



# Curriculum *Best Practices*

- CurricUNET  
User Guide
- Guide for Authoring  
Curriculum
- Bloom's Taxonomy
- Procedures
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- Committee Meeting  
Dates
- Information on  
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2019-20

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*All curriculum is, at bottom, a statement a college makes about what it thinks is important.*

Cohen and Brawer, *The American Community College*

Dear MSJC faculty,

As we begin the 2019-2020 academic year, major changes face the college with respect to curriculum, including AB 705 and Success Pathways implementation. In addition, we will begin work over the next year on moving to a new curriculum software, CourseLeaf, which will require some adjustments in the way we do things. Those who vetted the software liked its clear platform and ease of use, and we will provide trainings and support as we transition to the new platform. We continue to have a strong group of faculty, staff, and administration who work on the curriculum committee, and we are all committed to providing quality instruction for students while maintaining the integrity of your courses and programs.

I enter my twelfth year as curriculum chair at Mt. San Jacinto, proud to be a faculty member and chair of an outstanding committee. We have a strong curriculum process, one that reflects the contributions of the faculty on the committee as well as those who write and revise courses, certificates, and programs. Curriculum is an ever-evolving process in part because Title 5, the Chancellor's Office, and the Statewide Academic Senate continue to impose new requirements and provide suggestions for best practices regarding curriculum. Given the state budget and the desire to get students through the community college and university systems in a reasonable amount of time, regulations will continue to be placed on curriculum which will impact what we are required to do with curriculum and the curriculum process and, ultimately, will affect what we do in the classroom. At the same time, the statewide Academic Senate now supports a more streamlined process of approval so that we as a college can be timelier in responding to industry and transfer demands, a process which puts more of the burden on us locally to ensure we are adhering to Title 5, Education Code, and Chancellor's Office requirements so that we do not forfeit our ability to approve curriculum via this streamlined process.

The tenth edition of the Best Practices handbook continues my endeavors as curriculum chair to educate faculty in the curriculum process so that our curriculum reflects practices of good curriculum as well as Title 5 and Ed Code requirements. It should reflect our commitment to students and to providing them with a quality education, one that will benefit them in their career and transfer educational goals. To this end, as you write and revise curriculum, keep in mind the following five criteria that the Chancellor's Office identifies as necessary for good curriculum (derived from statute, regulation, guidelines provided by transfer institutions [including C-ID and IGETC] and industry, recommendations of accrediting institutions and standards of good practice established in the field of curriculum design):

- Appropriateness to mission (the course should be an appropriate level for a community college, should address a valid transfer, occupational, basic skills, civic education or lifelong learning purpose, and should provide distinct instructional content and specific instructional objectives)
- Need (there should be evidence of the need for the course in the college service area)

- Curriculum Standards (there should be a local approval process that includes scrutiny by faculty and administrators, consistent with the requirements of accrediting agencies)
- Adequate Resources (the college should have the resources needed to offer the course at the quality described in the course outline of record)
- Compliance (the design of course cannot be in conflict with any state or federal law, statutes or regulations)

Because our curriculum represents us at many levels -- to the students, to the state, to transfer institutions, to businesses and licensing entities, and to accreditation, what we put in our course outlines of record should reflect the quality education provided at Mt. San Jacinto College. Our integrity as instructors and as an institution is embodied in the curriculum we write and revise. This is why it is crucial that you see the curriculum process as more than "updating forms" or "filling in the blanks." Revised courses warrant the same kind of scrutiny we give to new courses: we should consider whether the course content and objectives reflect what is current in the field, whether current prerequisites remain valid or whether students would benefit from additional prerequisites, whether other methods of instruction or evaluation would benefit the students, whether DE or Honors addenda would be beneficial or, if existing, reflect the same rigor of the course (for distance education addenda) or reflect increased rigor (for Honors addenda). Writing and revising curriculum should be an opportunity for reflection, a time to ensure that what is on the course outline of record represents what the student will receive in the classroom since, as you all know, what is on the course outline of record is a kind of contract indicating what students will learn in the class.

The importance of curriculum as it represents us as an institution also explains the need for the detail and justifications required in CurricUNET; documentation of what we have done and when and why is crucial to the curriculum of the college for articulation and accreditation as well as for outside agencies in the case of career education. I know many of you get frustrated with changes to curriculum and requirements for the course outlines of record, but curriculum is an ever-evolving process, a good deal of which is out of the committee's control or represents our attempts to clarify the process. While this document (the revised Best Practices of Curriculum handbook) will be helpful beyond the coming year, please make it a habit to utilize the curriculum website (available at [www.msjc.edu/curriculum](http://www.msjc.edu/curriculum)) and various links in CurricUNET so that you can be aware of any changes as well as new requirements. We try to make as much information available on the website as possible, and information on the website will reflect what is most current.

What follows is an update on some of the bigger changes that were approved over the last academic year.

### **Changes to award approval process**

Beginning in the fall, all awards will go through an approval process that requires department faculty review and support of new and revised awards. The process continues to be more streamlined than that of courses, but it will ensure all faculty are aware of revisions, deactivations, and new awards.

### **Articulation revision process**

Because loss of articulation can be detrimental to students, we have added a streamlined articulation revision process similar to the C-ID approval process. In instances where we are notified of potential loss of articulation, if a course has been through the complete revision process within the past 18 months, the department can make the required changes and put the course through a streamlined approval that will proceed through articulation officer review to first read. Only one read will be required, and faculty representation will not be required at the meeting.

### **Mid-year catalog addendum**

We will continue to print a mid-year catalog addendum that will publish a limited number of new courses and awards with the following stipulations. For a new course or award to be published, it must be approved by the curriculum committee in the spring semester and then be approved by the Board of Trustees. Because of articulation deadlines and catalog rights implications, only new courses numbered under 100 (or in the new numbering schema of 500-899) and therefore not intended for transfer, new Employment Concentration Certificates, and new ADTS once approved by the Chancellor's Office will be eligible for publication in the mid-year catalog addendum.

### **New curriculum**

Our process for conceptually approving new curriculum helps to ensure faculty are not needlessly spending time creating a course in CurricUNET that we cannot offer (because it is upper-division or graduate level) or that we already offer (perhaps through another department). Provided that the department's curriculum is all in compliance, a faculty member who wishes to propose a new course needs to complete an A9 form (credit course) or an A10 (noncredit course), which can be found on the N drive as well as on the Curriculum Committee website.

Please see the information in the Best Practices on the A9 and A10 forms as it clarifies the process and how to complete each form. Forms must be reviewed and approved before signatures are obtained and before they can be placed on a curriculum committee agenda. The review process of the form may take several weeks. Note that Academic Senate policy requires that if the course proposed on an A9 or A10 does not come to first read of the curriculum committee within a year, the faculty will have to propose the course through the A9 or A10 process and start again.

### **Out-of-compliance and deactivation lists/policies**

A list of those courses that are currently out-of-compliance or going out-of-compliance through June 2020 was sent out in June and will be sent again in August. Please take advantage of this information so that you can work to revise courses BEFORE they go out-of-compliance as some deans will not allow departments to schedule and offer courses that are out-of-compliance. Remember that courses that are eligible for a 2-year revision can go

through the tech review process in a relatively short time and do not require representation at a meeting. Career Education courses that are eligible for this process can be brought into compliance simply by updating the textbook, validating requisites, finishing a few areas of CurricUNET, and hitting the submit button.

Courses on the **2019 deactivation list** are inactive as of May 2019 and cannot be offered or scheduled for Spring 2020 until they are approved to first read of a curriculum committee agenda. The curriculum committee will deactivate at the October 2019 face-to-face meeting any course on the 2019 deactivation list if it is not revised or deactivated by that meeting. That means that any course that has “2019” in the last column on the right will be deactivated if it is not approved to the curriculum agenda by **September 27, 2019**. All awards that are impacted by course deactivations related to this policy will be revised or deactivated depending on the implication of the deactivated course.

Any course that is on the **2020 deactivation list** (noted by “2020” in the final column) will be deemed inactive in May 2020, may be limited in offerings for Fall 2020, and will be deactivated in Fall 2020 if not revised before then.

Courses that are eligible for a 2-year review are noted as such; any course that is not eligible for a 2-year review but is started as one will be removed from the process and have to begin again, lengthening the time to approval. Please be sure you select the appropriate type of revision so this does not happen.

### **Catalog deadline**

The date for getting courses onto the agenda for the 2020-2021 catalog is **October 18, 2019 at noon**. Please note that this is the deadline **to have the courses complete the approval process**, not simply be launched. Because of the length of time it may take a course to get approved (depending on the faculty author’s adherence to information in Best Practices as well as responsiveness to requests for changes), we recommend you get your course submitted/launched **by September 6** to meet that October deadline. This does not guarantee your course will make it to the agenda, and it is possible that courses that are submitted/launched after that date may make it to the agenda, but we are trying to give you an honest estimate of the time that it takes to get a class approved.

### **Curriculum office and committee workload**

While the faculty on the committee and those in the curriculum office are here to help you get your courses through the approval process in a timely manner, curriculum does take time, and all of us have duties and responsibilities beyond assisting faculty with CurricUNET and the curriculum process. Be sure you give yourself enough time to get through the process in time to meet deadlines.

**Here is some helpful advice for making the process go more quickly:**

WHAT YOU CAN DO TO HELP GET YOUR COURSE THROUGH THE SYSTEM:

1. Use the Best Practices before you hit submit so that you have addressed the things that will need to be done before a course can go to the agenda; the fewer changes that are required during tech review, the faster the process goes. In particular, we encourage you to look at the following:
  - a. technical review checklist
  - b. pedagogical tech review grid
  - c. information related to validating requisites
  - d. as appropriate, the appendices on DE and Honors addenda
  - e. Frequently Asked Questions
2. When your course is returned to you for changes, please pay attention to what each reviewer is asking you to do. Not addressing the requests the first time slows up the process. Please note that pedagogical reviewers' feedback shows up in the C! icon feedback as an attachment, not in the "Comments."
3. Respond as quickly as possible to changes requested. Some courses that were sent back to the author in early September last year, for example, were not put back into the approval process for several months. Until the faculty author takes action on a course, it will not get re-reviewed and will not make it to an agenda.
4. Keep an eye on where your course is in the approval process by going to "My Approvals" and clicking on "Course Status." **Please be sure to check My Approvals before calling or emailing to check where your course is in the process; the areas in red will show where the course is.** If "Originator" is in red, we are waiting for you to take action and put your course back into the approval process.
5. Be patient. Those working on curriculum want your course to get through the process as timely as possible, but reviewing curriculum takes time. We look at courses in the order in which they were submitted, so please give us time to get to your course to provide the feedback you need.

#### WHAT WILL NOT HELP YOU GET YOUR COURSE THROUGH THE SYSTEM MORE QUICKLY:

1. Calling or emailing members on the committee to tell them your course needs to be reviewed. We all get emails from GoverNET that tell us we have courses to approve. If you see that a course is lingering in someone's approval for what seems unusually long, you can contact that person; I will do the same thing as time permits.
2. Calling or emailing individual folks with curriculum or CurricUNET help questions. If you send an email about these questions to [curriculum@msjc.edu](mailto:curriculum@msjc.edu) (rather than Janet McCurdy, Angela Seavey, or Michelle Stewart), questions will be distributed to the appropriate party in a timely manner. In instances where there may be something



going on with CurricUNET, these problems are easier to track if the requests are all going to the same email.

Remember that Janet McCurdy is not the curriculum help desk – in fact, her role in CurricUNET and the curriculum approval process is limited to C-ID and articulation.

Please give us time to respond rather than following up with an additional email or phone call or visit. If you have not heard back from someone within 72 hours (excluding weekends), then follow up with another email to the curriculum email. If, in the meantime, you have resolved your issue (perhaps through checking the Frequently Asked Questions or the Best Practices manual), please send a follow up email to the curriculum email.

I know the process can seem complicated. One of the best things your department can do is to set a schedule for revising courses so that (1) you do not have to do them all (or too many) at once since the more courses you are working on at one time, the more frustrating the system seems; and (2) you stay current with the smaller changes to the process so that you are not having to learn so many changes all at once.

We have a great group of faculty on the curriculum committee -- but could always use more! It does require work – especially in the fall toward the catalog deadline – but it is fulfilling. We appreciate all the hard work you do to put your courses through the system. Please let us know if there are other things we can do to help you navigate the system more easily.

Best,

*Michelle Stewart*

Faculty Curriculum Co-Chair

mstewart@msjc.edu

951-639-5645

# Committee Information and Deadlines

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# Curriculum Committee Membership 2019-2020

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## **Chairs**

Vice President of Instruction, or Representative (Non-Voting)  
Faculty Co-Chair (Drawn from Voting Faculty Members)

Jeremy Brown [3404/5404]  
Michelle Stewart, MVC [5645]

## **Representation by Instructional Area**

Allied Health  
Applied Tech, MVC  
Applied Tech, SJC  
Applied Tech, At Large  
Arts, MVC  
Arts, SJC  
Arts, At Large  
Business/CIS, MVC  
Business/CIS, SJC  
Business/CIS, At Large  
Language and Letters, MVC  
Language and Letters, SJC  
Language and Letters, At Large  
Math, MVC  
Math, SJC  
Math, At Large  
Nursing, MVC  
Science, MVC  
Science, SJC  
Science, At Large  
Social/Behavioral Sciences, MVC  
Social/Behavioral Sciences, SJC  
Social/Behavioral Sciences, At Large  
Student Development  
Non-Credit

Tracy Francis [5565]  
William (Tony) Farrar, MVC [5505]  
Dave Parrott [3665]  
Robert Pensiero, SJC [3513]  
John Tribelhorn [5668]  
Chet Glaze [3580]  
Bianca Swan-Finch  
David Candelaria [5522]  
Ron Bowman [3190]  
**Vacant**  
Michelle Stewart [5645]  
Andrea Hammock [3755]  
Rebecca Coleman, SJC [3647] Prerequisite subcommittee chair  
Marilena Beckstrand [5414]  
Jorge Valdez [3758]  
**Vacant**  
Peter Zografos [5568]  
Michael Caputo [5521]  
Sujatha Pamula [3732]  
Rebecca Allen, SJC [3722]  
Morgan Hoodenpyle, MVC [5661]  
Maria Lopez-Moreno [3690]  
Aaron Rietkerk, MVC [5660]  
**Vacant**  
Jasmine Port

## **Representation by Function**

Faculty Member at Large (3)

DE Subcommittee

Librarian  
Counselor (4)

Articulation  
Curriculum Analyst  
Associated Students (2)

Administration (4)

Serinna Eason, SJC [3597]  
John Mull, MVC [5627]  
Jess Whalen, MVC [5643]  
Michelle Harper [5616]  
Belinda Heiden-Scott [5527]  
Rhonda Nishimoto [5550]  
Adrienne Walker, SJC [3450]  
Lyndsey Tone, SJC [3282]  
Shartelle Fears, MVC [5261]  
Susie Hochstrat, MVC [5263]  
Betsaida Ramos, SJC [3263]  
Janet McCurdy, SJC [3280]  
Angela Seavey (SJC) [3402]  
**Vacant**  
**Vacant**  
Marc Donnhauser, MVC [5670]  
Von Lawson, Career Education, SJC [3440]  
Alma Ramirez, SJC [3410]  
Ricki Rycraft, MVC [5420]

## **Support Staff (Non-Voting)**

Nik Mesaris, Research (SJC) [3074]  
Tina Vandewater, Curriculum Clerical Support (SJC) [3405]  
Cheri Naish, Interim Associate Dean Instructional Services (SJC) [3409]  
Ted Blake, Learning Resource Center (MVC) [5487]  
Elizabeth Mascaro, Enrollment Services (SJC) [3210]

*Membership subject to change and subject to approval by Academic Senate*

## 2019-2020 Curriculum Calendar

<b>ORGANIZATIONAL MEETING</b>	Monday, August 19, 2019 3:30 PM SJC/305
<b>NEW COMMITTEE MEMBERS TRAINING</b>	Monday, August 26, 2019 3:30 PM TBD

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

	Deadlines	Action Required	Meeting Dates and Location
<b>SEPTEMBER CYCLE</b>	*May 15, 2019 and Friday August 30, 2019 11:59 AM <i>September cycle suggested submission/launch date is 8/1/19.</i>	Courses that have received FINAL Department Chair and Dean approvals by this date and time will be placed on the agenda for first read.	Monday September 9, 2019 3:30 PM MVC/932
	Friday September 13, 2019 11:59 AM	Course authors must make all changes requested at the meeting for course to be placed on the agenda for second read.	Monday September 23, 2019 3:30 PM ConferZoom

\* If you received the required FINAL Approvals prior to the May 15, 2019 deadline, your course will be included on the September Agenda.

