for further assistance.

Please Remember To Save Work Before Navigating Off Of Page.

General Education Requirements	
Proposed For	SBVC General Education ▼ ?
Categories	Currently No Categories
<input type="button" value="Save"/> <input type="button" value="Finish"/> <input type="button" value="Cancel"/>	

Course Checklist
Main
<input checked="" type="checkbox"/> Cover
<input checked="" type="checkbox"/> Units/Hours
<input checked="" type="checkbox"/> Course Objectives
<input checked="" type="checkbox"/> Course Content
<input checked="" type="checkbox"/> Methods of Instruction
<input checked="" type="checkbox"/> Out of Class Assignments
<input checked="" type="checkbox"/> Methods of Evaluation
<input type="checkbox"/> Distance Ed
<input checked="" type="checkbox"/> EQUATE
<input checked="" type="checkbox"/> Resources
<input checked="" type="checkbox"/> Other Supplies
<input checked="" type="checkbox"/> Requisites
<input checked="" type="checkbox"/> Requisite Analysis
<input type="checkbox"/> General Ed
<input type="checkbox"/> Attached Files
<input type="checkbox"/> Codes/Dates

B.

General Education Requirements

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By Kay Dee Yarbrough

Proposed For: SBVC General Education

Categories:

- Category I: Natural Science
- Category II: Social and Behavioral Science
- Category III: Humanities
- Category IV: Communication and Analytical Thinking
- Category V: Lifelong Learning and Self Development

Save **Finish** **Cancel**

STEP 16: Attached Files

- ❖ Add SLOs
- ❖ For CTE Programs:
- ❖ Insert Regional Consortium Minutes (1st and 2nd Read)

Attached File Upload

Title: ADD SLOs

File: Choose File No file chosen

Attachment Type: SLOs

Add **Finish** **Cancel**

Attached Files

ADVISORY MINUTES
C-ID
CATALOG PAGES
LABOR MARKET
SLOs
TMC DOCUMENTATION

Course Checklist

Main

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

STEP 17: Codes/Dates

❖ Insert Top Code

Course Codes	
Entry of Special Dates	
Board of Trustees	<input type="text"/> (mm/dd/yyyy) ?
Origination Date	<input type="text"/> (mm/dd/yyyy) ?
Last Effective	<input type="text"/> (mm/dd/yyyy) ?
Curriculum Approval	<input type="text"/> (mm/dd/yyyy) ?
Deletion Date	<input type="text"/> (mm/dd/yyyy) ?
Instructional Services	
Requested Start Semester	Term: --Select-- Year: <input type="text"/> ?
Actual Start Semester	Term: --Select-- Year: <input type="text"/> ?
UC Approval Date	Term: --Select-- Year: <input type="text"/> ?
CSU Approval Date	Term: --Select-- Year: <input type="text"/> ?
IGETC Approval Date	Term: --Select-- Year: <input type="text"/> ?
Effective Date	Term: --Select-- Year: <input type="text"/> ?
Classification & Codes	
CAN Code <small>[ctrl] + Click selects/deselects</small>	<input type="text"/> None None AJ2 AJ2 AJ2 ANTH2 ANTH2 ?
TOP Code	<input type="text"/> None ?
SAM Code	<input type="text"/> None ?

Course Checklist

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

Legend

- Spell Check
- ? Help
- * Indicates Required Field

Help

Edit More

The next step is to launch the proposal.

Launching Proposals

STEP 1:

- ❖ Once the Course Checklist is complete, a submit button will appear.

Course Checklist
Main
<input checked="" type="checkbox"/> Cover
<input checked="" type="checkbox"/> Units/Hours
<input checked="" type="checkbox"/> Course Objectives
<input checked="" type="checkbox"/> Course Content
<input checked="" type="checkbox"/> Methods of Instruction
<input checked="" type="checkbox"/> Out of Class Assignments
<input checked="" type="checkbox"/> Methods of Evaluation
<input type="checkbox"/> Distance Ed
<input checked="" type="checkbox"/> EQUATE
<input checked="" type="checkbox"/> Resources
<input checked="" type="checkbox"/> Other Supplies
<input checked="" type="checkbox"/> Requisites
<input checked="" type="checkbox"/> Requisite Analysis
<input checked="" type="checkbox"/> General Ed
<input checked="" type="checkbox"/> Attached Files
<input checked="" type="checkbox"/> Codes/Dates

STEP 2:

- ❖ To Launch a course, click on submit.