<b>OCTOBER CYCLE</b>	Friday September 27, 2019 11:59 AM <i>October cycle suggested submission/launch date is 8/16/19.</i>	Courses that have received FINAL Department Chair and Dean approvals by this date and time will be placed on the agenda for first read.	Monday October 7, 2019 3:30 PM SJC/305
	Friday October 11, 2019 11:59 AM	Course authors must make all changes requested at the meeting for course to be placed on the agenda for second read.	Monday October 21, 2019 3:30 PM ConferZoom

<b>NOVEMBER CYCLE (2020-2021 catalog deadline meeting)</b>	Friday October 18, 2019 11:59 AM <i>November cycle suggested course submission/launch date is 9/6/19.</i>	Courses that have received FINAL Department Chair and Dean approvals by this date and time will be placed on the agenda for first read.	Monday November 4, 2019 3:30 PM MVC/932
	Friday November 8, 2019 11:59 AM	Course authors must make all changes requested at the meeting for course to be placed on the agenda for second read.	Monday November 18, 2019 3:30 PM MVC/932
	Wednesday November 22, 2019 11:59 AM <b>**3rd meeting, only if needed</b>	Any changes requested at November 18 meeting may still make catalog deadline if changes are made by November 22 and approved at December 2 meeting.	Monday** December 2, 2019 3:30 PM ConferZoom <b>**3rd meeting, only if needed</b>

	Deadlines	Action Required	Meeting Dates and Location
<b>FEBRUARY CYCLE</b> FACULTY CO-CHAIR ELECTIONS (even years only).	Friday December 6, 2019 11:59 AM <i>February cycle suggested submission/launch date is 11/1/19</i>	Courses that have received FINAL Department Chair and Dean approvals by this date and time will be placed on the agenda for first read.	Monday January 27, 2020 3:30 PM SJC/305
	Friday January 31, 2020 11:59 AM	Course authors must make all changes requested at the meeting for course to be placed on the agenda for second read.	Monday February 10, 2020 3:30 PM ConferZoom

<b>MARCH CYCLE</b>	Friday February 14, 2020 11:59 AM ▲ <i>March cycle suggested submission/launch date is 12/6/19.</i>	Courses that have received FINAL Department Chair and Dean approvals by this date and time will be placed on the agenda for first read.	Monday February 24, 2020 3:30 PM MVC/932
	Friday February 28, 2020 11:59 AM	Course authors must make all changes requested at the meeting for course to be placed on the agenda for second read.	Monday March 9, 2020 3:30 PM ConferZoom

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

<b>APRIL CYCLE</b>	Friday March 13, 2020 11:59 AM <i>April cycle suggested submission/launch date is 1/31/20.</i>	Courses that have received FINAL Department Chair and Dean approvals by this date and time will be placed on the agenda for first read.	Monday March 30, 2020 3:30 PM SJC/305
	Friday April 3, 2020 11:59 AM	Course authors must make all changes requested at the meeting for course to be placed on the agenda for second read.	Monday April 13, 2020 3:30 PM ConferZoom

<b>MAY CYCLE</b>	Friday April 17, 2020 11:59 AM <i>May cycle suggested submission/launch date is 2/28/20.</i>	Courses that have received FINAL Department Chair and Dean approvals by this date and time will be placed on the agenda for first read.	Monday April 27, 2020 3:30 PM MVC/932
	Friday May 1, 2020 11:59 AM	Course authors must make all changes requested at the meeting for course to be placed on the agenda for second read.	Monday May 11, 2020 3:30 PM ConferZoom

The "submit" button in CurricUNET will be turned off as of May 13, the final day of classes before Spring 2020 final exams. Ten days after the "submit" button is turned off, the CurricUNET approval process will be unavailable until August 2020. CurricUNET will be available for work on course and award revisions.

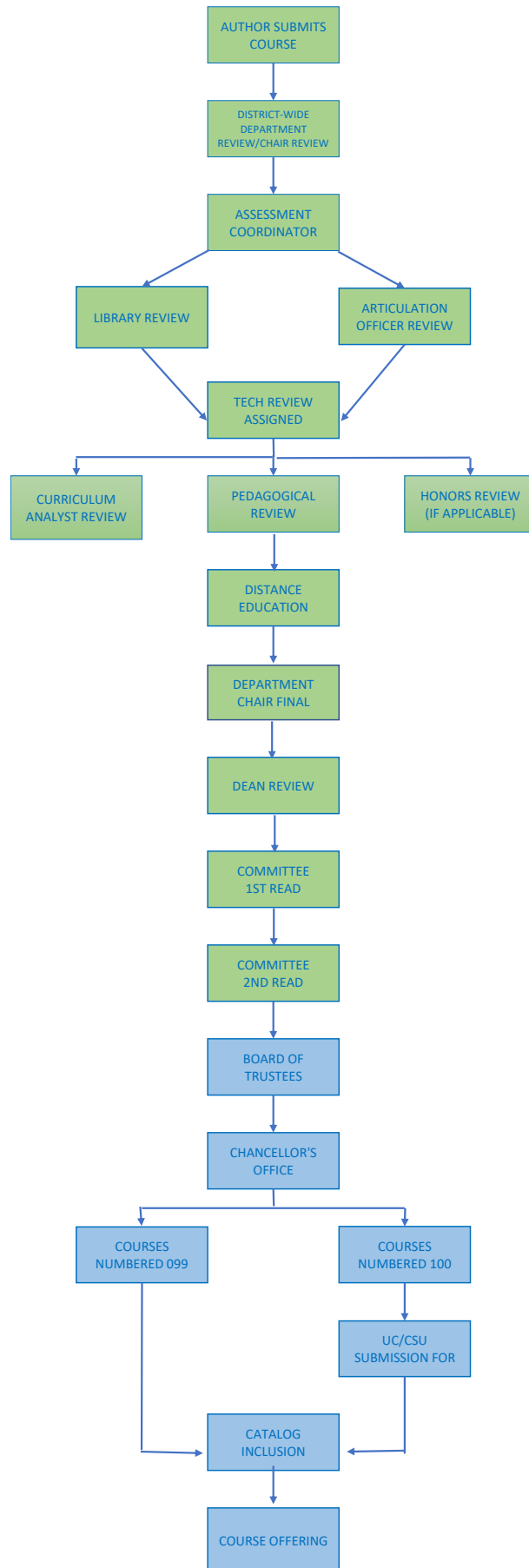
**2020-2021 Curriculum Committee Schedule**

NOTE: If your submission does not receive the required FINAL approvals for the May Agenda Cycle, it may be considered for the September 2020 agenda if it receives the required FINAL approvals by May 13, 2020. Submissions that are not approved by May 13, 2020 will need to be resubmitted through the approval process beginning August 1, 2020. Revision work will not be lost; however, additional revisions may be required once resubmitted due to updates to the curriculum process and to CurricUNET over the summer. These changes, once approved, will not be in effect until the 2021-2022 catalog

# Process Information

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FLOW CHART OF APPROVAL PROCESS IN CURRICUNET



# CURRICUNET APPROVAL INFORMATION for New, Revised, or Reactivated Courses

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## **Level 1 - LAUNCH**

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

## **Level 2 – DEPARTMENT/CHAIR SUPPORT**

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

**Faculty** actions include the following:

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

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

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



reconsider more major aspects of the course before sending it back through department approval.

Please see note at end regarding failure on part of department chair to take action on curriculum. Once a course has been supported by the department chair(s), it will proceed to Level 2.75.

### **Level 2.75 – ASSESSMENT COORDINATOR**

**Assessment Coordinator** reviews Student Learning Outcomes section. Actions include the following:

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

Once a course has been approved by the Assessment Coordinator, it will proceed to Level 3.

### **Level 3 – ARTICULATION/LIBRARY**

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

- *APPROVED*: this action means the Articulation Officer approves the Comparable Transfer Courses section as completed. The course can then proceed to the next level of approval once the librarian has also approved it.
- *HOLD FOR CHANGES*: the Articulation Officer will choose this action if revisions are required on the part of the faculty author. This will return the course to the author so that changes can be made. Until the changes are made, the course cannot proceed to the next level of approval.
- *NOT SUPPORTED*: this action means the Articulation Officer has concerns with the Comparable Transfer Courses section of the course; this will require the course author discuss the course with the Articulation Officer and reconsider its transferability.
- *RETURN FOR DEPARTMENT REVIEW*: this action means the Articulation Officer has determined that a major change is required that all department faculty should be aware of and support, such as a numbering change or the addition of a prerequisite; this will send the course back to the author to make changes and then proceed through the department again for approval.

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

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

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

## **Level 4.5 – ASSIGNED TECH REVIEW**

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

## **Level 5 –TECH REVIEW**

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

**Pedagogical Review** reviews the entire course. This is done by a faculty member from the committee who has been assigned your course in level 4.5. Using a spreadsheet approved by the committee for consistency in pedagogical review, faculty members will go through the sections of the course outline and provide feedback for what changes are required. Actions include the following:

- *APPROVE*: this action means the course meets the standards established by the curriculum committee in compliance with Title 5 and can proceed to the committee for approval.
- *HOLD FOR CHANGES*: this action means the faculty author needs to make changes so that the course meets the standards established by the curriculum committee in compliance with Title 5. A spreadsheet will be attached demonstrating which areas need to be revised to get approval.

**Technical Analyst Review (CA Review)** reviews the course concentrating on those aspects that affect the Chancellor's Office reporting as well as information that affects the catalog and scheduling, including course title, units, catalog description, relation to program, requisites, TOP code, and repeatability) as well as information related to awards. This portion of the review is done by the Curriculum Analyst. Actions include the following:

- *APPROVE*: this action means the course has met the requirements for technical analyst review and can proceed to the committee for approval.
- *HOLD FOR CHANGES*: the Curriculum Analyst will provide an explanation of what needs to be revised to get approval.

**The faculty curriculum chair** does not review all of the details of the course outline of record but will review TOP code placement, Minimum Qualifications assigned, and General Education along with any questions or concerns raised by the pedagogical or technical review as necessary.

**For cross-listed classes:** you will be required to get email approval from the department chair(s) and dean(s) for the cross-listed classes and attach them to the “Attached files” area of the course before the course goes to the chair(s) and dean(s) of the main course for approval. You will be prompted to do this once all of the other requested changes have been made.

Once all reviews have been completed, the curriculum chair will send the course back to the author (Hold for Changes) to make requested changes unless all reviews indicate approval in which case the course will be approved to level 5.25. In some instances, if the curriculum chair deems significant changes were made that the department faculty should be aware of, the course will be returned for department review; provided that the department supports the changes made, the course – once it returns to level 5 – will be approved to level 5.25.

### **Level 5.25 –DISTANCE EDUCATION ADDENDUM APPROVAL**

At this level, a member of the Distance Education subcommittee will review the Distance Education addendum if applicable, concentrating on aspects related to the course being offered in a hybrid or fully online format. If there is no DE addendum, the course will be approved to Level 5.5.

Actions include the following:

- *APPROVE:* this action means the online addendum has met the requirements and the course can proceed to the chair and dean for approval.
- *HOLD FOR CHANGES:* the DE subcommittee reviewer will provide an explanation of what needs to be revised to get approval. A spreadsheet will be attached demonstrating which areas need to be revised to get approval.

Once the addendum is approved by the DE subcommittee, the course will proceed to level 5.5.

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

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

Actions include the following:

- *APPROVED:* this action means the Department Chair approves the course. Once both chairs have approved the course (if the department is district-wide), it will move to the next level of the approval process.
- *HOLD FOR CHANGES:* the Department Chair will choose this action if revisions are required on the part of the faculty author. Please note that this action should be chosen only if the chair has concerns related to changes that were requested through technical review, not for concerns that should have been addressed at level 2. Selecting “Hold for changes” will require the course go back through the technical review process. If a chair asks for changes of a more substantial nature, it may require the course to go back to the department for full review/approval.

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

### **Level 5.75 –DEAN APPROVAL**

At this level, deans will review the course, including the Dean of Academic Computing, Technology, and Distance Education. Approval at this level is equivalent to a signature of approval. Actions include the following:

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

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

### **Level 6 –FIRST READ APPROVAL**

Courses get approval at this level after the course has gone to the curriculum committee for approval. At the first meeting, the author or a representative will present the course to the committee on the open agenda. If the committee approves the course without requested changes, it proceeds to level 7 (second read). If the committee requests changes, the course will be sent back to the author to make changes. Once the pedagogical reviewer approves that the requested changes have been made, the course will proceed to level 7 (second read).

### **Level 7 –SECOND READ APPROVAL**


Courses get approval at this level after the course has gone to the curriculum committee for approval on the consent agenda. If the committee approves the course without requested changes, it proceeds to level 8 (Board of Trustees). If the committee requests changes, the course will be sent back to the author to make changes and will need to go through as a second read item again until approved.

### **Level 8 –BOARD OF TRUSTEES APPROVAL**

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

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

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

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

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

Updated 07/27/2018

# CURRICUNET APPROVAL INFORMATION

## for Course Deactivations

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### **Level 1 - LAUNCH**

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

### **Level 2 – DEPARTMENT/CHAIR SUPPORT**

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

**Faculty** actions include the following:

- *SUPPORTED*: this action means the faculty member supports the course deactivation although the faculty member may provide feedback.
- *NOT SUPPORTED*: this action means the faculty member has concerns with deactivating the course; if choosing this action, the faculty member should provide an explanation of why the course deactivation is not supported.

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

- *SUPPORTED*: this action means the department supports the course deactivation; the course will proceed to the next level.
- *NOT SUPPORTED*: this action means members of the department or the chair has concerns with the course deactivation; if choosing this action, the chair should provide an explanation of why the course deactivation is not supported. This action will require the course author reconsider more major aspects of the course before sending it back through department approval.

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

### **Level 3 – ARTICULATION**

**Articulation Officer** reviews all deactivations to be sure articulation agreements will not be affected by deactivating a course. Actions include the following:

- *APPROVED*: this action means the Articulation Officer approves the course deactivation. The course can then proceed to the next level of approval.

- *HOLD FOR CHANGES*: the Articulation Officer will choose this action if revisions are required on the part of the faculty author. This will return the course to the author so that changes can be made. Until the changes are made, the course cannot proceed to the next level of approval.
- *NOT SUPPORTED*: this action means the Articulation Officer has concerns with deactivating the course; this will require the course author discuss the course deactivation with the Articulation Officer and reconsider its deactivation.
- *RETURN FOR DEPARTMENT REVIEW*: this action means the Articulation Officer has determined that a major change is required that all department faculty should be aware of and support, such as a numbering change or the addition of a prerequisite; this will send the course back to the author to make changes and then proceed through the department again for approval.

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

### **Level 5 –TECH REVIEW**

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

**CA Review** reviews the course verifying that the course author has completed all required forms in reference to the deactivation of this course as well as any awards that the course deactivation impacts. Actions include the following:

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

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

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

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

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

- *APPROVED*: this action means the Department Chair approves the course deactivation. Once both chairs have approved the course deactivation (if the department is district-wide), it will move to the next level of the approval process.
- *HOLD FOR CHANGES*: the Department Chair will choose this action if there are concerns at this time with the changes made to the course deactivation. Please note that this action should be chosen only if the chair has concerns related to changes that were requested through technical review, not for concerns that should have been addressed at level 2. Selecting “Hold for changes” will require the course go back through the technical review process.

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

### **Level 5.75 –DEAN APPROVAL**

At this level, deans will review the course deactivation, including district-wide deans if appropriate and Dean of Academic Computing, Technology, and Distance Education. Approval at this level is equivalent to a signature of approval. Actions include the following:

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

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

### **Level 6 –FIRST READ APPROVAL**

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

### **Level 7 –SECOND READ APPROVAL**

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




## **Level 8 –BOARD OF TRUSTEES APPROVAL**

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

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

If a department chair does not act on a course for 10 days and a request for action does not result in action being taken, please send an email to the curriculum email ([curriculum@msjc.edu](mailto:curriculum@msjc.edu)) specifying the course number, the level at which it is frozen, the department chair who is supposed to be responding, and the date

the course was sent to that department chair (it will be listed in the "Proposal Comments" or ). The dean for that campus will then take action on behalf of the chair, resulting in a chair's forfeiture of the opportunity to approve or disapprove that curriculum.

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

Updated 07/20/2018

# **CURRICUNET APPROVAL INFORMATION for 2-Year CE (Career Education) Review**

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## **Level 1 - LAUNCH**

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

## **Level 5 –TECH REVIEW**

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

Actions include the following:

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

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

At this level, department chairs will review the 2-year CE course regarding changes to textbooks. Approval at this level is equivalent to a signature of approval of the course. Actions include the following:

- *APPROVED*: this action means the Department Chair approves the course. Once both chairs have approved the course (if the department is district-wide), it will move to the next level of the approval process.
- *HOLD FOR CHANGES*: the Department Chair will choose this action if there are concerns at this time with the changes made to the course. Please note that this action should be chosen only if the chair has concerns related to changes to textbooks or prerequisites, not for larger revision concerns (as that would require a different approval process). Selecting “Hold for changes” will require the course go back through the technical review process.

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

### **Level 5.75 –DEAN APPROVAL**

At this level, deans will review the course, including district-wide if appropriate and Dean of Academic Computing, Technology, and Distance Education. Approval at this level is equivalent to a signature of approval. Actions include the following:

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

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

### **Level 6 –FIRST READ APPROVAL**


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

### **Level 7 –SECOND READ APPROVAL**

Once the course is approved at second read, the process is complete.

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

If a department chair does not act on a course for 10 days and a request for action does not result in action being taken, please send an email to the curriculum email ([curriculum@msjc.edu](mailto:curriculum@msjc.edu)) specifying the course number, the level at which it is frozen, the department chair who is supposed to be responding, and the date

the course was sent to that department chair (it will be listed in the “Proposal Comments” or ). The dean for that campus will then take action on behalf of the chair, resulting in a chair’s forfeiture of the opportunity to approve or disapprove that curriculum.

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

Updated 07/20/2018

# **CURRICUNET APPROVAL INFORMATION for C-ID/Articulation Minor Revisions**

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As approved by the curriculum committee in September 2014 and November 2018, when a course receives conditional approval from C-ID with requests to revise content or textbook only or a course has been identified as at risk of losing articulation, a course will be eligible for an abbreviated approval process through CurricUNET provided that it was approved by the curriculum committee within the previous 18 months. In this instance, the truncated technical review will require approval by the Articulation Officer to ensure the requested changes were made and then placed on the agenda for one read. The approval will not change the approval date for the course or the BOT approval date. Once approved by the committee, the course will be resubmitted to C-ID or for articulation.

## **Level 1 - LAUNCH**

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

## **Level 5 –TECH REVIEW**

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

Actions include the following:

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

Once a course has been approved by Articulation, it will proceed to Level 6.

### **Level 6 –FIRST READ APPROVAL**

Because this is a C-ID or Articulation review in which only limited changes will be allowed, it will be a one-read only item.

Once the course is approved at first read, the process is complete.