Submit

STEP 3:

- ❖ Once you click on submit this screen will appear.
- ❖ Click on My Approvals for the next steps.

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

[My Approvals](#)

STEP 4:


- ❖ You will now see the course you were working on.
- ❖ Click on Action.

WRFBTCVSCDE	
C: ACAD 001	ACAD Enter # Enter Course Title *Pending* **New Course With Distance Education** Kay Dee Yarbrough Step: Originate Proposal Level: 1.00 Action

STEP 5:

- ❖ The final step is to change the Action to Submit. This will launch the course and begin the Approval Process. Click Save.

Approval Process	
Course	ACAD Enter # Enter Course Title
Proposal Type	New Course With Distance Ed
Step	Originate Proposal
Description	Originate Proposal
Comments	<input type="text" value="Change Action to Submit"/>
Action	<input type="text" value="Submit"/>



Congratulations, your proposal has been launched into the Approval Process!

Modifying and Deleting Courses

STEP 1:

- ❖ Log into CurricUNET.
- ❖ Click Course under Search.

Search

- Program
- Course
- Users
- SLOs

STEP 2:

- ❖ Choose a status.
- ❖ Choose your discipline.
- ❖ Click OK.

Course Search	
Status	<input checked="" type="radio"/> All <input type="radio"/> Active <input type="radio"/> Approved <input type="radio"/> Historical <input type="radio"/> Launched <input type="radio"/> Pending <input type="radio"/> Re-Launched <input style="float: right; margin-top: 5px;" type="button" value="?"/>
Discipline	-All- <input style="float: right; margin-top: 5px;" type="button" value="?"/>
Course Number	<input type="text"/> <input style="float: right; margin-top: 5px;" type="button" value="?"/>
Course Title	<input type="text"/> <input style="float: right; margin-top: 5px;" type="button" value="?"/>

STEP 3:

- ❖ Find the course you want to modify or delete and create a copy.

Course Search Results	
Actions	Discipline Course Number Title
	ACAD 001 Strategies for College Success *Active* **Modification: Type A With Distance Education** Patricia A. Wall
	ACAD 010 Tutor Training *Active* **Modification: Type A With Distance Education** Patricia A. Wall
	ACAD 600FX4 Supervised Tutoring - Mathematics, Business & Computer Technology *Pending* **New Course** Henry Hua

STEP 4:

- ❖ Choose the type of modification that will be made.
- ❖ See Page _____ for information on the specific proposal types.

Course Update	
Course	ACAD 001 Strategies for College Success *Active* **Modification: Type A With Distance Education** Patricia A. Wall
Proposal Type	--Please select-- ?
<input type="button" value="Next"/> <input type="button" value="Cancel"/>	

For Deleting Courses:

- ❖ Choose Course Deletion

STEP 5:

- ❖ Type the rationale for the modification.

Course Update	
Course	ACAD 001 Strategies for College Success *Active* **Modification: Type A With Distance Education** Patricia A. Wall
Proposal Type	Modification: Type A With Distance Education
Rationale	Type Rationale for modification here.

For Deleting Courses:

- ❖ Type the rationale for deleting this course.

STEP 6:

A. Work through the Course Checklist until all boxes have a checkmark.

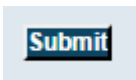
Course Construction Main Menu	
Course Number	001
Course Title	Strategies for College Success
Short Title	Strategies for College Success
Co-Contributor(s)	There are no Co-Contributors for this course. Add a Co-Contributor

Course Checklist
Main
<input type="checkbox"/> Cover
<input type="checkbox"/> Units/Hours
<input type="checkbox"/> Course Objectives
<input type="checkbox"/> Course Content
<input type="checkbox"/> Methods of Instruction
<input type="checkbox"/> Out of Class Assignments
<input type="checkbox"/> Methods of Evaluation
<input type="checkbox"/> Distributed Education
<input type="checkbox"/> Contact Types
<input type="checkbox"/> EQUATE
<input type="checkbox"/> Resources
<input type="checkbox"/> Other Supplies
<input type="checkbox"/> Requisites
<input type="checkbox"/> Requisite Analysis
<input type="checkbox"/> General Ed
<input type="checkbox"/> Attached Files
<input type="checkbox"/> Codes/Dates

STEP 7: Course Checklist

❖ For specific details pertaining to the Course Checklist, please see pages [redacted] through [redacted].