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

Updated 07/7/2019

# **CURRICUNET APPROVAL INFORMATION**

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## **for New, Revised, Reactivated or Deactivated Awards**

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### **Level 1 - LAUNCH**

When you have completed writing or revising your award, a “submit” button will occur. Clicking on the submit button will launch your award through the CurricUNET approval process. Please be sure you have made all the necessary changes you want before launching your award as it cannot be returned to you until it has gone through several of the levels of approval. This creates more work for all involved in the process. Any courses that are being changed as part of the award must be approved to first read before the award can be, so be sure those course proposals have been submitted since the course approval process typically takes longer than the award approval process. **Please note that this is just the beginning of the approval process; in the levels that follow, you will get feedback from a variety of people to help insure that your award proceeds through the first and second read approvals (those that occur at curriculum meetings) in order to receive board of trustee approval necessary for inclusion in the catalog that applies depending on the date of approval.**

### **Level 1.7 – DEPARTMENT SUPPORT**

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

**Faculty** actions include the following:

- *SUPPORTED*: this action means the faculty member supports the award although the faculty member may provide feedback for suggested changes.
- *NOT SUPPORTED*: this action means the faculty member has concerns with the award, its revisions or it being deactivated; if choosing this action, the faculty member should provide an explanation of why the award is not supported.

### **Level 2 – DEPARTMENT CHAIR SUPPORT**

Faculty will have 3 business days to provide feedback on the award. After that, the award goes to **department chairs** who will select their actions as representatives of the department’s responses.

- *SUPPORTED*: this action means the department supports the award or its deactivation; the award will proceed to the next level without allowing the author to make any changes.
- *HOLD FOR CHANGES*: this action should be selected when faculty members or the chair see changes that should be made to the award before it proceeds through the approval process; **because it is best that the award start the approval process in the best possible form, we encourage chairs to make this choice if** comments given by other faculty members provide

helpful suggestions or if the chair himself or herself sees changes that would improve the award and make it move more smoothly through the approval process. This action will allow the author to make changes before the award proceeds through the next level of approval.

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

Please see note at end regarding failure on part of department chair to take action on curriculum. Once a course has been supported by the department chair(s), it will proceed to Level 2.75.

### **Level 3 – CURRICULUM ANALYST**

#### **Curriculum**

**Analyst** reviews the award concentrating on those aspects that affect the Chancellor’s Office reporting as well as information that affects the catalog as well as information related to courses. Actions include the following:

- *APPROVE*: this action means the award has met the technical requirements and can proceed to the committee for approval.
- *HOLD FOR CHANGES*: the Curriculum Analyst will provide an explanation of what needs to be revised to get approval.

Once an award has been supported by the Curriculum Analyst, it will proceed to Level 5.5.

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

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

Actions include the following:

- *APPROVED*: this action means the Department Chair approves the award or its deactivation. Once both chairs have approved the award or its deactivation (if the department is district-wide), it will move to the next level of the approval process.
- *HOLD FOR CHANGES*: the Department Chair will choose this action if revisions are required on the part of the faculty author. Please note that this action should be chosen only if the chair has concerns related to changes that were requested through technical review, not for concerns that should have been addressed at level 2. Selecting “Hold for changes” will require the award go back through the technical review process. If a chair asks for changes of a more substantial nature, it may require the award to go back to the department for full review/approval.

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

### **Level 5.75 –DEAN APPROVAL**

At this level, deans will review the award, including the Dean of Academic Computing, Technology, and Distance Education. Approval at this level is equivalent to a signature of approval. Actions include the following:

- *APPROVED*: this action means the Dean approves the award or its deactivation. Once all deans have approved the award, it will move to the curriculum committee for approval.
- *HOLD FOR CHANGES*: the Dean will choose this action if revisions are required on the part of the faculty author. Selecting “Hold for changes” will require the award go back through the technical review process.
- *NOT SUPPORTED*: this action means the dean has concerns with the award, its revisions, or its deactivation; if choosing this action, the dean should provide an explanation of why the award is not supported. This action will require the author reconsider more major aspects of the award and will require it be revised and resubmitted through the award approval process.

Once an award has been approved by dean(s), it will proceed to Level 6.

### **Level 6 –FIRST READ APPROVAL**

Awards get approval at this level after the course has gone to the curriculum committee for approval. At the first meeting, the author or a representative will present the award to the committee on the open agenda. If the committee approves the award without requested changes, it proceeds to level 7 (second read). If the committee requests changes, the award will be sent back to the author to make changes. Once the curriculum committee chair confirms that the requested changes have been made, the award will proceed to level 7 (second read).

### **Level 7 –SECOND READ APPROVAL**


Awards get approval at this level after the award has gone to the curriculum committee for approval on the consent agenda. If the committee approves the award at second read without requested changes, it proceeds to level 8 (Board of Trustees). If the committee requests changes, the award will be sent back to the author to make changes and will need to go through as a second read item again until approved.

### **Level 8 –BOARD OF TRUSTEES APPROVAL**

After final approval by the Board of Trustees, the award is added/updated in the course database. The award will be offered effective with the curriculum and Board of Trustees approved term and catalog inclusion provided it is approved by the Chancellor’s Office.

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



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

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

Updated 07/17/2019

# CURRICULUM COMMITTEE OPERATING PROCEDURES

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## Charge

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

## Mission

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

## Committee Structure

### Co-Chairs:

- Vice President of Instruction or designee (non-voting)
- One Elected Faculty Member

### Faculty Members as follows:

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

### Membership:

- Articulation Officer
- Four Counselors from different campuses
- Librarian
- Curriculum Analyst
- Three (3) Instructional Administrators, preferably one in Career Education

- Two (2) Students, preferably one from each campus

**Support Staff (non-voting):**

- Curriculum Clerical Support
- Director of Research
- Enrollment Services Dean or Evaluator or a representative
- Learning Center Representative
- Associate Dean Instructional Services

## Membership Appointments

All appointments shall be made in consultation with the Faculty Co-Chair prior to the end of spring semester.

- The Area Representatives, Faculty Members-at-Large, Counselors, and Librarian are appointed by the Academic Senate.
- The Distance Education Tech Reviewers are appointed by the Academic Senate and should have experience with Distance Education curriculum
- The Instructional Administrators are appointed by the Vice President of Instruction
- The Enrollment Services Dean or Evaluator or representative is appointed by the Dean of Enrollment Services.
- The Students are appointed by the SGA.

### **Selection of Faculty Co-Chair**

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

The election date for the Faculty Co-Chair will be published in the Curriculum Committee Calendar in August at the beginning of the Academic Year. The deadline for nominations will be two weeks before the election date. Academic Senate will put out a call for nominations and will forward the names to the curriculum office to include on the agenda. The list of nominees will be published in the agenda for the first meeting in the spring semester. Each candidate may speak for up to five minutes prior to the committee vote. If a candidate is unable to be present at the election, a representative may speak on the candidate's behalf.

Voting for Faculty Co-Chair will be limited to voting faculty members serving on the Committee. The election will be chaired by the Administrative Co-Chair or designee, and voting will be done by a ballot, which will be prepared prior to the meeting. If only one faculty member is nominated, the committee will vote to confirm

the nomination. Votes will be tallied during the meeting, and the results will be announced and recorded in the minutes.

## Committee Roles and Functions

All members are responsible for reviewing curriculum agenda materials prior to each meeting, attending each meeting and participating in the deliberation process. In addition, all members should report relevant curriculum policies, procedures, and actions to their respective constituencies in a timely fashion. All faculty members are also responsible for participating in tech review: pedagogical for area representatives, Distance Education addenda for DE subcommittee representatives, library section of CurricUNET for librarian, and GE areas and general course concerns for counselors. The Articulation Officer is responsible for reviewing the comparable course sections of CurricUNET and providing information related to articulation, transfer, C-ID, TMC, and ADTs to the committee. The Curriculum Analyst is responsible for reviewing all courses and awards with respect to technical aspects in relation to deadlines, procedures, rules, and regulations.

### Faculty Co-Chair

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

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

- Working with Curriculum Analyst in maintaining CurricUNET, problem-solving errors in process or database, and making changes to CurricUNET process and database;
- Tracking changes in class size maximum file;
- Providing Human Resources information related to changes in Minimum Qualification for individual courses.

### **Administrative Co-Chair**

The Administrative Co-Chair will serve in a non-voting capacity. Responsibilities of Administrative Co-Chair include the following:

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

### **Technical Review**

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

The committee has established two types of technical review:

#### ***Technical Analyst***

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

Chancellor's Office reporting and catalog review will entail checking information that affects state reporting, the catalog and scheduling, such as course title, units, catalog description, requisite

language, TOP code, and repeatability. Additionally, information related to awards and courses will be reviewed, monitored, and reported to the Chancellor's Office for approval.

### ***Pedagogical***

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

### ***Distance Education Technical Review***

Distance Education technical review will be conducted by a subcommittee of DE technical reviewers. The DE technical reviewers will look at the DE addenda of each course that has one after the course is approved at level 5. The subcommittee will assign each addendum to a specific reviewer who will be responsible for ensuring the DE addendum meets the criteria established by the DE technical review subcommittee and provided for faculty authors in the Best Practices handbook.

*See Best Practices handbook for checklist of evaluation criteria used for Technical Review and Distance Education technical review.*

## **Prerequisite Review Subcommittee**

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

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

- Two counselors
- Three additional faculty members from the curriculum committee
- One student
- Articulation Officer
- Curriculum Analyst
- Enrollment Services representative (advisory)
- College Researcher (advisory)

### **General Education Subcommittee for Option A**

This subcommittee will review courses from outside colleges that do not have the course identified in their own General Education pattern and that the student or counselor believes could meet one of MSJC's General Education areas for option A. The petition for General Education approval for a course will go to the General Education Petition Subcommittee for review. Department chairs will still have the responsibility for approving petitions for course comparison or substitution for major. This policy applies for General Education comparability or placement only.

The subcommittee will be comprised of the following members of the curriculum committee:

- Curriculum faculty co-chair
- One faculty member each from the areas of Social/Behavioral Sciences, Humanities, Science
- Articulation Officer
- Two counselors
- Enrollment Services representative

The subcommittee will meet monthly as needed after the completion of business portion of the ConferZoom curriculum committee to review any petitions that were submitted to Curriculum Faculty Co-Chair by Friday noon before the meeting.

### **Non-Voting Faculty Member**

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

## **Curriculum Committee Meeting Procedures**

### **Robert's Rules of Order and Quorum**

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

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

### **Meeting Schedule**

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

## **Organization of Work**

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

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

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

### **1) Opening of Meeting**

- a) Call to order
- b) Approval of Minutes
- c) Comments of individuals, groups, delegations limited to agenda items.

### **2) Consent Agenda - Action Items**

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

### **3) Open Agenda - Action Items**

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

### **4) Information/Discussion Agenda**

### **5) Adjournment**



### **Unfinished Business**

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

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

## **Submission of Curriculum for Approval**

### **Catalog Inclusion Date**

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

The MSJC curriculum committee operates on a once-a-year catalog schedule so that courses and awards that are approved by the November curriculum cycle will be in the following year catalog, beginning in Fall.

New courses and Employment Concentration Certificates and ADT awards that are approved after the November catalog deadline through the May curriculum cycle (and therefore approved by the end of the academic year) will be published in the mid-year catalog addendum to take effect the following spring semester with the following stipulations:

1. New courses can be taught the following spring semester provided that they are numbered under 100 or in the new numbering schema 500-899 starting in Fall 2020
  - At such time as a new numbering scheme exists so that Career Education courses can be approved at a level that is above 100 but designated as nontransferable, the policy will be revisited
2. Non-Credit courses will not be included in the addendum and cannot be taught outside of the standard catalog deadlines because they are not subject to the new streamlined approval process
  - At such time as this changes, new Non-Credit courses can be included
3. New courses in new awards are not eligible because they are not subject to the streamlined approval process
  - At such time as this changes, the policy will be revisited

4. Course revisions including new Distance Education addenda will take effect with standard catalog deadlines due to the behind-the-scenes processes (updating of databases such as Chancellor's Office Curriculum Inventory and Colleague, the roll-over of the schedule, etc.) as well as catalog rights implications.
5. All 100- and 200-level courses are not eligible for inclusion in the mid-year addenda because of articulation deadlines that are not under MSJC control.
6. Only Employment Concentration Certificates and new ADT awards (once approved by the Chancellor's Office) will be eligible for mid-year catalog addendum because other awards are not subject to the streamlined approval process
  - o At such time as this changes, the policy will be revisited

### **Submission and Approval Process**

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

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

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

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

### **Submission Deadlines**

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

At least six weeks prior to the meeting deadline, the outline (including, if applicable, distance education addendum) must be submitted/launched through CurricUNET for support from department faculty and chairs and approval of Technical Review. After making the changes suggested and getting approval from Assessment, Articulation, Library, Pedagogical Review, Curriculum Analyst, and Distance Education

review (if applicable), the course will be forwarded to the department chairs and deans for review and approval.

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

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

Courses that are at risk of losing articulation or are conditionally approved or denied by C-ID may also go through an abbreviated technical review if the course has gone through the curriculum approval process no more than 18 months prior. The Articulation Officer will approve the course and forward it to the committee for one read so that we can get the course back to C-ID or articulation for re-review.

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

**Items not requiring Technical Review** (all submissions other than those listed above)

Such items are due in the Curriculum Office approximately ten days prior to the meeting. *(For specific dates: See curriculum calendar.)*

**Inaction of department chair in CurricUNET approval process**

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

**Inaction of dean in CurricUNET approval process**

It is the course author's responsibility to monitor the status of each course or award in the approval process. Holds are in place at various levels, and reviewers at all levels are given several days to take action. However,

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

### **Required Representation for Curriculum Submissions**

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

### **Curriculum is a Faculty-Driven Process**

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

### **Curriculum Changes Outside of the Normal Process due to Title 5, Ed Code, Chancellor's Office or Legal Mandates**

Typically, changes to courses and awards must be handled through the CurricUNET approval process. In those instances where legal mandates (such as Title 5, Ed Code, or legal rulings) or Chancellors Office or Academic Senate requirements or recommendations require a more global review of courses or awards or processes, changes may be made outside of the normal curriculum approval process and guidelines. For

example, when the repeatability law mandated the removal of repeatability in all courses that were not identified as allowable, the committee determined a policy and then applied the new rules to all courses simultaneously without requiring a revision through the standard process. Because each of these situations and the timelines by which they must be made will vary, such changes outside of the process will require a two-read approval of the process by which the changes will be made with approval by Site Council and Executive Senate before individual courses or awards are identified for change.

It is important that area representatives notify faculty of any impending changes of this nature so that faculty are aware of the reasons for the change and the possible implications. Any changes to specific courses or awards will be communicated to discipline faculty and, as appropriate or allowable, faculty will be asked for their recommendations for applying the changes to their courses and awards.

## Submission Types and Requirements

### New Course

In order to submit a new course through the curriculum process, all other department curriculum must be in compliance. A faculty member must then present a conceptual overview of the curriculum before the committee. To do so, the faculty member completes an A9 (credit course) or A10 (noncredit course) form, which can be found on the N drive, in CurricUNET, and on the Curriculum Committee website, giving conceptual background of the course, including plans for Course Learning Outcomes, prerequisites, units or hours, TOP code, DE or Honors addendum, inclusion in awards, and the rationale for adding the new course, including employment and/or transfer details. New Career Education course proposals based on employment skills or needs require documentation to validate need for course; documentation could include information from an advisory group or industry partner, job market information that clarifies the kinds of skills being proposed in the new course, or similar information. Non-credit proposals must also indicate who will be responsible for scheduling and staffing the course and for future course revisions. Before securing signatures on the form, the faculty author should submit the form to the curriculum email, copying the full-time department faculty, chairs, and deans. Any faculty, chairs, or deans who have concerns about the new course proposal should communicate their concerns to the chairs or deans. The form will be reviewed so that all areas are accurately completed and any necessary documentation (including, as appropriate, information related to facilities and resources related to the new course and employment or transferability documentation) is included. Once technical review of the form is complete, the faculty member can obtain signatures, and the form can be placed on a curriculum agenda. No chair or dean substitute signatures will be allowed on A9 or A10 forms. A9 and A10 forms may be placed on either meeting of the month. The faculty member or a representative will attend a curriculum meeting and discuss the proposed new course; any faculty from the department with concerns about the new course are also encouraged to attend. After the proposed curriculum is approved conceptually, a shell for the course will be created, and the course can be submitted via CurricUNET. The course must come to a curriculum committee agenda within a year of the A9 or A10 being approved, or the course shell will be removed, and a new A9 or A10 will need to be submitted to the committee for approval. New course submissions require support from department faculty and department chair(s), approval from the Assessment Coordinator, Librarian and (as appropriate) the

Articulation Officer, technical review (including technical and pedagogical – see above), Distance Education (as appropriate) approval, Students Services support (as appropriate), Honors approval (as appropriate), chair(s) and dean(s) approval, two readings and Board of Trustee approval. *(For specific information and dates: See Best Practices Handbook and curriculum calendar.)*

## **Revised Course**

### **Course Revision (including reactivations)**

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

### **Career Education 2-year Review**

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

### **Course Deactivation**

Course deactivation submissions require a truncated technical review by Curriculum Analyst, Articulation Officer, chair(s) and dean(s) approval, two readings and Board of Trustee approval. The action of deactivating a course will necessarily include the deactivation of any associated distance education addendum or honors addendum of the course although Honors addenda deactivations must also be submitted through CurricUNET. If a course deactivation impacts another course for which it is a requisite, the course(s) must also be revised for the deactivation to take effect. If that involves courses or awards in another department, the author of the course being deactivated should email faculty in the

department(s) affected and copy the curriculum email. If the other departments do not submit the revisions to the courses impacted by the deactivation within four weeks of the email notification, then the curriculum chair will intervene. In cases where a deactivation affects an award pattern, the course author will be required to submit award revisions; the deactivation cannot be processed without the accompanying revisions to awards. *(For specific information and dates: See Best Practices Handbook and curriculum calendar.)* See Sunset Policy below for further information pertaining to deactivation.

### **Prerequisite Change**

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

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

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

### **Distance Education Addendum**

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

A Distance Education Addendum must be approved by the Committee in order for a course to be taught in Fully Online and/or Hybrid form. The approved fully-online Distance Education Addendum for a course will allow a department to offer the course in a hybrid form without additional Curriculum Committee approval. However, in the case that only a hybrid Distance Education Addendum exists, a department must submit a fully-online Distance Education Addendum in order to offer the course fully online. A fully-online Distance

Education Addendum will replace any existing hybrid addendum. A department is advised to deactivate an existing fully-online Distance Education Addendum and replace it with a hybrid Addendum if the department determines that the fully-online format is not viable. (*See information on writing Distance Education classes and Regular Effective Contact Hours Policy.*)

An Honors course requires a separate Distance Education addendum in order to be offered online. However, the MSJC Honors Committee, as a member of the National Council of Honors Programs, follows the position of the NCHC and does not approve of honors addenda for fully online Honors courses. The Honors committee is willing to consider hybrid honors addenda that require some face-to-face meeting between the instructor and the student.

### **Honors Addendum**

Honors Addenda require technical review by the Honors curriculum subcommittee, Curriculum Analyst, Articulation Officer, approval by department chair(s) and dean(s) and Honors coordinator, one reading and separate approval on the curriculum committee agenda. In order to add an Honors addendum to a previously approved course, revision to the course outline is required. For new Honors addenda for existing courses, the course author must contact the Office of Curriculum (via email) and request a new Honors course be created. Additionally, when a Course Outline of Record is submitted to the Curriculum Committee for revision, any Honors Addenda applied to that course must be reviewed, revised (as necessary), and resubmitted for approval at the same time as the revised Course Outline of Record. Note that the Honors committee conducts a separate Technical Review. See information above regarding submission deadlines. (*For specific information and dates: See Best Practices Handbook and curriculum calendar.*) It was the consensus of the Honors committee and the curriculum committee that an Honors course will require a separate Distance Education addendum in order to be offered online.

### **New Award**

See below for specifics on types of awards. The Chancellor's Office requires all new Career Education degree and certificate submissions obtain approval from the regional consortium. This approval process can take place prior to launching a Career Education award in CurricUNET or concurrently, but a new Career Education degree or certificate will not be placed on the agenda for first read at the curriculum committee until confirmation of approval from the regional consortium (as demonstrated through meeting minutes) is attached to the award submission. The regional consortium approval requires two reads. For more information on the details, see the Best Practices Handbook. After approval by the consortium, the award (except Employment Concentrations) requires two readings at the curriculum committee and Board of Trustee approval before being submitted to the Chancellor's Office for approval. All awards require appropriate Chancellor's Office forms and back up materials attached to the submission in CurricUNET and require department faculty support and approval by Curriculum Analyst, chair(s) and dean(s), and with the exception of Employment Concentrations, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor's Office. Employment Concentrations require only one read at the curriculum committee along with Board of Trustee approval (*For specific information: See the Best Practices Handbook.*)



### **Revised Award Revision**

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

### **Award Deactivation**

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

### **Types of Awards**

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

New and revised state approved degree submissions require appropriate Chancellor's Office forms and back up materials attached to the submission in CurricUNET, including regional consortium approval (if required). New, revised and deactivated degrees require department faculty and chair support and approval by Curriculum Analyst, chair(s) and dean(s), two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor's Office.

#### **State Approved Certificates (minimum 16 units)**

New and revised state approved certificate submissions require appropriate Chancellor's Office forms and back up materials attached to the submission in CurricUNET, including regional consortium approval (if required). New, revised and deactivated certificates require department faculty and chair support and approval by Curriculum Analyst, chair(s) and dean(s), two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor's Office. Departments can submit programs that are 8-15.5 units as state-approved certificates that will be included on students' transcripts. NOTE: the units required for Chancellor's Office approval changed in August 2018; previously, certificates did not need to be approved unless they consisted of 18 or more units.

#### **Employment Concentration (fewer than 16 units)**

Employment Concentration Certificates are locally-approved certificates and do not require state approval but are not included on students' transcripts. New and revised employment concentration submissions require appropriate approvals and back up materials including labor market analysis and career advisory information. New, revised and deactivated employment concentration certificates require department faculty and chair support and approval by Curriculum Analyst, chair(s) and dean(s) and one reading on the Consent agenda.

#### **Certificate of Competency (Non-Credit)**

A Certificate of Competency includes two or more non-credit courses in basic skills or ESL that are

associate degree or transfer requirements. These certificates should have ESL or Elementary & Secondary basic skills TOP codes. New and revised state-approved Certificate of Competency submissions require appropriate Chancellor's Office forms and back up materials attached to the submission in CurricUNET, including the competencies the student will achieve through completion of the series of courses. New, revised and deactivated certificates of competency require department faculty and chair support and approval by Curriculum Analyst, chair(s) and dean(s), two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor's Office.

### **Certificate of Completion (Non-Credit)**

A Certificate of Completion includes two or more non-credit courses that will lead to improved employability or job opportunities. These certificates should have short-term vocational or workforce preparation TOP codes. New and revised state approved Certificate of Competency submissions require appropriate Chancellor's Office forms and back up materials attached to the submission in CurricUNET, including evidence of high employment potential. New, revised and deactivated certificates of completion require department faculty and chair support and approval by Curriculum Analyst, chair(s) and dean(s), two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor's Office.

## ***Other Curriculum Committee Policies***

### **College Curriculum Policy**

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

### **High School Articulation Agreements**

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

### **Affiliation Agreements related to curriculum**

Any Affiliation Agreement (formerly known as Memorandum of Understanding [MOU]) that involves curriculum-related issues such as prerequisites or dual enrollment will be submitted to the committee. New Affiliation Agreements require the completion of an A8 form with appropriate signatures and a copy of the

Affiliation Agreement for a vote and requires two reads. Once approved, signed Affiliation Agreements will be presented as they are updated or agreed upon with new parties; these will require the completion of an A7 form with appropriate signatures and copies of the Affiliation Agreement and one reading on the “Information” agenda.

### **Mnemonic Changes**

In cases where a department wishes to change its mnemonic, the department chair should email the curriculum committee chair and the Academic Senate president with the request. The curriculum committee chair and Academic Senate president will then confer to determine whether the issue should come before curriculum committee or the Academic Senate or both. If a new mnemonic comes to the committee, it will require the completion of an A7 form (on the N: drive). Once the change in mnemonic is approved, the department would need to revise courses for the mnemonic change to take effect.

With respect to Non-Credit, any department wanting to offer NC course offerings that the department will be responsible for staffing, scheduling, and curriculum, can use the corresponding NC mnemonic (i.e., NC/MATH, NC/MUS) without going through Academic Senate. This will be determined when an A10 comes through the committee.

### **Program Name Changes**

Proposed program title change and possible new mnemonic (for courses) will need to be approved by the Academic Senate before being brought to the Curriculum Committee. Once approved and Academic Senate minutes have been received, an A8 Form (on the N: drive) will need to be developed for the program title change and presented to the Curriculum Committee for approval. This will go through the first and second read process. At the same time as the A8 form is presented for the program title change to the Curriculum Committee for approval, an A7 Form – Information Item (also on the N:drive) will need to be developed to present the new mnemonic to the curriculum committee. This is just an information item.

Once the Program Title change has gone through the Curriculum Committee for approval and is then approved by the Board of Trustees, it will be uploaded into Colleague and Program Title Changes in the Catalog will take place. At this time, all courses that will assume the new mnemonic will need to be revised within the current Curriculum processes (please see Best Practices Handbook on how to Revise Courses and, if applicable, how to revise awards if the award titles are being revised).

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

### **Repeatability policy**

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

1. Intercollegiate academic or vocational competition courses where the course is part of a district sanctioned competitive activity. These courses must be designed specifically for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal

collegiate or industry governing body. Courses must be limited to no more than 4 enrollments, including W and substandard grades. The participation of the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section §55002. The following Mt. San Jacinto College course is allowed repetition under this exception: COMM 160.

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

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

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

- A PEIC mnemonic
  - The intercollegiate TOP code of 0835.50
  - A prerequisite that limits the course to intercollegiate athletes
  - A clear indication in the course description that the course is for intercollegiate athletics
  - Repeatability of no more than 4 times
3. Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. The college governing board must retain supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. The supporting documentation must be retained by the district as a Class 3 record basic to audit as required by section §59020.

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

Theater Production courses may be repeatable California State University Pomona and Fresno State University.

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

Option 1:

Level 1 – repeated 2 times for credit

Level 2 – repeated 2 times for credit

Or Option 2:

Level 1A – 1 time for credit

Level 1B – 1 time for credit

Level 2A – 1 time for credit

Level 2B – 1 time for credit

Or Option 3:

Level 1A – 1 time for credit

Level 1B – 1 time for credit

Level 2A – 2 times for credit

Level 2B – 2 times for credit

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

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

When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average. All attempts – including "W" and substandard grades – will count toward the enrollment limitation.

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

### **Related-Content Groups**

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

TOP 10 Fine and Applied Arts  
1001.00 Fine Arts General

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

TOP 08 Education

0835.00 Physical Education  
 0835.10 Physical Fitness and Body Movement

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

**Limitation on Enrollment within Related-content groups**

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

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

**Exceptions**

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

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

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

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

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

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

4. Intercollegiate academic or vocational competition courses where the course is part of a district sanctioned competitive activity. These courses must be designed specifically for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. Courses must be limited to no more than 4 enrollments, including W and substandard grades. The participation of the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section §55002. The following Mt. San Jacinto College course is allowed repetition under this exception: COMM 160.
5. Intercollegiate athletics as defined in section §55000, such that an intercollegiate course is one in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport. Courses must be limited to no more than 4 enrollments, including W and substandard grades. The participation of the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section §55002.

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

- A prerequisite that limits the course to intercollegiate athletes
  - A clear indication in the course description that the course is for intercollegiate athletics
  - Repeatability of no more than 4 times
6. Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. The college governing board must retain supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. The supporting documentation must be retained by the district as a Class 3 record basic to audit as required by section §59020.

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Or Option 2:

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

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



When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average. All attempts – including “W” and substandard grades – will count toward the enrollment limitation.

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

### **Related-Content Groups**

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

#### TOP 10 Fine and Applied Arts

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

#### TOP 08 Education

- 0835.00 Physical Education
  - 0835.10 Physical Fitness and Body Movement

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

### **Limitation on Enrollment within Related-content groups**

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

Per Title 5 § 55043 (b), if the district determines that a student needs to repeat an active participatory course, as defined above due to significant lapse of time, that repetition shall be counted in applying to the student's total number of experiences within that course group. If the student has already exhausted the number of experiences within a related-content group, an additional repetition due to significant lapse of

time may be permitted or required by the district. However, apportionment shall not be collected for course repetition exceeding a student's four experiences within a group even if there has been a significant lapse in time.

### **Exceptions**

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

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

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

### **Deactivation Policy**

Title 5 § 55003 requires course outlines be revised every six years (every two years for Career Education classes). Courses that are out of compliance jeopardize transfer, articulation, and licensing requirements. Courses will be subject to the out-of-compliance deactivation policy if they are out of compliance as of the previous January. Faculty will be notified at the beginning of the school year. This policy replaces the sunset policy.

(a) Courses that are three semesters or more out-of-compliance will be deemed inactive as of May each year and cannot be offered or scheduled until they are approved to first read of a curriculum committee agenda. The college may limit the number of sections of out-of-compliance courses offered in the fall.

b) The curriculum committee will deactivate any course that has been out of compliance for three or more three semesters (out-of-compliance as of January the previous year) at the October face-to-face meeting.

c) Any awards that are impacted by course deactivation will also be revised or deactivated depending on the implication of the deactivated course.

An example of the timeline follows:

Fall 2019 COURSE XXX notified it is subject to the deactivation policy (out-of-compliance as of January 2019)

Spring 2020 COURSE XXX may be offered

Fall 2020-Spring 2021 COURSE XXX inactive and **cannot** be offered or scheduled until approved to first read

Fall 2020 (October) COURSE XXX automatically deactivated if not revised or deactivated by the department

Fall 2021 COURSE XXX removed from catalog and awards

### **C-ID and ADT Policy**

#### **C-ID COURSES**

All courses that have a corresponding C-ID descriptor that is required in an ADT shall align the course with the approved C-ID descriptor. Once approved, courses must be revised to maintain C-ID approval status. This applies to courses that impact ADTs in other departments as well as the discipline that the course falls into. If a course is submitted for C-ID approval and it is not approved or is conditionally approved, faculty shall revise the course within 90 days, taking advantage of the C-ID streamlined approval process when applicable. Any course that had previously been approved and loses its C-ID approval will have until the next catalog deadline provided that it is at least 45 days away to get the course through the curriculum approval process so that it can be resubmitted to C-ID.

Initially, upon approval of the policy by the curriculum committee and the Academic Senate, the curriculum committee chair will work with the Articulation Officer to identify all courses that would be impacted by this policy and notify the departments as soon as possible. Departments would have until the 2020-2021 catalog deadline to get the courses approved through the curriculum approval process so that the courses can be sent to C-ID for approval.

Thereafter, as C-ID descriptors become available, the Curriculum Chair will work with the Articulation Officer to identify those courses that will require C-ID approval, and the departments will be notified. Departments will have until the next catalog deadline provided that it is at least 45 days away to get the courses approved through the curriculum approval process so that the courses can be sent to C-ID for approval.

It is recommended that faculty regularly check the C-ID website for changes that impact their discipline so that they will have sufficient time for making revisions to their curriculum. It is imperative that discipline faculty understand how their curriculum may impact the ADTs of other departments should any courses not be approved or lose approval of C-ID. Departments should work collegially with other departments where curriculum or ADTs overlap.

Departments that do not get courses revised and approved through the curriculum approval process by the deadlines indicated above will not be allowed to create new courses or awards and will not be eligible for joint hiring positions or RAPs. In addition, offerings of the course not revised may be limited.

### ADTs

In those instances where MSJC has approved a majority of courses that are required in an ADT (defined as no more than two courses needing to be created), the department shall create the applicable ADT unless the faculty or administration makes a compelling argument for why the ADT should not be created. The faculty would need to present this reason to the curriculum committee at a face-to-face meeting (one read only); if the committee agrees that the ADT does not need to be created at this time, the matter shall be decided until such time that creating the award should be revisited (e.g., if changes are made to the award template). If the curriculum committee believes the ADT should be created, the department will have to create the award. If the department does not support the curriculum committee's reasoning for creating the award, the matter shall go to the Academic Senate who will make the final determination.

If no new classes need to be created for the award and courses needing C-ID approval are current, the ADT must be created and submitted through the curriculum approval process by the next catalog deadline provided that the deadline is at least 30 days away. If new courses need to be created, the department has one year to get the courses created and approved along with the award.

Initially, upon approval of the policy by the curriculum committee and the Academic Senate, the curriculum committee chair will work with the Articulation Officer to identify all ADTs that would be impacted by this policy and notify the departments as soon as possible. Departments would have until the 2020-2021 catalog deadline to get the ADT approved through the curriculum approval process so that the award can be sent to Chancellor's Office for approval.

Thereafter, as new ADT templates or revised templates become available, the Curriculum Chair will work with the Articulation Officer to identify those awards that the college should be creating or revising, and the departments will be notified. If no new courses are required, departments will have until the next catalog deadline provided that the deadline is at least 30 days away to get the awards approved through the curriculum approval process so that the award can be sent to the Chancellor's Office for approval. If new courses are required, departments will have up to one year to get the courses and awards approved through the curriculum approval process so the course(s) and award can be sent to the Chancellor's Office for approval.

Faculty shall do their best not to revise an ADT more than once every two to three years because of the time it takes to submit and get approval of ADT revisions.

It is recommended that faculty regularly check the C-ID website for changes that impact their discipline so that they will have sufficient time for making revisions to their curriculum. It is imperative that discipline faculty understand how their curriculum may impact the ADTs of other departments should any courses not be approved or lose approval of C-ID. Departments should work collegially with other departments where curriculum or ADTs overlap.

## Other Curriculum Committee Roles and Responsibilities

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

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

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

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

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

### **Role of Committee in Program Review**

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

The Committee has added a field to the Request for Placement form which asks departments to explain how a new and revised program or course supports the department's program review. The information will not become part of the outline of record, but rather the question is intended to stimulate and maintain an ongoing discussion of the relationship between curriculum and program review.

The Curriculum Committee must review and approve policy and procedure established by the Program Review Committee which relates to the Curriculum Committee charge, that is, "curriculum development, prerequisite, graduation requirements, general education requirements, program review, grading policies, and program discontinuance." Such policies and procedures will be dealt with as two-read action items; they require the completion of an A8 form, which can be found on the N drive as well as on the Curriculum Committee website. The A8 form requires hard copy signatures and should be forwarded to the Curriculum Office by the appropriate calendar deadline for the meeting.

### **Role of Committee with respect to program continuance, revitalization, suspension, or discontinuance**

A program's viability may be considered to be "at-risk" for the following reasons: (1) A sustained (three or more years) period of low enrollment, (2) Insufficient frequency of section offerings, resulting in students' inability to complete the program in a timely fashion, (3) Ongoing low retention or persistence rates, (4) Program does not meet curriculum standards as defined by Title 5 §55100, (5) Program has been determined to be out of compliance with existing state or federal laws (such as Title 5 §55130 [d]) or licensing laws in particular occupations, (6), For programs that are mainly academic in nature: low program completion rates, curriculum that no longer aligns with university transfer majors, or lack of availability of the transfer major, (7) For programs that are mainly vocational in nature: low program completion rates, lack of demand in the current job market, curriculum that no longer meets industry needs or is not considered an emerging industry or career path, (8) There are insufficient resources to realistically support the program at a sufficient level of quality, including qualified personnel, adequate facilities, supplies, and equipment

Identification of programs with questionable viability may originate from faculty who teach in the program, from the curriculum committee, or from the Vice President of Instruction. The proposal will go to the Academic Senate, and, if warranted, the Academic Senate will convene an ad-hoc Program Viability Review Committee to determine whether a program should be continued, revitalized, suspended, or discontinued. For more details see the Academic Senate Program Viability policy/BP 4020.

### **Role of Committee in Distance Learning**

The Distance Education subcommittee will be responsible for creating and/or revising a spreadsheet to use in reviewing addenda to assist in making the DE reviews more consistent. The subcommittee will also be responsible, in conjunction with Educational Technology Committee, in revising the DE portions of the Best Practices handbook each year. Providing good models of specific parts of the DE addendum and addressing any problems that consistently hold up the approval of DE addenda are beneficial to include in the Best Practices handbook. Changes to the Best Practices materials related to Distance Education addenda should be put on the ETC agenda in February or March. These materials would need to be submitted in Word documents to the Curriculum Faculty Co-Chair by the end of the spring semester for inclusion in the handbook.