❖ Once all of the boxes in the Course Checklist have been checked, click Submit.



Course Checklist
Main
<input checked="" type="checkbox"/> Cover
<input checked="" type="checkbox"/> Units/Hours
<input checked="" type="checkbox"/> Course Objectives
<input checked="" type="checkbox"/> Course Content
<input checked="" type="checkbox"/> Methods of Instruction
<input checked="" type="checkbox"/> Out of Class
Assignments
<input checked="" type="checkbox"/> Methods of Evaluation
<input checked="" type="checkbox"/> Distributed Education
<input checked="" type="checkbox"/> Contact Types
<input checked="" type="checkbox"/> EQUATE
<input checked="" type="checkbox"/> Resources
<input checked="" type="checkbox"/> Other Supplies
<input checked="" type="checkbox"/> Requisites
<input checked="" type="checkbox"/> Requisite Analysis
<input checked="" type="checkbox"/> General Ed
<input checked="" type="checkbox"/> Attached Files
<input checked="" type="checkbox"/> Codes/Dates

STEP 8:

To complete this Modification or Deletion, follow instructions on page [redacted] on how to launch a proposal.

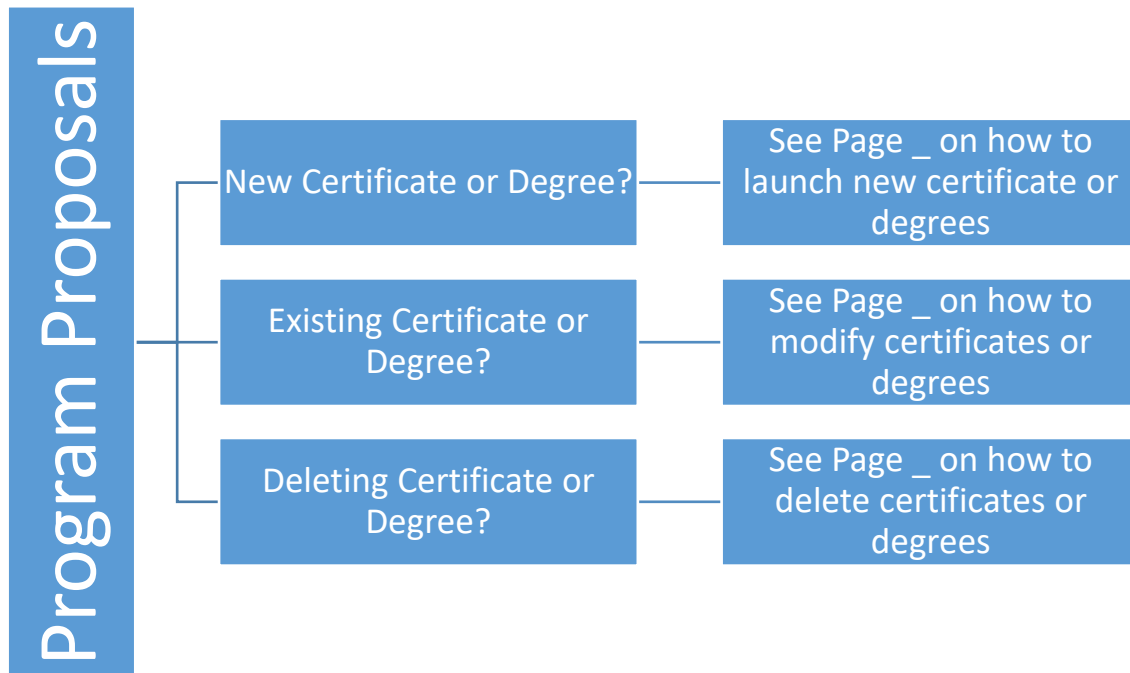


San Bernardino
Valley College

Section 7: Program Proposals



Creating a Program Proposal



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.