Any differences of opinion related to Distance Ed addenda between the ETC and the subcommittee will go to the full curriculum committee and/or Academic Senate for review.

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

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

bring curriculum or award to the committee so that faculty with differing perspectives can present the different sides of the issue to the committee to make a decision.

### **Role of Committee with respect to mediating conflicts with curriculum that impacts multiple departments**

In some cases one department's curriculum may impact another department's curriculum: a course may serve as a prerequisite for a course in another department or may be in an employment concentration, certificate, or award for another department. Any major changes in courses or awards (such as changes in units or deactivations) by a department that impact another department require notification of the department whose courses or awards will be impacted by such changes. Departments initiating the curricular change should email the chair of the impacted department (copying the curriculum email) prior to the course or award changes or deactivations being submitted so that the impacted department can make prerequisite or award substitutions or removals. Impacted departments need ample time to make appropriate course or award revisions through the curriculum approval process.

In the instance where the impacted department does not respond to the request for course or award revisions within a reasonable time frame (five working days), the department wishing to make the change should contact the curriculum faculty chair who will work in consultation with the Academic Senate to decide the appropriate course of action. Actions may include but are not limited to the following: meeting with each department chair either separately or together to hear both sides of the issue(s) and recommend action; consulting with curriculum committee chair and academic deans to clarify the impact of the conflict and/or issues; notifying department chairs and curriculum committee of the outcome and appropriate course of action; asking department to bring curriculum or award to the committee so that faculty with differing perspectives can present the different sides of the issue to the committee to make a decision.

### **Transfer Articulation**

Transfer course articulation is defined as the process of developing a formal, written agreement that identifies courses (or sequences of courses) from a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements to a "receiving" campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured. In short, the articulation process enables the student to progress to the next level of instruction at the receiving institution. Articulation is not reciprocal (from university to community college); however, it can be used to clear a California community college requirement, prerequisite or course-to-course if the community college discipline faculty approve the course content to equate to an MSJC course.

It is important to note that articulated courses are not to be construed as "equivalent" but rather as comparable, or acceptable in lieu of each other. The content of the courses on the respective campuses is such that successful completion of the course on one campus assures the necessary background, instruction, and preparation to enable the student to progress to the next level of instruction at another campus. Articulation officers can help their faculty understand this crucial distinction. This process of course articulation between and among campuses is the foundation of the vital "transfer" function in California.

Course articulation is the “roadmap” by which students “navigate” the transfer process. It creates an academic pathway that eases students’ transitions between the segments of higher education in California.

CSUs and UCs determine whether courses transfer; at the community college we are preparing our students to complete their degrees at the university, so it is not the community college’s purview to tell the university whether our courses should be accepted for transfer, how they will be accepted for transfer, or for how many units. The Articulation Officer is the liaison between MSJC curriculum and the university articulation officer for their departments.

Every 100- or 200- level course new course or revision requires faculty include comparable course information; this means the faculty needs to find a comparable course at the lower division baccalaureate level (freshman or sophomore) for a CSU or UC institution. Because of the way that numbering is defined in the MSJC catalog, courses for which transfer articulation does not exist cannot be numbered 100-299. Course work from other community colleges, upper division course work, extension course work or private school course work cannot be referenced. In certain extenuating circumstances, courses may be used for portfolio or bachelor degree program area emphasis, so the courses can remain at the 100-299 level as long as research confirming this instance is attached to the CurricUNET submission (in the attached files area).

New courses that a faculty member believes should articulate to the lower level will need to provide information on the specific courses at a CSU or UC that they believe is comparable to the new course. Once the course is approved, the Articulation Officer can submit the course to the CSU and/or UC system; if the articulation is approved, the Articulation Officer will notify the faculty, and at that point, the course can be offered to students.

When a course is revised, the faculty will have to find up to 3 UCs/CSUs comparable courses at the lower division to ensure the course continues to articulate for the student in the way faculty intend. It is the faculty member’s responsibility to find this, not the Articulation Officer’s. It is important that faculty understand how their courses can be used by students upon transfer which is why faculty are asked to do this research. The Articulation Officer will review the information to ensure its accuracy. If a course has a C-ID equivalent, that information can be included on the comparable transfer area in CurricUNET.

For courses that have already been articulated, if during the revision content changes significantly or a prerequisite is removed, the course may need to be rearticulated. Courses that have been deactivated will need to be rearticulated if they are reactivated.

The CIAC (California Intersegmental Articulation Council) recommends that courses not be offered until an articulation agreement or approval is in place, and that status is reflected in the MSJC catalog. This means that a course might be in the catalog before it can be offered.

CSUs and UCs have specific deadlines for course submission for articulation. CSU’s deadline is during the month of April for the following fall start date for elective unit transfer only. Once a course is approved by the CSU system, the articulation officer can then submit it to individual CSU campuses for course-to-course or course-to-major articulation. As long as the CSU system approves the course for articulation, it may be



offered for elective units only. UC submission for MSJC is in June, but we do not hear if a course is UC approved until October at the earliest. Both CSU and UC General Education submissions deadline is December 15. Courses cannot be submitted to GE until they have first received CSU or UC approval status.

If MSJC has an existing course that articulates for a specific course at a specific institution, we cannot articulate another course for that same four-year course; this is duplication of coursework and unless we plan on a cross list of the courses or replacement of the original course, the new course is not needed.

Faculty will be provided a master schedule of dates in the Best Practices Handbook for ASSIST, UC-TCA, IGETC, and CSU-GE, and C-ID submission for articulation purposes so that departments may more effectively plan the proposal/review/revision of curriculum.

Please see above under Other Curriculum Committee policies for information related to high school articulation.

Updated 4/24/19

# **Writing and Revising Curriculum: The CurricUNET Process and User's Guide**

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# CurricUNET Process and User's Guide



2019-20  
[www.msjc.edu](http://www.msjc.edu)

10<sup>th</sup> edition

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This version of the manual has been modified to correspond with Mt. San Jacinto College's version of CurricUNET. It reflects the policies and procedures established by the Mt. San Jacinto College Curriculum Committee with Academic Senate approval as of June 2019.

## **Logging On to CurricUNET**

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

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

## **Security**

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

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

## **Search**

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

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

### **Course Search Results Screen**

After performing a course search, you will be brought to this screen. This screen will display a list of courses matching the search criteria you have entered. To the left of the course information, you will see several icons.

Welcome, Ernie Eagle [Log Out](#)

[CurricUNET Home](#)  
[Search](#)  
 Course  
 Award

**Links**  
 2016-17 Curriculum  
 Calendar  
 ASSIST Info page  
 Blooms Taxonomy  
 CurricUNET Training  
 MSJC Best Practices  
 2015-16  
 MSJC Curr Website  
 MSJC CurricUNET FAQ  
 MSJC CurricUNET User's  
 Guide 6th Ed  
 MSJC GELOs 2015  
 MSJC Homepage  
 MSJC SLOs  
 Program & Course Approval  
 HB Final 09-13-13  
 Special Characters  
 TOP Codes

Actions	Discipline Course Number Title
	GEOG 080 Geographic Information Systems Practicum (formerly GIS Practicum) *Historical* **Course Revision Proposal** Data Conversion MSJC Catalog Start Date 2010 - 2011 Catalog End Date Summer 2011
	GEOG 080 Geographic Information Systems Practicum (formerly GIS Practicum) *Active* Emina Sulych Catalog Start Date 2015 - 2016
	GEOG 080 Geographic Information Systems Practicum (formerly GIS Practicum) *Historical* **Course Revision Proposal** Angela Seavey Catalog Start Date 2011 - 2012 Catalog End Date Summer 2015
	GEOG 081 Spatial Awareness *Historical* **New Course Proposal** Cindy Nance Catalog Start Date 2012 - 2013 Catalog End Date Summer 2015
	GEOG 081 Spatial Awareness *Active* Cindy Nance Catalog Start Date 2015 - 2016
	GEOG 082 Programming for GIS *Launched* **Course Revision Proposal** Emina Sulych Catalog Start Date 2017 - 2018

**Legend**

Course Impact Report  
 Course Outline Report  
 Course Changes Report  
 View Learning Outcomes Report  
 Edit  
 Copy

**Help**  
 Click on the WR icon to view a course outline. Click on the Copy icon to copy a course to edit. Click More for Guidelines on Course Revision.

[More](#)

The icon is used to create a PDF document of the course outline of record.

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


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

The icon is used to copy the existing course for course revisions, 2- year reviews, reactivations, or deactivations.

## Main Menu Bar

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

Welcome, Ernie Eagle [Log Out](#)

 [CurricUNET Home](#)

**Prefs**

- Personal Info
- Notification

**Build**

- Courses
- Awards

**Track**

- My Proposals
- My Approvals
- All Proposals

**Links**

- ASSIST Info page
- Blooms Taxonomy
- CurricUNET Training
- Curriculum Calendar
- MSJC Best Practices HB
- MSJC Curr Website
- MSJC CurricUNET FAQ
- MSJC CurricUNET User's Guide
- MSJC GELOs
- MSJC Homepage
- MSJC SLOs
- Program & Course Approval HB
- Special Characters
- TOP Codes

**Search**


- Award
- Course

**CurricUSEARCH**

**Help**

- Contacts
- User Guide
- Training Videos

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

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

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

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

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

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

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

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

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

## Icon Definitions



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



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



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



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



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



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



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



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



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



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



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



This icon, when clicked, moves the information above.



This icon, when clicked, moves the information below.



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





# Approvals

## Overview

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

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

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

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

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

## Approvals Area Selection

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

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

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

**Approval Process**

Select Role: Course Author ? Next

**When you have made requested changes, you must click the “Action” button below for the submission to be put back into the approval process.**

**Courses**

 <a href="#">Proposal Comments</a> <b>Note: You cannot access attachments from the "Proposal Comment Report" link above.</b>	ASL 105 American Sign Language V *Pending* <b>**Course Revision Proposal**</b> Jeremy Rogers	<span>Action</span>
	Step: Articulation Hold for Changes Level: 1.10	

**Programs**

You have no Approvals.



## Standard Approval

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

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


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

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

**Approval Process**

Select Role: Menifee Valley Department Chair ? Next

**Courses**

 <a href="#">Proposal Comments</a> <b>Note: You cannot access attachments from the "Proposal Comment Report" link above.</b>	VEW 100 Introduction to Viticulture *Launched* <b>**CTE 2 Year Review**</b> John Schuler	<span>Action</span>
	Step: Menifee Valley Department Chair Final Review Level: 5.50	

**Programs**

You have no Approvals.

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

## Originator Approval (Launch)

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

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

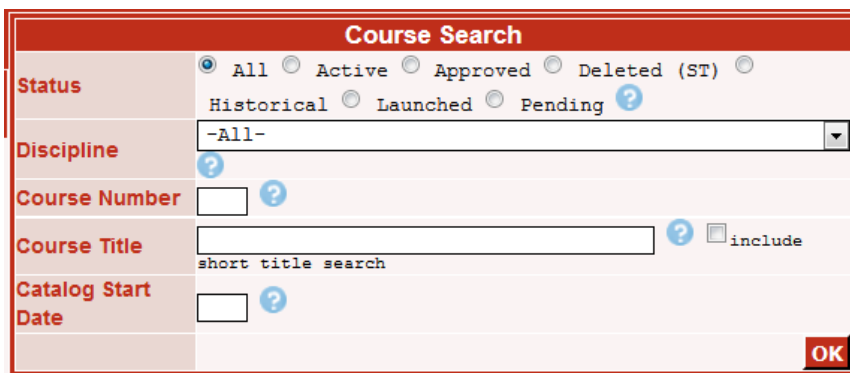
Once all entry screen sections have been completed, the course or award can be launched into the approval process by clicking on the Submit button.

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

## Creating Course Outline Reports










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



To search for a course: Click on the Course text link found in the Search section of the main menu. This will take you to the Course Search where you will enter the search criteria and click OK. This will take you to the Course Search Results screen.



The screenshot shows a web form titled "Course Search" with a red header. The form contains several input fields and a search button:

- Status:** Radio buttons for "All" (selected), "Active", "Approved", "Deleted (ST)", "Historical", "Launched", and "Pending". A blue question mark icon is next to "Pending".
- Discipline:** A dropdown menu currently showing "-All-". A blue question mark icon is to the left.
- Course Number:** A text input field with a blue question mark icon to its right.
- Course Title:** A text input field with a blue question mark icon to its right and a checkbox labeled "include". Below the field is the text "short title search".
- Catalog Start Date:** A text input field with a blue question mark icon to its right.
- OK:** A red button with white text located at the bottom right of the form.

Course Search Results	
Actions	Discipline Course Number Title
WR G DA L  	BIOL 100 Human Biology *Launched* **Course Revision Proposal** Sujatha Pamula Catalog Start Date 2017 - 2018
WR G DA L  	BIOL 100 Human Biology *Active* Data Conversion MSJC Catalog Start Date 2010 - 2011
WR G L  	BIOL 100H Honors Human Biology *Launched* **New Honors Course** Sujatha Pamula Catalog Start Date 2017 - 2018
WR G DA L  	BIOL 115 Topics in Biology *Active* Roy Mason Catalog Start Date 2014 - 2015
WR G DA L  	BIOL 115 Topics in Biology *Historical* **System Conversion** Data Conversion MSJC Catalog Start Date 2010 - 2011 Catalog End Date Summer 2014

On the search result screen, clicking the  icon will generate a PDF document for you to save or print out. The  icon will generate a PDF document of the DE Addendum for you to save or print out.

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

# Proposing New Courses/Awards

## New Courses

Faculty do not have access to create new courses through CurricUNET. The process for conceptually approving new curriculum is a faculty-driven process that ensures faculty are not spending time creating a course in CurricUNET that we cannot offer (because it is upper-division or graduate level) or that we already offer (perhaps through another department). Faculty should also consider whether a proposed course fulfills a transfer or career or skills need as opposed to adding elective units. As we progress toward Success Pathways, justifications of the need for new curriculum are important. Provided that the department's curriculum is all in compliance, a faculty member who wishes to propose a new course must complete an A9 (credit course) or A10 (noncredit course) form, which can be found on the N: drive as well as on the Curriculum Committee website. The form asks the faculty member to provide conceptual background for the course, including relation to program review and program learning outcomes; proposed student learning outcomes and inclusion in awards; plans for prerequisites, units, DE or Honors addendum; and the rationale for adding the new course. New noncredit courses must also indicate which of the ten noncredit categories a course falls into as well as whether noncredit or the department is responsible for scheduling, staffing and revising curriculum for the proposed course. Backup documentation may be required for some of the information. (Please see information on the A9 and A10 forms below.)

Before securing signatures on the form, the faculty author should submit the form to the curriculum email, copying the full-time department faculty, chairs, and deans. Any faculty, chairs, or deans who have concerns about the new course proposal should communicate their concerns to the chairs or deans. The form will be reviewed so that all areas are accurately completed and any necessary documentation (including, as appropriate, information related to facilities and resources related to the new course and employment or transferability documentation) is included. Please note that this review may take some time depending on the accuracy of the information of the form and the timely response to request for additional information. Once technical review of the form is complete, the faculty member can obtain signatures, and the form can be placed on a curriculum agenda. No chair or dean substitute signatures will be allowed on A9 or A10 forms.

A9 and A10 forms may be placed on either meeting of the month. The faculty member or a representative will attend a curriculum meeting and discuss the proposed new course; any faculty from the department with concerns about the new course are also encouraged to attend. After the proposed curriculum is approved conceptually, a shell for the course will be created, and the course can be submitted via CurricUNET.

Conceptual approvals of A9 and A10 forms are valid for one year; if the course does not come to first read of the curriculum committee within a year, the faculty will have to propose the course through the A9 or A10 process and start again. Please see the appendix for sample A9 and A10 forms.

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

## New Honors Courses

Faculty do not have access to create new Honors courses through CurricUNET. To create a new Honors course for a course that already exists, please send an email to the curriculum email ([curriculum@msjc.edu](mailto:curriculum@msjc.edu)), and a new Honors course shell will be created. You can then proceed to create and submit a new Honors course.

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

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

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

## Completing the A9 Form (for new Credit courses)

### Proposed Course Name and Title:

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

Remember the following parameters:

- 1-69 Basic Skills (Not degree applicable/not transferable)
- 70-79 Courses intended for students with learning disabilities (Degree Applicable but may not be transferable)
- 80-98 Degree applicable for non-transfer degrees and certificates (typically not transferable)
- 100-298 Degree Applicable/ Transferable (courses numbered 100-199 are generally considered first-year level and courses numbered 200-298 second-year level)
- 500-698 Academic and Career education courses that may transfer depending on the institution and major
- 799-898 Career Education courses intended for employment and which do not transfer (degree applicable for non-transfer associate degrees and certificates)
- 900-998 Noncredit courses

There are several issues to consider when assigning a course number. The number should make sense in terms of the general progression of numbers in the department and discipline. Prerequisites should precede in numbering any classes requiring them when possible. Sequences of courses should be numbered accordingly. Some types of courses are assigned consistent course numbers across all

disciplines, including special topics courses (299, 699, 899) and cooperative work experience courses (549).

You should also consider articulation issues. For example, if you want courses to transfer to the UC or CSU systems, complete the area on the form related to ASSIST and then consult with the Articulation Officer before assigning a number. Courses that do not transfer to the UC or CSU systems should not be numbered 100-298.

### Proposed number of credit hours/units:

As a California Community College, we must calculate unit/hour equivalencies according to the "Carnegie Unit," a value incorporated into Title 5, Section 55002.5: "one credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work . . . which may include inside and/or outside-of-class hours." This change in Title 5 from a unit-based (as opposed to credit hour base) represents a shift to thinking about hours first and, as a result, the units that result. At the same time, faculty should be cognizant of the units typically awarded for similar courses at four-year universities so that they do not contribute to the unit creep that negatively impacts students' financial aid, ability to complete other courses, and time to completion.

Mt. San Jacinto College's approved credit hour policy has the following ratios of in-class to outside-of-class hours:

Instructional Category	In-class Hours	Outside-of-class Hours
<b>Lecture</b> (Lecture, Discussion, Seminar and Related Work)	1	2
<b>Activity</b> (Activity, Lab w/ Homework, Studio, and Similar)	2	1
<b>Laboratory</b> (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

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

Laboratory hours represent a type of in-class teaching expectation that does not typically require homework. It does not necessarily meet in a separate classroom although that is typically the standard expectation for science-based labs (since that is what transfer institutions expect). Instead, laboratory hours will provide students with more instructor-guided learning.

The "activity" course designation should be used with caution, particularly with respect to the way a course articulates at four-year universities and colleges. Before creating a course as an activity course or revising a lecture or laboratory course to an activity course designation, check with the Articulation Officer to ensure such a change will not jeopardize transfer agreements or articulation.



## **Proposed TOP code:**

Check the state-approved TOP code manual (available as a link in CurricUNET) to determine the proposed TOP code for the course. Be sure you choose a CTE TOP code for a Career Education course.

## **Check the following boxes based on what you are proposing (this can change as you work on the course):**

### **PROGRAM APPLICABLE:**

Mark with an X if the course will be applicable to a degree or state-approved certificate. Indicate in the area below which awards you propose to include the course in and whether it will be required or elective for those awards.

### **STAND ALONE:**

Mark with an X if the course will not be applicable to a degree or state-approved certificate. If it is part of an Employment Concentration Certificate only, it qualifies as "Stand Alone."

### **ADDING TO A DEGREE:**

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

### **ADDING TO A STATE-APPROVED CERTIFICATE:**

Mark with an X if the course will be added to a state-approved certificate (of 16 or more units). Indicate in the area below which certificate(s) you propose to include the course in and whether it will be required or elective for those certificates.

### **ADDING TO A STATE-APPROVED LOW-UNIT CERTIFICATE:**

Mark with an X if the course will be added to a state-approved certificate (of 8 – 15.5 units). Indicate in the area below which certificate(s) you propose to include the course in and whether it will be required or elective for those certificates.

### **ADDING TO AN ECC (EMPLOYMENT CONCENTRATION CERTIFICATE):**

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

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

**ON-LINE OR HYBRID DELIVERY** Check if you plan to offer the course either hybrid or fully online. You can change this when you create the course if you decide you no longer want this offering.

**HONORS ADDENDUM** Check if you plan to create an Honors addendum for the course (which will require an additional shell for the Honors course). You can change this when you create the course if you decide you no longer want this offering.

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

**REQUISITE FOR THIS COURSE** If checked, indicate the requisites you are proposing for this course (whether another course, language, assessment, etc)

**WILL THIS COURSE BE A REQUISITE FOR ANOTHER COURSE?** If checked, indicate the courses that you propose this course be a requisite for and whether a (prerequisite, corequisite, or recommended preparation)

**Rationale/need for this new course:**

In this section, you need to justify the need for the course. Because this information is sent to the Chancellor's Office, it is important that it be specific and detailed and indicate whether the course is intended to fulfill a requirement for a degree or certificate or whether it is intended to meet a career educational need or a requirement for transfer to UC, CSU, and other institutions.

Consider all of the following questions.

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

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

Need may be demonstrated by:

- Data demonstrating student demand.

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

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

New Career Education course proposals based on employment skills or needs require documentation to validate need for course; documentation could include information from an advisory group or industry partner, job market information that clarifies the kinds of skills being proposed in the new course, or similar information.

### Examples of Rationale/Need for the course:

#### **BAM-097**

The California Community Colleges Doing What Matters Organization has approved a Business Information Worker certificate for MSJC – <http://ict-dm.net/biw-pathway-home/item/mt-san-jacinto-college-biw>. The certificate needs an additional course in order to tie the applications with Windows and an e-mail component. This course fills that gap but also provides students with industry scenarios in which they will use office technology to provide decision options which simulates employment responsibilities. Upon completion of this course, MSJC can offer the BIW certificate. Additionally, this course will be an elective in the Office Administration Non-Transfer A.S. Degree, the Certificate in Business Clerical, and the Certificate in Business Office Administration.

## Mt. San Jacinto College

Class Schedule  
Counseling Department



### Business Information Worker Pathway Course Offerings

	Course Name or Topic	Course ID	Relevant 3rd Party Certification
Business Information Worker Stage I	Keyboarding	OTEC 144	
	MS Windows	Not Offered	
	MS Word	CAPP 127	MOS: Microsoft Office Word
	MS Excel	CAPP 122	MOS: Microsoft Office Excel
	MS Outlook	CAPP 131	MOS: Microsoft Office Outlook
	Information System - Basic	CIS 101	
	Business Communication (Business English)	BADM 104	
	Human Relations & Customer Service	MGI 138	

#### **DIG-192**

This course supports MSJC's mission of preparing students with skills and knowledge needed to compete in today's complex world. This course fills the need for coursework supporting robust digital media

design skills that existing digital media courses do not address. This course expands the department's offerings to support digital media technologies. This class fulfills the requirements for the Digital Media Certificate and Video Production ECC.

### **HIST-117**

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

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

### **Relation to Program Review and PLOs (Program Learning Outcomes):**

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

#### **Examples of Relation to Program Review and PLOs:**

### **BADM-097**

The Business Department Program Review identifies the goal for the non-transfer Office Administration program is to provide "practical small business operation skills and techniques." This course extends beyond the CAPP 080 course in that computer applications will be used to work with scenarios which was not the focus of the CAPP 080 course. The scenarios used in this course will be provided from business partners thus providing students "real-world" business problems.

This course aligns to all the department PLOs. The course is designed to present various data scenarios, then have students use computer tools to convert the data to information, then communication optional decisions. Data will be provided from multiple sources, so students will have to convert the data into one source. Once data is in a program, they will convert the data to provide evidence that will be used to answer scenario questions. Presenting the data will be in the form of technology presentation and traditional meetings. These skills directly relate to all the department's PLOs:

- Communicate effectively through appropriate modes of communication (listening, speaking, reading, writing) as they pertain to the business environment with emphasis on the use of computer technology
- Analyze data to determine relevant information needed to produce reports, visual presentations, and other business documents

- Identify and solve business problems, assess results, and determine alternative courses of action

### **DAN-135A**

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

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

### **HIST- 117**

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

### **PEIC-139A**

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

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

## Course Learning Outcomes Proposed:

This area of the form asks you to consider the proposed Course Learning Outcomes at the heart of the new course proposal. Include at least three proposed CLOs.

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

## ASSIST.ORG information:

It is a faculty member's responsibility to complete this section. For NEW courses, what we are trying to determine with this section is whether there are comparable lower-division courses available at CSUs or UCs; this will help us determine whether the course fits the community college curriculum mission as well as an appropriate course number. Because ASSIST is in the middle of an update and it is not yet clear how much information will be available to the public, you will need to find this information yourself. Please see the appendix of the Best Practices or the link on CurricUNET to get detailed directions on completing this area. Be sure you follow the instructions for developing a new course.

The course author should check to see if any other community college has this course and if it is articulated anywhere, or the course author can look at all CSU and/or UC catalogs and see if this course exists in the lower division for any Baccalaureate degree at a state university in California, or the course author can use C-ID (if the proposed course has a C-ID descriptor) to locate CSUs that have a similar course. No matter which option you choose, it is important to verify that the university course exists in the current college/university catalog at a lower-division number. Recognize that different numbering schema exist at different community colleges and four-year universities, so verify that courses you use in this section are offered at the freshman/sophomore level.

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

## Course Outline of Record Listings:

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

Before securing signatures on the form, the faculty author should submit the form to the curriculum email (curriculum@msjc.edu), copying the full-time department faculty, chairs, and deans. Any faculty, chairs, or deans who have concerns about the new course proposal should communicate their concerns to the chairs or deans. The form will be reviewed so that all areas are accurately completed and any necessary documentation (including, as appropriate, information related to facilities and resources related to the new course and employment or transferability documentation) is included. Once technical review of the form is complete, you will need to obtain signatures of approval from all

department chairs (including those for cross-listed departments, if appropriate), all deans (including those for cross-listed departments, if they are different), and Assessment Coordinator and submit the completed form by the appropriate deadline to get on the curriculum agenda. No chair or dean substitute signatures will be allowed on A9 forms.

This will be a one-read item only but must have representation at the meeting (see above for more details on the approval process).

## Completing the A10 Form (for Noncredit courses)

Per California Ed Code 84757, noncredit courses must belong in one of the following categories (for more detail on the categories, please see the 6<sup>th</sup> edition of the Chancellor's Office Program and Course Approval Handbook, available through the links of CurricUNET):

- English as a Second Language
- Immigrant
- Elementary and Secondary Basic Skills
- Health and Safety
- Substantial Disabilities
- Parenting
- Home Economics
- Courses for Older Adults
- Short-term Vocational Programs (designed for high employment potential)
- Workforce Preparation

### **Proposed Course Name and Title:**

This is the mnemonic and number you are proposing for your course. Check with Angela Seavey prior to submitting the form to be sure you are proposing a number that has not previously been used. Remember the Noncredit courses begin with "NC" and are numbered 900-998 (NC/ESL 903 or NC/MATH 900).

### **Proposed number of hours:**

Noncredit courses are based on number of contact hours rather than units. Contact hours may be given in a range but should ensure sufficient number of hours so that instructors can cover the course content and provide the Noncredit students the time needed to achieve the course objectives and be successful in the course.

### **Proposed TOP code:**

Check the state-approved TOP code manual (available as a link in CurricUNET) to determine the proposed TOP code for the course. Be sure you choose a Noncredit Top code for a Noncredit course.



**Check the following boxes based on what you are proposing (this can change as you work on the course):**

**PROGRAM APPLICABLE:**

Mark with an X if the course will be applicable to a degree or state-approved certificate. Indicate in the area below which awards you propose to include the course in and whether it will be required or elective for those awards.

**STAND ALONE:**

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

**ADDING TO A STATE-APPROVED CERTIFICATE OF COMPETENCY:**

Mark with an X if the course will be added to a certificate of competency which involves two or more courses of basic skills or ESL. Indicate in the area below which certificates you propose to include the course in and whether it will be required or elective for those certificates.

**ADDING TO A STATE-APPROVED CERTIFICATE OF COMPLETION:**

Mark with an X if the course will be added to a certificate of completion which involves two or more courses designed for employability. Indicate in the area below which certificates you propose to include the course in and whether it will be required or elective for those certificates.

**ADDING TO AN ECC (EMPLOYMENT CONCENTRATION CERTIFICATE):**

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

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

**ON-LINE OR HYBRID DELIVERY** Check if you plan to offer the course either hybrid or fully online. You can change this when you create the course if you decide you no longer want this offering.

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

**REQUISITE FOR THIS COURSE** If checked, indicate the requisites you are proposing for this course (whether another course, language, assessment, etc.)

**WILL THIS COURSE BE A REQUISITE FOR ANOTHER COURSE?** If checked, indicate the courses that you propose this course be a requisite for and whether a (prerequisite, corequisite, or recommended preparation)

## **Rationale/need for this new course:**

In this section, you need to justify the need for the course. Because this information is sent to the Chancellor's Office, it is important that it be specific and detailed and indicate whether the course is intended to fulfill a requirement for a degree or certificate or whether it is intended to meet a career educational need.

Consider all of the following questions.

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

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

Need may be demonstrated by:

- Data demonstrating student demand.
- Data demonstrating student need for support in a credit course.
- Job market information including statistical data, employer surveys, and trend analysis.
- Compliance with the requirements of an accrediting agency or agencies.

New Noncredit CTE course proposals based on employment skills or needs require documentation to validate need for course; documentation could include information from an advisory group or industry partner, job market information that clarifies the kinds of skills being proposed in the new course, or similar information.

### **Examples of Rationale/Need for the course:**

#### **NC/SSS 010X**

In creating a new FYE program, there is a need for a non-credit study skills course that will act as the binding thread to the math and English classes in the FYE learning community. Students will benefit from this type of non-credit study skills course by preparing them to be more effective students. It will help them achieve their educational goals without adversely impacting the number of units earned. This

is modeled off of several study skills courses that have units associated with them, but we decided on a non-credit approach for the course.

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

### **Consider the following with respect to the responsibility for this course; if other department, indicate below which department:**

This area of the form asks you to indicate whether a specific department other than Noncredit or the Noncredit department will be responsible for the following: scheduling, staffing, and curriculum development. Be sure you specify what the other department is if someone other than Noncredit will be responsible for any or all of those areas.

### **Relation to Program Review and PLOs (Program Learning Outcomes):**

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

#### **Examples of Relation to Program Review and PLOs:**

##### **DAN-135A**

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

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

##### **HIST- 117**

In keeping with our 2014 Program Review, this course will help our department's commitment to "address the diverse needs and interests of our students and will help provide a broader range of offerings to those who wish to pursue the AA-T History Degree." Additionally, a history of India course

meets the History Department's Program Learning Outcomes by "exposing students to multiple perspectives from multiple disciplines," and encouraging students to critically think about the origins and cross-cultural influences of India over time.

### **PEIC-139A**

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

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

### **Course Learning Outcomes Proposed:**

This area of the form asks you to consider the proposed Course Learning Outcomes at the heart of the new course proposal. Include at least three proposed CLOs.

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

### **Course Outline of Record Listings:**

Go to the N drive>Public>Committees>Curriculum. Find the most recent "Course Outline of Record Listing Revised" (it will be in the Excel documents in the main folder). Copy the columns for the courses in your department and then delete the unnecessary columns so that columns B, C, F, G, H, and I remain. See the sample on the A10 form.

Before securing signatures on the form, the faculty author should submit the form to the curriculum email (curriculum@msjc.edu), copying the full-time department faculty, chairs, and deans. Any faculty, chairs, or deans who have concerns about the new course proposal should communicate their concerns to the chairs or deans. The form will be reviewed so that all areas are accurately completed and any necessary documentation (including, as appropriate, information related to facilities and resources related to the new course and employment or transferability documentation) is included. Once technical review of the form is complete, you will need to obtain signatures of approval from all department chairs (including those for Noncredit and discipline departments, if appropriate), all deans (including those for Noncredit and discipline departments, if they are different), and Assessment

Coordinator and submit the completed form by the appropriate deadline to get on the curriculum agenda. No chair or dean substitute signatures will be allowed on A10 forms.

This will be a one-read item only but must have representation at the meeting (see above for more details on the approval process).

## **New Awards**

The award submissions in CurricUNET will appear in the catalog. The Chancellor's Office submission must be completed and attached to the submission in CurricUNET. The Chancellor's Office Program and Course Approval Handbook will give you information on awards, including the SB 1440 (degrees for transfer) degrees. You can find the PCAH (Program and Course Approval Handbook) on the CurricUNET links or at the following link:

[http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH\\_6thEdition\\_July\\_FINAL.pdf](http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH_6thEdition_July_FINAL.pdf) Requirements for awards and for completion of Chancellor's Office paperwork are subject to change and not under control of the MSJC curriculum committee or office.

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



**Please note:** ADT (AA-T/AS-T) awards cannot be submitted to the state for approval if any courses on the award are out-of-compliance or have not been C-ID approved (if they have been in the C-ID approval process for more than 45 days, we can submit the award). Revisions to courses and resubmission to C-ID must be completed prior to submission to the committee.


See the information under "Revised Awards" for the areas of CurricUNET to complete.

# Revising or Reactivating Courses/Awards

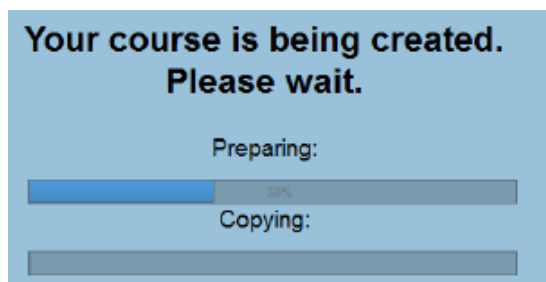
## Revised or Reactivated Courses

When revising or reactivating a course, you must first make a copy of it before making the necessary revisions. Go to the Build section of the main menu and click on Courses. Click on Course Modification which will take you to the screen where you will use the drop-down to select the discipline and then indicate the course number and click "OK." You will see a screen that has all active courses for that course number.

Course Search Results	
Actions	Discipline Course Number Title
	ENGL 098 English Fundamentals *Active* Ted Blake Catalog Start Date 2013 - 2014
	ENGL 101 Freshman Composition *Active* Rickianne Rycraft Catalog Start Date 2016 - 2017

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

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



### The Course Construction Screen

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

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



To add a co-contributor, click on “Add a co-contributor” and find the name of the faculty member you wish to add.

Course Construction Main Menu	
Course Number	127A
Course Title	Intermediate Jazz Dance
Short Title	Intermediate Jazz Dance
Co-Contributor(s)	Naggi, Paula ( <a href="#">edit</a> ) <a href="#">Add a Co-Contributor</a>

On the screen below, be sure you click the area(s) you want to give the co-contributor access to. If you want the co-contributor to have access to all areas, click “Check all.”