NOTE: New CTE Programs should have received a first and second read approval from the Inland Empire/Desert Regional Consortium prior to creating a proposal. Work with your CTE Dean to request your new CTE Program be included on the next Regional Consortium Agenda. Refer to APPENDIX _____ for more information regarding the SBVC Approval Process for New CTE Programs.

Creating a New Certificate or Degree

STEP 1:

- ❖ After logging into CurricUNET, click on the **Programs** link under **Build**.

Build
 Articulation
 Courses
 Programs
 Packages

- ❖ Click on **Create New Program or Degree** on the left hand side of the page.

Programs
 Create New Program or Degree
 Programs Update

Create a New Program

Program Proposal Type	<input type="radio"/> New Degree <input type="radio"/> New Certificate ?
Award Type	<input type="text" value="▼"/> ?
Program Title	<input type="text" value=""/> ?
Discipline	<input type="text" value="Please make a selection"/> ?

Save **Cancel**

STEP 2:

Program Construction Main Menu	
Program Title	TEST
Co-Contributor(s)	There are no Co-Contributors for this program. Add a Co-Contributor

- Program Checklist**

New Degree

Main

 - Cover
 - Description
 - Course Definitions
 - Gainful Employment
 - Attach Files
 - Codes

STEP 3: Cover

Program Cover	
Division	Mathematics, Business & Computer Technology
Department	Accounting
Discipline	ACCT Accounting ▼
Program Title	TEST ?
Award Type	A.A. Degree Major ▼ ?
Proposal Information	
Proposed Start	Year: 2016 ? Semester: Spring ▼ ?
Catalog Description of Certificate or Degree	
<p>Write a short paragraph, with complete sentences, as a well-developed overview of topics covered. </p>	

Describe the need for this new program	
In what ways do the existing college degrees/certificates fail to meet student needs?	<div style="border: 1px solid #ccc; height: 80px;"></div> <div style="text-align: right; padding-right: 10px;"> ? abc </div>
What other community colleges in the area are currently offering this program? Attach copies of any catalog pages found.	<div style="border: 1px solid #ccc; height: 80px;"></div> <div style="text-align: right; padding-right: 10px;"> ? abc </div>
What other programs closely related to the proposed program are currently offered by SBVC?	<div style="border: 1px solid #ccc; height: 80px;"></div> <div style="text-align: right; padding-right: 10px;"> ? abc </div>
What is the enrollment projection for the proposed program? Upon what data do you base your projection?	<div style="border: 1px solid #ccc; height: 80px;"></div> <div style="text-align: right; padding-right: 10px;"> ? abc </div>
Save Finish Cancel	

STEP 4: Description

Program Description	
Expected Timeline	<div style="border: 1px solid black; height: 100px;"></div>
Transferability - (Check ASSIST) ASSIST	<div style="border: 1px solid black; height: 100px;"></div>
Sequencing - Is course sequencing clear?	<div style="border: 1px solid black; height: 100px;"></div>
Do the recommended electives contribute to the goals of the major?	Yes: <input type="radio"/> No: <input checked="" type="radio"/>
TOPS Code	- none -

Program Checklist

New Degree

Main

- Cover
- Description
- Course Definitions
- Gainful Employment
- Attach Files
- Codes

Help

The information on this page is for a new certificate or degree. Please click on the question mark to find directions for each field.