Create Co-Contributor	
Short Title	Short Title
Co-Contributor	Barkley, Larry
Screen Rights	100%
<a href="#">Check All</a>	
<a href="#">Uncheck All</a>	
<input type="checkbox"/>	Minimum Qualification
<input type="checkbox"/>	Student Learning
<input type="checkbox"/>	Department Learning
<input type="checkbox"/>	Objectives
<input type="checkbox"/>	Course Content
<input type="checkbox"/>	Lab Content
<input type="checkbox"/>	Methods of Instruction
<input type="checkbox"/>	Methods of Evaluation
<input type="checkbox"/>	Assignments
<input type="checkbox"/>	Distance Ed
<input type="checkbox"/>	DE MO Instruction
<input type="checkbox"/>	DE MO Evaluation
<input type="checkbox"/>	DE Assignments
<input type="checkbox"/>	Regular Effective
<input type="checkbox"/>	Learning Resources
<input type="checkbox"/>	Library
<input type="checkbox"/>	Additional Library
<input type="checkbox"/>	Requisites
<input type="checkbox"/>	Agenda Forms
<input type="checkbox"/>	Attached Files
<a href="#">OK</a> <a href="#">Cancel</a>	


To remove a co-contributor (which you should do for any co-contributors who no longer work at the college or who are no longer faculty members in your department), click on the blue “edit” next to the co-contributor’s name:

### REMOVED.

Course Construction Main Menu	
Course Number	Todd Test
Course Title	Test Course for Todd
Short Title	Short Title
Co-Contributor(s)	Balko, Linda ( <a href="#">edit</a> ) <a href="#">Add a Co-Contributor</a>

Then click the red "Drop" box at the bottom of the screen:

<b>Edit Co-Contributor</b>	
<b>Short Title</b>	Short Title
<b>Co-Contributor</b>	Balko, Linda
<b>Screen Rights</b>	<input type="checkbox"/> Cover
<a href="#">Check All</a>	<input type="checkbox"/> Units/Hours
<a href="#">Uncheck All</a>	<input type="checkbox"/> Minimum Qualification
	<input checked="" type="checkbox"/> Student Learning
	<input type="checkbox"/> Department Learning
	<input checked="" type="checkbox"/> Objectives
	<input checked="" type="checkbox"/> Course Content
	<input type="checkbox"/> Lab Content
	<input type="checkbox"/> Methods of Instruction
	<input type="checkbox"/> Methods of Evaluation
	<input type="checkbox"/> Assignments
	<input type="checkbox"/> Distance Ed
	<input type="checkbox"/> DE MO Instruction
	<input type="checkbox"/> DE MO Evaluation
	<input type="checkbox"/> DE Assignments
	<input type="checkbox"/> Regular Effective
	<input type="checkbox"/> Learning Resources
	<input type="checkbox"/> Library
	<input type="checkbox"/> Additional Library
	<input type="checkbox"/> Requisites
	<input type="checkbox"/> Agenda Forms
	<input type="checkbox"/> Attached Files

**Drop Save** 

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

Course Checklist	
Main	
<input checked="" type="checkbox"/>	Cover
<input checked="" type="checkbox"/>	Units/Hours
<input type="checkbox"/>	Minimum Qualification
<input type="checkbox"/>	Comparable Transfer Courses
<input type="checkbox"/>	Course Learning Outcomes
<input type="checkbox"/>	Program Learning Outcomes
<input type="checkbox"/>	Objectives
<input type="checkbox"/>	Course Content
<input type="checkbox"/>	Methods of Instruction
<input type="checkbox"/>	Methods of Evaluation
<input type="checkbox"/>	Assignments
<input type="checkbox"/>	Distance Ed
<input type="checkbox"/>	DE MO
<input type="checkbox"/>	Instruction
<input type="checkbox"/>	DE MO
<input type="checkbox"/>	Evaluation
<input type="checkbox"/>	DE Assignments
<input type="checkbox"/>	Regular Effective
<input type="checkbox"/>	Contact
<input type="checkbox"/>	Learning Resources (texts)
<input type="checkbox"/>	Library
<input type="checkbox"/>	Additional
<input type="checkbox"/>	Library
<input type="checkbox"/>	Requisites
<input type="checkbox"/>	General Ed
<input type="checkbox"/>	Agenda Forms
<input type="checkbox"/>	Attached Files

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

Help
This page contains basic information for a course.
If you wish to add a co-contributor to help write this course, click on "Add a Co-contributor".
If you are ready to proceed, use the Course Checklist menu above to choose the next page.
<a href="#">More</a>

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

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

## Course Screens

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

## Cover

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

## Course Cover

Page Last Saved on Sunday, Nov 1, 2015 at 7:45 AM

By Julie Freeman

Department	Dance, Musical Theater
Subject	DAN-Dance
Course Number	127A
Full Course Title	Intermediate Jazz Dance
Short Title	Intermediate Jazz Dance
Former Information (if applicable)	Course Number: DAN-127 Course Title: Date Changed: 03/08/2011
Taught At	Both
Catalog Course Description	This course facilitates the study of jazz dance technique at an intermediate level, focusing on the student's development of technical skills and vocabulary specific to the jazz dance genre. A variety of classical and contemporary presentational styles will be explored as well as the historical and cultural context of jazz dance. This course facilitates the student's examination of movement dynamics, musicality and rhythm as they apply to technical and expressive movement skills.
Class Schedule Course Description	This course facilitates the study of jazz dance technique beyond a beginning level, focusing on the development of technical dance skills and vocabulary.
Need for the Course	This course fulfills the requirements for the A.A in Dance and the Musical Theater Certificate and is required in many B.A. and B.F.A. dance programs. The study of Intemediate Jazz Dance allows the dance major, as well as the general interest student, access to a uniquely American dance form.
<b>Proposal Information</b>	
Cross Listed with another course?	No
Distance Ed	Not Applicable
Honors	No
Special Topics	No

Unlock

## Cover

### Department:

This is the department for your course.

### Subject:

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

**Course Number:**

This is the course number that appears in the College Catalog and Schedule of Classes. Your courses should already have a course number. If the number previously assigned is not appropriate (for example, if the course was previously approved at the 100-level but it does not transfer), you will be given that feedback during tech review. If you are asked to change the number or if you are considering changing the number, consider the following parameters:

- 1-69 Basic Skills (Not degree applicable/not transferable)
- 70-79 Courses intended for students with learning disabilities (Degree Applicable but may not be transferable)
- 80-98 Degree applicable for non-transfer degrees and certificates (typically not transferable)
- 100-298 Degree Applicable/ Transferable (courses numbered 100-199 are generally considered first-year level and courses numbered 200-298 second-year level)
- 500-698 Academic and Career education courses that may transfer depending on the institution and major
- 799-898 Career Education courses intended for employment and which do not transfer (degree applicable for non-transfer associate degrees and certificates)
- 900-998 Noncredit courses

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

If you are not changing the number or are not being asked to change the number, you can proceed to the next section.

If you are asked to change the number or wish to change the number, contact the curriculum email to make sure a number has not been used before.

There are several issues to consider when assigning a course number. The number should make sense in terms of the general progression of numbers in the department and discipline. Prerequisites should precede in numbering any classes requiring them when possible. Sequences of courses should be numbered accordingly. Some types of courses are assigned consistent course numbers across all disciplines, including special topics courses (299) and cooperative work experience courses (549).

You should also consider articulation issues. For example, if you want courses to transfer to the UC or CSU systems, consult with the Articulation Officer before assigning a number. Courses that do not transfer to the UC or CSU systems should not be numbered 100-298.

**Course Title:**

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

For the short title, the length is limited to 30 characters (including spaces). This limit corresponds to the Colleague Short Course Title field, which is used on both the student's transcripts and Eagle Advisor. Short Titles should be typed in Title Case (Upper case first letter, lower case for the rest of the word.) Some of the short titles have come over from the legacy system as all CAPS; however, this is not a requirement for short titles.

**Former Information:**

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

**Taught at:**

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

**Catalog Course Description:**

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

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

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

**Catalog Schedule Description:**

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

**Need for the Course:**

In this section, you need to justify the need for the course. Because this information is sent to the Chancellor’s Office, it is important that it be specific and indicate whether the course fulfills a requirement for a degree or certificate or whether it meets a requirement for transfer to UC, CSU, and other institutions or career educational need. Be sure you revise it as appropriate each time you submit a course through the approval process (e.g., if you are doing a course revision, be sure the need does not reference a “new course”). To verify this information, be sure you look at the Course Impact (CI) report and incorporate award requirements.

Consider all of the following questions:

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

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

Need may be demonstrated by:

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

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



## Examples of need for the course:

### **ANTH-101**

This course provides scientific explanations for human origins, for the context for human biology within the animal kingdom, and for modern human diversity. The scientific backdrop is important to developing further scientific thinking about humans, as well as necessary to working with social and cultural constructs about human diversity. This course is a requirement for Anthropology Majors at all transfer institutions and for the AA-T in Anthropology for transfer degree at MSJC. ANTH 101 also is required for the AIS Degree, the ENVS AS degree and the IDS - Liberal Arts: Mathematics and Science Emphasis Degree.

### **CDE-111**

This is a required course for Title 5 and Title 22 licensing regulations, the Child Development Permit and the Child Development and Education Certificate and/or A.S. Degree Program(s) as well as the Early Intervention and Inclusion Certificate and/or A.S. Degree Program, as well as the AS-T in Early Childhood Education.

### **DIG-185**

The course fulfills an elective in the Digital Media A.S. Degree and/or the Digital Media Certificate and/or Employment Concentrations. The technology skills provided in this course meet the growing demand for Web 2.0 Content Management Systems that provide the interface for most interactive sites today and security mechanism for online purchasing through ecommerce systems.

### **ENVS-101**

An understanding of the physical and natural world is critical to the general education of college students. Seven semester units of scientific study on the CSU GE Breadth pattern (option B) or the IGETC (option C) to include two science lecture courses and one laboratory course are required for a Transfer Associate's degree or certification for transfer or one 3 unit science approved course using MSJC's option A general education pattern. ENVS 101 is the only interdisciplinary course offered by MSJC that emphasizes an understanding of the interactions of humans with the physical, chemical, and biological world in which we live.

### **HIST-104**

This course is a part of the A.A.-T Degree in History for Transfer and the A.A.-T Degree in Art History for Transfer. It is also required for history majors by the University of California and California State University history departments. The course introduces students to the cultural diversity of modern world civilizations and prepares them for transfer and it articulates as humanities, social science, and multicultural studies.

### **HIST-125**

This course considers a dimension of US History less explored, but key to most facets of history. It will also serve a large segment of our student population: military members, dependents, and others

interested in the American military. Because some of our students are also members of the military, this course will help meet their promotional needs. Finally, by offering the course online, we will be serving that population that must deploy and relocate. The course meets a General Elective requirement for graduation with an A.A. or A.S. degree under the B2 section of Social and Behavioral Sciences. It also meets California State University graduation requirements under section D6 of Social Sciences. For students planning to transfer, it meets section 4 requirements of the Intersegmental General Education Transfer Curriculum.

**SPAN-251**

This class meets the needs of the working professional in that it will help build communicative skills and further prepare students for work, travel, life abroad, and everyday contact with Spanish-speaking people. Job market information shows that applicants who are bilingual are more competitive in attaining employment.

**Proposal Information:**

**Crosslisted:**

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

**Distance education:**

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



A screenshot of a form with four rows of radio button options. A blue arrow points to the 'Distance Ed' row. The first row is 'Cross Listed with another course?' with 'No' selected. The second row is 'Distance Ed' with 'Not Applicable' selected. The third row is 'Honors' with 'No' selected. The fourth row is 'Special Topics' with 'No' selected.

Cross Listed with another course?	<input checked="" type="radio"/> No <input type="radio"/> Yes
Distance Ed	<input type="radio"/> Added <input type="radio"/> Removed <input type="radio"/> Reviewed/Revision <input checked="" type="radio"/> Not Applicable
Honors	<input checked="" type="radio"/> No <input type="radio"/> Yes
Special Topics	<input checked="" type="radio"/> No <input type="radio"/> Yes

**Honors:**

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

**Special topics:**

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

## Unit/Hours

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

Please Remember To Save Work Before Navigating Off Of Page.

**Course Units/Hours**

Page Last Saved on Wednesday, May 4, 2016 at 7:33 AM  
By Julie Freeman

**Units/Hours**

**Variable Units**  No  Yes

Type	Min	
	Units	Hours
Lecture	1.00	16.00-18.00
Lab	1.00	48.00-54.00
IS		
Paid OI		
Unpaid OI		
<b>Total</b>	<b>2.00</b>	<b>64.00-72.00</b>

**Repeatability** May be taken  time(s) for credit

**Maximum Enrollment**

**Grading Methods**

**Stand Alone**

**CB03 TOP Code**

As a California Community College, we must calculate unit/hour equivalencies according to the "Carnegie Unit," a value incorporated into Title 5, Section 55002.5: "one credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work . . . which may include inside and/or outside-of-class hours." This change in Title 5 from a unit-based (as opposed to credit hour base) represents a shift to thinking about hours first and, as a result, the units that result. At the same time, faculty should be cognizant of the units typically awarded for similar courses at four-year universities so that they do not contribute to the unit creep that negatively impacts students' financial aid, ability to complete other courses, and time to completion.

Mt. San Jacinto College's approved credit hour policy has the following ratios of in-class to outside-of-class hours:

Instructional Category	In-class Hours	Outside-of-class Hours
<b>Lecture</b> (Lecture, Discussion, Seminar and Related Work)	1	2
<b>Activity</b> (Activity, Lab w/ Homework, Studio, and Similar)	2	1
<b>Laboratory</b> (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

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

Laboratory hours represent a type of in-class teaching expectation that does not typically require homework. It does not necessarily meet in a separate classroom although that is typically the standard expectation for science-based labs (since that is what transfer institutions expect). Instead, laboratory hours will provide students with more instructor-guided learning.

The “activity” course designation should be used with caution, particularly with respect to the way a course articulates at four-year universities and colleges. Before creating a course as an activity course or revising a lecture or laboratory course to an activity course designation, check with the Articulation Officer to ensure such a change will not jeopardize transfer agreements or articulation.

**Variable Units:**

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

**Type of Credit Hours/Units:**

Distinguish the type of credit hours/units for the class: Lecture, Activity, Lab, IS (Independent Study), Paid CWE (Cooperative Work Experience), Unpaid CWE (Cooperative Work Experience). See above for more information.

**Semester Hours:**

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

**Repeatability:**

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

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

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

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

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

#### **Maximum Enrollment:**

Because class size is a negotiated item, current class sizes cannot be changed through CurricUNET and the approval process. We will be developing a process that will allow faculty to propose changes to class size based on the Class Size categories provided in the appendix. That process will have to be approved through Academic Senate with support from the Faculty Association and administration. We will provide updated information as it becomes available. In the meantime, you will still need to justify any class sizes that are outside of the standard size (standard size is defined as 40 students for a course with lecture units only, 30 students for any course that has lab units or a combination of lecture/lab) – even if they have been approved at that lower size.

In a paper published in 2012 by the Statewide Academic Senate regarding course maximum enrollments, the Senate explained that decisions regarding how large or small a course should be must “begin with considering the factors that create the best environment for student learning from an instructional standpoint”; however, course authors must also work with administrators “to find the right balance between maximizing learning opportunities for students and assuring program and college viability.” That is, in an ideal world, we could all teach smaller courses, but the college relies on enrolled students to fund its operations. Therefore, while making sure course size is justified based on pedagogical concerns, faculty need to consider additional perspectives. Note that classroom size does not determine maximum enrollment although individual sections of courses will not be capped at a higher number

than classroom space allows. For courses with a course maximum size outside the standard range (see above), a justification section will open up, as below:

<b>Maximum Enrollment</b>	25 ?
<b>Justifications for lower/higher class size.</b>	<input type="checkbox"/> 1. Course requires significant response to written materials - check all that apply: <input type="checkbox"/> 2. Course requires significant individualized instruction or assessment - check all that apply: <input type="checkbox"/> 3. Course has safety or compliance factors which influence the enrollment cap - check all that apply:
<b>Justification</b>	Please give specific details to support the reasons checked. Size of the classroom, number of monitors or software licenses are not considered justification. All justification must be pedagogically based. <div style="border: 1px solid black; height: 60px; width: 100%;"></div>

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

- Course requires significant response to written materials
- Course requires significant individualized instruction or assessment
- Course has safety or compliance factors which influence the enrollment cap

For each of the “options” selected, a drop-down of specifics will open up that will assist you in determining whether the course truly meets the standards for smaller course size (based on statewide Academic Senate documentation and MSJC Academic Senate approval).

For courses that require significant response to written materials:

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

For courses that require significant individualized instruction or assessment:

2. Course requires significant individualized instruction or assessment - check all that apply:

- 1. Course requires graded class discussion and graded class participation.
- 2. Course requires 3 or more oral presentations by each student per semester.
- 3. Course relies on small group dynamics as a means of instruction or assessment.
- 4. Course requires that each student be evaluated individually on a set of skills more than twice per semester.

For courses that have safety or compliance factors which influence the enrollment cap:

3. Course has safety or compliance factors which influence the enrollment cap - check all that apply:

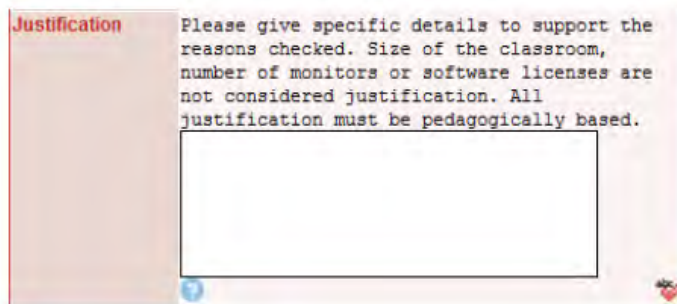
- 1. Course has safety or health reasons that the class should have a non-standard enrollment cap.
- 2. Course has specific standards outside of the college calling for a specific or capped class size.
- 3. Course has an advisory panel or an external accreditor which recommends or requires a specific teacher to student ratio.

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

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



**Justification** Please give specific details to support the reasons checked. Size of the classroom, number of monitors or software licenses are not considered justification. All justification must be pedagogically based.



### Examples of the justifications of course max size:

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

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

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

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

#### **Grading Methods:**

Most courses will be "Letter Grade or P/NP." Those marked "P/NP only" mean the student will earn either a Pass or a No Pass but not be allowed to earn a letter grade. Noncredit courses should select "NC-P/SP/P" – the "SP" designation allows students to earn a "Satisfactory Progress" in those instances where they have not passed but have made progress toward successful completion of the course objectives.

### Stand Alone:

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

### CB03 TOP Code:

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

## Minimum Qualifications

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

Minimum Qualification
Dance(Masters Required)
<input type="button" value="Unlock"/>

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

## Comparable Transfer Courses

The purpose of this section is to convey the CSU/UC courses that this course articulates to or may articulate to (the latter for a new course or a course that did not previously articulate but which you think could). If you can find a similar, comparable course at the lower division of a CSU or UC, that information will go in this section. Each time you revise a course, the Comparable Transfer Courses area will be blank so that faculty can verify recent articulation and comparable transfer information for the course.