[Edit](#) [More](#)

STEP 5: Course Definitions

Course Block Definitions	
Header	
<div style="border: 1px solid black; height: 50px;"></div>	
<div style="border: 1px solid black; padding: 2px;">? abc</div>	
Program Block Definitions *	
<div style="border: 1px solid black; height: 50px;"></div>	
<div style="border: 1px solid black; padding: 2px;">? abc</div>	
Footer	
<div style="border: 1px solid black; height: 50px;"></div>	
<div style="border: 1px solid black; padding: 2px;">? abc</div>	
Default (All Units Calculated): <input checked="" type="radio"/> Units (Specify Unit Range): <input type="radio"/>	
Unit Range Courses: <input type="text" value="0"/> to <input type="text" value="0"/> ?	
Add	
Finish Cancel	
Edit	Definition
Add Courses	

Program Checklist

New Degree

Main

- Cover
- Description
- Course Definitions
- Gainful Employment
- Attach Files
- Codes

Legend

Spell Check

- ? Help
- Edit
- Remove/Delete
- Move Item Up
- Move Item Down
- * Indicates Required Field

Help

For required course units, select "Default (All Units Calculated)". For recommended course units, select "Units (Specify Unit Range)" and under "Unit Range Courses" keep the values at zero.

Edit **More**

STEP 6: Gainful Employment

Gainful Employment
Is the certificate or degree you propose a Gainful Employment Program? Gainful Employment <input type="radio"/> Yes Employment <input checked="" type="radio"/> No ?
Any educational program that leads to a *certificate* or other *non-degree* *credential* awarded by a public or private non-profit institution, *regardless of the length of the program*, is a GE Program.

Program Checklist

New Degree

Main

- Cover
- Description
- Course Definitions
- Gainful Employment
- Attach Files
- Codes

STEP 7: Attached Files

Attached File Upload	
Title	<input type="text"/> ?
File	<input type="button" value="Choose File"/> No file chosen ?
<input type="button" value="Add"/> <input type="button" value="Finish"/> <input type="button" value="Cancel"/>	
Attached Files	

Program Checklist

New Degree

Main

Cover

Description

Course Definitions

Gainful Employment

Attach Files

Codes

STEP 8: Codes

Program Codes	
Entry of Special Dates	
Chancellors Office Approval	<input type="text"/> (mm/dd/yyyy) ?
Board of Trustees	<input type="text"/> (mm/dd/yyyy) ?
Effective Date	<input type="text"/> (mm/dd/yyyy) ?
Archived Date	<input type="text"/> (mm/dd/yyyy) ?
Curriculum Approval	<input type="text"/> (mm/dd/yyyy) ?
Instructional Services	
Program Code	<input type="text"/> ?
Start Date	Term: <input type="text" value="Spring"/> Year: <input type="text" value="2016"/> ?
TOP Code	<input type="text" value="None"/> ?
Originator	<input type="text" value="Yarbrough, Kay Dee"/> ?
Origination Date	<input type="text"/> (mm/dd/yyyy) ?
Comments	<div style="border: 1px solid gray; height: 50px; width: 100%;"></div> ?
Proposal Type	<input type="text" value="116 New Degree"/> ?
Parent Program	<input type="text" value="--Please select if Modify or Delete"/> ?
Program Identification Number	<input type="text"/> ?
<input type="button" value="Save"/> <input type="button" value="Cancel"/>	

Program Checklist

New Degree

Main

Cover

Description

Course Definitions

Gainful Employment

Attach Files

Codes

Legend

Spell Check

? Help

Help

There is currently no help available for this page.

- ❖ Once you have save and finished this section, click the submit button on the left hand side of the page.

Launching a Certificate or Degree

STEP 1:

- ❖ Once you have save and finished this section, click the submit button on the left hand side of the page.

Submit

STEP 2:

- ❖ Click on My Approvals

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

[My Approvals](#)


STEP 3:

- ❖ Select Role as Originator and click next.

Approval Process	
Select Role	Originator
	Next

STEP 4:

- ❖ Find your pending program and select Action.

	Title: TEST *Pending*
	New Degree
	Kay Dee Yarbrough
	Step:1272 Originate
	Proposal Level: 1.00
	Action

STEP 5:

❖ Change Action to Submit.

Approval Process	
Program	TEST
Proposal Type	New Degree
Step	Originate Proposal
Description	Originate Proposal
Comments	<div style="border: 1px solid black; height: 60px;"></div>
Action	Submit ?
abc ? Save	

STEP 6:

- ❖ Once you click Submit, it will take you back to the Approval Process screen and your program has been submitted.

Approval Process	
Select Role	Originator ?
Next	

Congratulations! Your Program has been launched!

Modifying and Deleting Certificates or Degrees

STEP 1:

- ❖ Log into CurricUNET.
- ❖ Click Program under Search.

Search

Program
Course
Users
SLOs

STEP 2:

- ❖ Choose a status.
- ❖ Choose your discipline.
- ❖ Click OK.

Program Search	
Status	<input checked="" type="radio"/> All <input type="radio"/> Active <input type="radio"/> Approved <input type="radio"/> Cancelled <input type="radio"/> Historical <input type="radio"/> Launched <input type="radio"/> Pending <input type="button" value="?"/>
Program Title	<input type="text" value=""/>
Discipline	ACCT - Accounting
	<input type="button" value="?"/>

STEP 3:

- ❖ Find the Program you want to modify/delete and create a copy.

Program Search Results		
Actions	Program	Status
	Accounting **Degree Modification** A.A. Degree Major Janet M. Courts	Active
	Accounting **Certificate Modification** Certificate Janet M. Courts	Active

STEP 4:

- ❖ Choose the type of modification that will be made.
- ❖ See Page ____ for information on the specific proposal types.

Revise a Program	
Program Title	<input type="text" value="Accounting"/> <input type="button" value="?"/>
Program Proposal Type	<input type="text" value="Please make a selection"/> <input type="button" value="?"/>
<input type="button" value="Save"/> <input type="button" value="Cancel"/>	

For Deleting Programs:

- ❖ Choose Certificate or Degree Deletion

STEP 5:

Work through the Program Checklist until all boxes have a checkmark.

Program Construction Main Menu	
Program Title	TEST
Co-Contributor(s)	There are no Co-Contributors for this program. Add a Co-Contributor

Program Checklist
Degree Modification
Main
<input type="checkbox"/> Cover
<input type="checkbox"/> Course Definitions
<input type="checkbox"/> Gainful Employment
<input type="checkbox"/> Attach Files
<input type="checkbox"/> Codes

STEP 6:

B. Work through the Program Checklist until all boxes have a checkmark.

Program Cover	
Page Last Saved on Monday, Apr 25, 2016 at 10:14 AM By Kay Dee Yarbrough	
Division	Mathematics, Business & Computer Technology
Department	Accounting
Discipline	ACCT Accounting
Program Title	TEST
Award Type	A.A. Degree Major
Proposal Information	
Proposed Start	Year: <input type="text"/> Semester: Spring
Catalog Description of Certificate or Degree	
Write a short paragraph, with complete sentences, as a well-developed overview of topics covered.	
Rationale for modification	Type the rationale for why the modifications will be made.
<input type="button" value="Save"/> <input type="button" value="Finish"/> <input type="button" value="Cancel"/>	

Program Checklist
Degree Modification
Main
<input type="checkbox"/> Cover
<input type="checkbox"/> Course Definitions
<input type="checkbox"/> Gainful Employment
<input type="checkbox"/> Attach Files
<input type="checkbox"/> Codes

Help
There is currently no help available for this page.
<input type="button" value="Edit"/> <input type="button" value="More"/>

STEP 7:

- ❖ Once all of the boxes in the Program Checklist have been checked, return to the CurricUNET Homepage.

Program Checklist
Degree Modification
Main
<input checked="" type="checkbox"/> Cover
<input checked="" type="checkbox"/> Course Definitions
<input checked="" type="checkbox"/> Gainful Employment
<input checked="" type="checkbox"/> Attach Files
<input type="checkbox"/> Codes

STEP 8:

A. To complete this Modification or Deletion, follow instructions on page ____ on how to Submit a Certificate or Degree.



San Bernardino
Valley College

Section 8: Appendix

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.

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

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

To Launch a course as Honors:

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

CTE

SBVC Curriculum Committee APPROVED 10/12/15

SBVC Curriculum Committee REVISED 5/9/16

SBVC APPROVAL PROCESS FOR NEW CTE PROGRAMS

1. The **Faculty Program Originator (FPO)** of the new CTE program requests the CTE Dean to coordinate with the Inland Empire/Desert Regional Consortium to include the new CTE program proposal on the next regional CTE Dean's meeting agenda for review and consideration. This is known as the "First (1st) Read." The request should be submitted at least 5 days before the next scheduled regional CTE Deans meeting. To find out the regional CTE Deans Meeting schedule, please go to www.desertcolleges.org, click on "Member Resources" then select the CTE Deans option. You will see the link to the Deans' Meeting Schedule.

Important: In order to be put on the regional CTE Dean's meeting agenda, the FPO must submit to the CTE Dean a completed "First (1st) Read" information and required supporting documents delineated on the accompanying "First (1st) Read" template at least five (5) days before the scheduled meeting.

2. The FPO and the CTE Dean must be present when the proposed program has been scheduled for review and consideration during its 1st Read at the regional CTE Deans meeting. The regional CTE Deans may either approve or recommend changes to the proposal during its 1st Read. They may also request for additional information or supporting documents.
3. If changes and/or additional information are requested, the FPO must comply with the request prior to the new program proposal being scheduled for its "Second (2nd) Read." If the new CTE program proposal received approval during its 1st Read, The CTE Dean will notify the FPO, and provide them with a copy of the meeting Minutes once they become available. The FPO will now enter and launch the new program proposal in CurricUNET where it will begin the SBVC curriculum and program approval process. *Minutes indicating 1st READ approval must be attached in CurricUNET.*
4. The FPO will prepare and submit the 2nd Read Narrative and required documentation to the CTE Dean at least 5 days before the next scheduled Regional Deans Meeting to be included on their meeting agenda. If additional requirements are needed for the 2nd Read, the CTE Dean will collaborate with the FPO to make sure that the requested changes and/or additional requirements have been addressed in the 2nd Read packet before submitting to the Regional Consortium for inclusion on the next regional CTE Deans meeting agenda.
5. During the 2nd Read, the regional CTE Deans further review the new program proposal including the changes and/or additional requirements if requested during its 1st Read. The regional CTE Deans either approve or make further recommendations or changes to the proposal.
6. If changes or additional requirements are needed, the proposal goes back to "2nd Read" status and will be reviewed again by the regional CTE Deans in future meetings. (The FPO will repeat the process starting from step 3).

7. If the new program proposal is recommended for approval during its 2nd READ, a copy of the regional CTE Deans meeting minutes documenting the approval of the new program proposal during its 2nd read will be provided to the FPO.
8. The FPO will forward the Curriculum Chair a copy of the Regional CTE Deans meeting minutes documenting the approval of the new CTE program proposal during its 2nd READ to attach in CurricUNET, if proposal has been launched. A new CTE program will not be considered for approval at the Full Curriculum Committee; unless both 1st and 2nd READ minutes documenting approval by the Regional Consortium have been attached in CurricUNET for review by the Curriculum Committee.
9. Once approved by the Curriculum Committee, the program proposal will go to the SBCCD Board of Trustees for approval.
10. Once the new program is Board approved, the Office of Instruction will contact the FPO and/or Department Chair, and Area (Division) Dean responsible for the proposed program requesting the necessary forms and required documentations to obtain program approval from the California Community College (State) Chancellor's Office, as well as from ACCJC (accrediting agency) for substantive changes, if necessary.
 - Narrative
 - Labor Market Analysis
 - Advisory Committee Recommendation Minutes
 - Regional Consortium Approval Meeting Minutes

(If additional assistance is needed, please see refer to the Program and Course Approval Handbook)

11. As soon as the Office of Instruction is notified of the program approval from all regulatory agencies, it will be listed in the SBVC's Catalog. Submitting all documentation by the deadline is not a guarantee that the programs will be approved in time for the upcoming college catalog.

(NOTE: Programs that are under 18 units can be locally approved and do not require going to the regional consortium and the State Chancellor's Office for approval. However, students in these programs are not eligible for Financial Aid, and completed certificates will not appear on their official transcripts. Any modifications to increase the number of units to 18 or more must be submitted to the State Chancellor's Office for approval).

Articulation

Certificates Only:

- ❖ **Labor/Job Market Data, Minutes with recommendations from Advisory Committee:** 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.
- ❖ **Transfer Documentation:** For transferability, 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.

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.

Prerequisites, Corequisites, and Advisories

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.

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.

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.

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.

DE:

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.

DE Approval Process:

Steps 1-6 should be done in consultation with the co-chairs of the SBVC Online Program Committee (or designee). 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" or "Delivering the course online would benefit our students." 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

ADD WHAT IS A C-ID

Certificates Only:

- ❖ **Labor/Job Market Data, Minutes with recommendations from Advisory Committee:** 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.
- ❖ **Transfer Documentation:** For transferability, 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.

Special Topics Courses:

Special Topics courses are considered experimental. There must be a basic course outline that is approved by the Curriculum Committee and specific topic must also be presented to the committee as agenda item.

Each Selected Topics course can be offered for a maximum of two times. The course outline for the specific topic must be submitted to the Curriculum Committee for approval. After the second time the course is offered, the department should decide if it wants the course to be a permanent offering, also known as institutionalizing the course. If so, the department resubmits the course through the curriculum process as a new course, assigning it a permanent number. If not, the course must be retired.

Each new focus course is given a different number (200A, 200B etc.); however, the catalog listing can be limited to just the umbrella course.

According to the PCAH, “A ‘special topics’ course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. For example, a college may develop a Special Topics in Political Science or Current Events in Political Science course in which the

content will be different in each term, but the basic disciplinary framework is consistent. If a particular topic is addressed regularly, it should be approved as a regular course.”

Transfer limitations for Special Topic courses are very specific.

CSU: Courses are only applicable as elective units towards the minimum 60 units required for transfer admission.

UC: Courses are not eligible for the Transferable Course Agreement (TCA). Courses may be granted transfer credit after admission, following a department review of the scope and content of the course.

Note: courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice / Criminology, or Library Departments will not receive transferability because of credit restrictions in these areas.

INDEPENDENT STUDY template

Approved by the Curriculum Committee 10/20/14

Course Outline San Bernardino Valley College

Curriculum Approved:

Board Approval:

I. COURSE DESCRIPTION:

A. Department Information:

Division:

Department: Name of Department

Course ID: ____222

Course Title: Independent Study in _____

Units: 1-3

Lecture: None

Laboratory: None

Directed Study: 3-9 hours per week

Departmental Advisory:

B. Catalog Description:

Students with previous course work in ____ may do assigned projects involving research and analysis of selected topics. This independent study is for students who are interested in furthering their knowledge of _____. Prior to registration, a written contract must be prepared jointly by the instructor and the student.

C. Schedule Description:

Students with previous course work in ____ may do assigned projects involving research and analysis of selected topics. Prior to registration, a written contract must be prepared. See instructor for details.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: Up to 3 times

III. COURSE OBJECTIVES FOR STUDENTS:

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

- A. Gain knowledge and skills through the successful completion of an independent study course.

B. Demonstrate a deeper understanding of the subject matter

IV. COURSE CONTENT:

Course content is appropriate to the project as determined by the supervising faculty member based on a comprehensive review of the student's academic history and goals. The content will be specified in the written contract between the student and instructor.

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

- A. Guided investigation
- B. Review, comment, and feedback, both orally and in writing

VI. TYPICAL OUT-OF-CLASS ASSIGNMENTS:

- A. Reading assignments are required and may include (but are not limited to) the following: Selected assignments as deemed appropriate by the instructor.
- B. Critical thinking assignments are required and may include (but are not limited to) the following: Selected assignments as deemed appropriate by the instructor.
- C. Writing assignments are required and may include (but are not limited to) the following:
 - 1. Draft written progress reports during the semester. A final written project report of composition and format as determined by the instructor.

VII. METHODS OF EVALUATION:

The methods of evaluation will be specified by the instructor in the written contract between the student and instructor. At a minimum, these will include the following:

- 1. Regular progress reports by the student to the instructor either orally or in writing.
- 2. Complete a final report and/or completed project of composition and format as determined by the instructor.

VIII. TYPICAL TEXT(S):

Text or research sources as agreed upon by the instructor and student.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS:

As appropriate for the project

NOTE: Independent Study Courses develop Student Learning Outcomes at the time Contract is created between instructor and student.