**Comparable Transfer Course Information**

If no comparable lower division courses are identified this course will be sent back to the author until comparable courses are identified or course number is changed to no transferable.  
[Use this link to find parallel courses.](#)

Edit/Del	College Info
	CSU CSU San Bernardino Studies in Dance: Jazz 200A
	CSU San Jose State University Topics in Dance Technique II DANC 54
	CSU CSU Los Angeles Intermediate Jazz Dance DANC 220A
	CSU CSU Fullerton Jazz II DAN 232

[View D Form](#)

**Unlock**

For course REVISION, this area of CurricUNET provides the information formerly given on D forms and approved by the Articulation Officer. It is a faculty member's responsibility to complete this section. Because ASSIST is being upgraded and it is not clear when it will be available and whether faculty will have access to the information, the process will now require some extra work on the part of faculty. Please see the appendix of the Best Practices or the link on CurricUNET to get detailed directions on completing this area.

For courses that were not previously articulated but that you think might transfer or you know of comparable, lower-division courses at a CSU or UC, the course author has several ways of finding this information. The course author should check to see if any other community college has this course and if it is articulated anywhere, or the course author can look at CSU and/or UC catalogs and see if this course exists in the lower division for any Baccalaureate degree at a state university in California, or the course author can look at the C-ID website (if the course has a C-ID descriptor) to see which CSU campuses have a course with the same C-ID descriptor. It is important that the course author verify that any course listed exists in the current university catalog at a lower-division level; recognize that different campuses have different numbering schema. For more specific details on how to find this information, please see the appendix.

In the rationale section, justify how the course you have identified is similar to the course you are creating or revising (for example, does the university have an approved course with the same C-ID descriptor? Does another community college have a similar course articulated with a CSU or UC? Is the university course comparable to the MSJC course being created or revised?).

If you are submitting course outlines which you hope to be approved for either Intersegmental General Education Transfer Curriculum (IGETC) or the CSU General Education Breadth Requirements, you should submit those outlines to the college curriculum committee in time for the November catalog deadline. CSU GE and IGETC can only be submitted in December, and IGETC can only be submitted after acceptance of UC transfer.

NOTE: new courses cannot be submitted for CSU GE or IGETC approval until they have first been published in the MSJC catalog which means a new course at the 100- or 200-level cannot be offered until at least a year from the start date of the catalog for which it is approved.

## Course Learning Outcomes

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

Each time you revise a course, the CLO area will be blank so that the most recent CLOs can be retrieved from the master list provided on the Assessment website [<http://www.msjc.edu/InstitutionalPlanningandEffectiveness/Pages/SLO-Documents.aspx>]. As the course is revised, if the CLOs need to be revised as well, revise them in the CLO area and send a copy of the CLOs to Paul Hert (Assessment Coordinator) so that they can be put into eLumen.

Course Learning Outcomes	
Page Last Saved on Thursday, Aug 27, 2015 at 7:54 AM By Julie Freeman	
<b>Unlock</b>	
1. Perform an intermediate jazz dance combination with directional accuracy on both the right and left sides.	
2. Demonstrate individual expression and style through performance of jazz dance combination.	
3. Perform rhythmic sequences with accuracy and confidence.	

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

## Program Learning Outcomes

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

Program Learning Outcomes	
<b>Program Learning Outcomes</b>	<ul style="list-style-type: none"><li>• Dance<ul style="list-style-type: none"><li>◦ Develop an awareness of the history, diversity, and cultural significance of dance.</li><li>◦ Apply knowledge and skills gained to new and varied situations through dance expression.</li><li>◦ Discover and evaluate movement through the use of aesthetic tools gained.</li><li>◦ Compose, perform and evaluate works of artistic expression.</li><li>◦ Examine anatomical ideas and discover the connections required to demonstrate depth of knowledge and technical ability.</li></ul></li></ul>
<b>Rationale</b> For course and award submissions: Briefly discuss how this course/award is consistent with PLOs which have been determined by the department. PLO field cannot be completed with PLO's "currently in progress" or any similar language.	The study of jazz dance technique facilitates the student's growth in technical and aesthetic skills as well as their knowledge of the historical and cultural context of jazz dance.
<b>Edit</b>	

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

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

### **Examples of the Relation to Program Learning Outcomes:**

#### **AJ 101**

This course meets the Program Learning Outcomes related to the student identifying and communicating both verbally and in writing the concepts of criminal law and their application in the criminal justice system, including the ability to distinguish and validate the appropriate application of law to a particular criminal behavior. This course further examines the importance of respect for social and cultural diversity in the application of the law. This course also examines the student's personal and civic responsibilities and their relation to justice and fairness as practitioners in the criminal justice system.

#### **ANTH-103A**

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

#### **AUD-141**

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

#### **EMS 098**

This course meets the department PLOs by addressing the core course objectives in resuscitation, ventilation and clinical reasoning during resuscitation. This course also provides a very high pass rate on the national certification examination for students who successfully complete the course.

#### **MUS 114**

This course addresses most directly the first PLO--building performance skills--through in-class practice of skills and practice of music theory. Students will develop an awareness of aesthetics and explore the evolution of jazz music as they address typical performance styles of particular styles and periods of the last 100 years. Through the study of jazz theory, they will deepen their understanding of how musical works are spontaneously composed in jazz. Through close work with a professional expert, their

instructor, they will learn how improvisation is applied to various career paths in music and the expectations of the field of professional music performance.

### **THA 118**

This course equips students with the basic skills of stage management which is directly related to program learning outcome with regard to developing skills in the craft of theater. Through the study of stage managing, backstage operations, technical crews and equipment, budget, and house managing, students develop techniques necessary to stage manage and run a theater with the greatest effectiveness. These skills are readily applicable to stage management positions at various theater companies throughout the country.

## **Objectives**

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





<b>Course Objectives</b>	
Page Last Saved on Wednesday, Sep 16, 2015 at 4:31 PM By Julie Freeman	
<b>Unlock</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Exhibit proper alignment as applied to intermediate jazz dance while performing class warm-up and movement combinations.	
2. Demonstrate progression and transition to an intermediate level of jazz dance technique and vocabulary.	
3. Discover an increase in flexibility, strength, endurance, and expressivity within complex movement combinations at an intermediate level.	
4. Examine the dynamic, style, phrasing and rhythm of choreography learned and performed in class	
5. Examine and utilize jazz dance terminology effectively and correctly.	
6. Develop improvisational dance skills as are appropriate to the jazz style introduced.	
7. Evaluate class performances and individual progress for those skills specific to the jazz dance form, including specificity as it applies to dynamic expression and rhythmic interpretation.	
8. Discover jazz dance as a form of American vernacular dance with multicultural influences.	
9. Analyze the ways in which the study of a technique for dance impacts healthful living and self-development.	

Effective instructional design begins with well-written objectives. All courses applicable to a college degree are required to demonstrate critical thinking. As stated in the Statewide Academic Senate's paper, Stylistic Considerations in Writing Course Outlines of Record, "the incorporation of critical thinking must be evident throughout the course outline but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation. It must be clear that students are expected to think critically, are instructed in how to do so, and are held accountable for their performance." The students must master the objectives and show through the methods of evaluation that they have done so.

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

A useful way to understand this concept is through Bloom’s Taxonomy which utilizes verbs for cognitive, affective and psychomotor outcomes (a copy is provided in the appendix of the Best Practices handbook and is available through the CurricUNET links). Most courses will use the Cognitive Domain Outcomes although Bloom’s Psychomotor Domains are acceptable for activity courses. (Note, however, that most courses will use only one category of outcomes since what is higher order on one list may be lower order on another). All courses numbered 100 and above must have at least half (50%) of their objectives begin with higher-order verbs in Bloom’s Taxonomy (taken from the three right-hand columns). Courses numbered below 100 and Non-Credit courses must have at least a quarter (25%) of their objectives begin with higher-order verbs in Bloom’s Taxonomy (taken from the three right-hand columns).

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

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

### **Examples of Course Objectives:**

#### **ANTH-201**

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

#### **BADM-170**

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

**BIOL-100**

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

**CDE-103**

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

**COMM-108**

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

**ENGL-280**

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

**HIST-111**

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

**HS-123**

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

**LNSK-051**

Appraise learning strengths and weaknesses through assessment and analysis of results.

**MATH-213**

Determine limits, continuity, and the domain of functions of several variables.

**MUS-112**

Perform piano literature of an intermediate level in front of an audience.

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






## Course Content














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















































**Course Content**

Page Last Saved on Sunday, Nov 1, 2015 at 7:49 AM  
By Julie Freeman

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

[Outline Tool User's Guide](#)

**B** *I* U |     |    |      |  HTML

that the course content is not the same as a syllabus, but you do need to detail the minimal topics covered by the course, regardless of the individual instructor or section.

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

NOTE: Courses with activity units will put all of the content in this area rather than in "Lab content." If a course has lab units only, please put "Lab units only" in this area.

## Lab Content

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

### Examples of Lab Content:

Course Lab Content	
Page Last Saved on Wednesday, Sep 2, 2015 at 6:05	
By Payden Ackerman	
1. Application of makeup	
A. Types of makeup products	
a. Ingredients	
b. Usage	
B. Greasepaint	
C. Crème	
D. Pancake	
E. Types of sponges and their usage	
F. Sponges versus brushes for application of makeup	
G. Proper makeup removal and cleansing	
2. Beauty make up	
A. Lecture and discussion on	
a. Current trends in beauty makeup and how they apply to theatre	
B. Classic beauty makeup	
C. Base selection and application	
D. Shading application	
E. Highlight application	
F. Moist or oil-base cheek and color glow application	
G. Powder application	
H. Dry cheek color application	
I. Eye color or upper lid liner or shading accentuation	
J. Actual upper lid highlight application	
K. Lower lid line application	
L. Eyebrow application	
M. First mascara application (upper and lower lashes)	
N. Strip and individual false eyelash application	
O. Lip line and inner blending	
P. Lip color selection and application	
O. Lip shading	
R. Lip highlighting	
S. Gloss application	
T. Corrective lip lining and adjustment	

## Methods of Instruction

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

**Methods of Instruction**

**Method: Lecture**  
**Integration:** Lecture/demonstration of technical exercises by instructor focusing on alignment as well as the execution of vocabulary and rhythm within a movement sequence.

**Method: Experiments**  
**Integration:** Group problem solving experiments focusing on technical concepts and/or combinations given by instructor. Student discussion and demonstration may follow.

**Instructional Method**  
[Enter one method at a time] --Select or Add Other--

**Other Method**

**Integrate instructional method with objectives**

**Add**

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

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

The methods must appropriately align with the expected learning objectives, content, and evaluation methods of the course as well as reflect the needs of a variety of learning styles. Choices of methods can include Activity, Critique, Directed Study, Discussions, Experiments, Field Experience, Field Trips, Film Viewing and Discussion, Group Projects, Homework, In-class Exercises, Individual Projects, Individualized Instruction, Lab, Lecture, Live Performance Viewing, Observation and Demonstration, Online

Activity/Discussion, Papers and Reports, Projects, Readings, Role Playing and Simulation, Service Learning, Visiting Lectures, and Work Experience. (The types of methods are subject to change.) Please check any type of instructional methods that may be used by instructors of this course. If there are any instructional methods that are not listed, please check "other" and list them in the box provided.

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

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

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

#### **Examples of Methods of Instruction:**

##### **AJ-118**

**Method:** Film/video Viewing and Discussion

**Integration:** Media presentations of criminal justice/community issues will be offered during the course in order for the student to dissect and consider the difficulties sometimes encountered when attempting to implement criminal justice/community relations programs.

##### **ASL-105**

**Method:** Role Playing/Simulation

**Integration:** Role playing and simulation will ensure students' successful application of linguistic skills in appropriate scenarios under instructor supervision. Students will interact both with the instructor, as well as their peers.

##### **AUME 084**

**Method:** Oral Presentation

**Integration:** Five- to ten-minute oral presentations based on 1-3 page research papers describing various vehicle subsystems and explaining their basic principles of operation will be presented by individual students near the end of a semester. Evaluation will be based on how difficult the subsystem is to explain, what kind of visual aids are used, and how clear the explanation is to the other students.

##### **BADM-150**

**Method:** Discussion

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

### **CDE-140**

**Method:** Visiting Lecturers

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

### **DIG-180**

**Method:** Lecture

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

### **ENGL-203**

**Method:** Film/video viewing and discussion

**Integration:** In-class and out-of class video presentations of Shakespearean plays followed by instructor-guided analysis of character and plot.

### **HIST-117**

**Method:** Lecture

**Integration:** Lectures will introduce key concepts and interpretive approaches to understanding Indian and South Asian history, expand upon information provided in the assigned reading and visual materials, and provide students with an organizational scheme with which to analyze the development of India. Supporting visual materials may include PowerPoint presentations and other digitally generated images such as maps, charts, diagrams, photos, YouTube videos, and film clips.

### **MATH-135**

**Method:** In-class Exercises

**Integration:** Working in groups, in-class exercises will allow students to develop a better understanding of how to formulate limits using numerical or graphical data, use the limit to identify whether a function is continuous at a given domain value and to formulate the derivative utilizing the difference quotient, and calculate derivatives of exponential and logarithmic functions.

## Methods of Evaluation

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

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

Unlock

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

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

It is not necessary that the methods of evaluation be comprehensive, only that they are representative of the types of work that students might complete in order to demonstrate their mastery of the course objectives. As with methods of instruction, the methods of evaluation must set parameters for

instructors, yet preserve their academic freedom to structure the course to their strengths as an educator.

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

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

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

### **Examples of Methods of Evaluation:**

#### **AJ-101**

**Method:** Class Participation

**Integration:** At each class meeting, students will form groups to debate and assess current events regarding the application of criminal law and the role of law enforcement. Students will be evaluated on their appraisal of the law's application regarding the current event and their assessment of law enforcement's role during the investigation concerning the application of law regarding their consideration of culture, ethnicity, and ethics in the investigation.

#### **AJ-108**

**Method:** Simulation

**Integration:** Students will participate in a simulated crime scene investigation. Students will be

evaluated on their ability to incorporate course instruction into completion of the scenario. Assessment will be based on the student's ability to identify and classify the mock crime as property or person's crime as well as their aptitude in preparing related reports such as documentation of the location of evidence and the method used for preservation of evidence.

### **CDE-098A**

**Method:** Project Presentation

**Integration:** Oral presentation will be evaluated based on the students' ability to articulate their understanding of the Reflective Curriculum Planning Process, their implementation of the curriculum activity, the results and self-reflection. Students will be evaluated on their overall presentation of observational data, assessment and plan based on the specific learning domain and incorporation of the California Curriculum Framework guiding principles, teaching strategies and California Learning Foundations.

### **DMS-120**

**Method:** Final Performance

**Integration:** Final performance will be a practical examination to evaluate the student's ability to complete an abdominal ultrasound including images of the pancreas, aorta, inferior vena cava, liver, gallbladder, both kidneys and the spleen. The student will be evaluated on their ability to follow directions and on image quality, accuracy, and proper annotation.

### **ENGL-240**

**Method:** Papers

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

### **HEP-201**

**Method:** Presentation

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

### **MGT-138**

**Method:** Midterm and final exams

**Integration:** Midterm and final exams will be used to measure competency of fundamental personnel management concepts and objectives covered in class, such as HRM processes, employment legislation, training and development, and collective bargaining. Exams will be given to measure student understanding of terminology, knowledge of subject matter, and ability to compare and evaluate how



sound HRM policies and practices can improve the productivity and competitiveness of an organization. The exams will be evaluated based on a rubric developed by the instructor.

### **MUS-201**

**Method:** Exams/Tests

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

### **MUS-216**

**Method:** Final Performance

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

### **THA-118**

**Method:** Home Work

**Integration:** Students will compose production calendars, cast lists, rehearsal schedules, company rules, production plots and production budgets and other necessary documentation required of a theatrical production. This homework will be evaluated on completion, accuracy, readability, and relevance to the theatrical production.

### **THA-124**

**Method:** Class Work

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

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

## **Assignments**

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

## Assignments

Page Last Saved on Sunday, Nov 1, 2015 at 9:55 AM

By Julie Freeman

- Read and analyze the chapter, "Stripping the Emperor: the Africanist Presence in American Concert Dance," by Brenda Dixon Gottschilds, and come to class prepared to discuss Africanist aesthetics and the related historical perspectives as they apply to the jazz dance genre. You should be able to name and define all five Africanist aesthetics as described in the chapter and apply these concepts to the movement vocabulary we've studied in class.
- Write a two-page paper evaluating a jazz dance from a live concert or a choreography on video by a jazz dance innovator. Discuss the multicultural influences, including the African and European elements, that inform the choreography and how this fusion continues the legacy of this American vernacular form.
- You will analyze, rehearse, and perform a complex jazz dance combination as learned in class. It is necessary that you demonstrate specificity of performance in regards to proper technique, musicality, dynamics, style, phrasing, rhythm and shape.
- Create, rehearse, and perform a duet based on the improvisational structure of Shape, Shape and Reshape, utilizing and demonstrating your understanding of a jazz dance movement vocabulary.
- Perform a developpe combination that demonstrates your understanding of proper alignment and technique, including effective use of turn-out, engagement of the iliopsoas, aligned pelvis, and related port de bras. Your performance should also include attention to your available flexibility, strength, endurance, and expressivity.
- Write a self-evaluation appraising your growth during the semester, evaluating your overall performance, and analyzing the ways in which the study of jazz dance technique has impacted your overall health and self-development.

Unlock

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

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

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

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

### **Examples of Assignments:**

#### **ACCT-126**

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

#### **ANTH-102**

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

#### **COMM-116**

Individual Presentations: Select a film which addresses issues involving gender and communication. After watching the film, identify which issues and concepts discussed in class apply to the film. Write an analysis paper which discusses your findings. Prepare a 4-6 minute oral presentation of your findings to the class.

#### **DAN-100**

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

#### **HIST-126**

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

#### **NURS-085**

Choose a resident you have cared for in your clinical setting. Develop a nursing care plan using the nursing process. Your plan should include a nursing diagnosis, patient goals, interventions, and an evaluation of goal achievement.

## **PSYC-124**

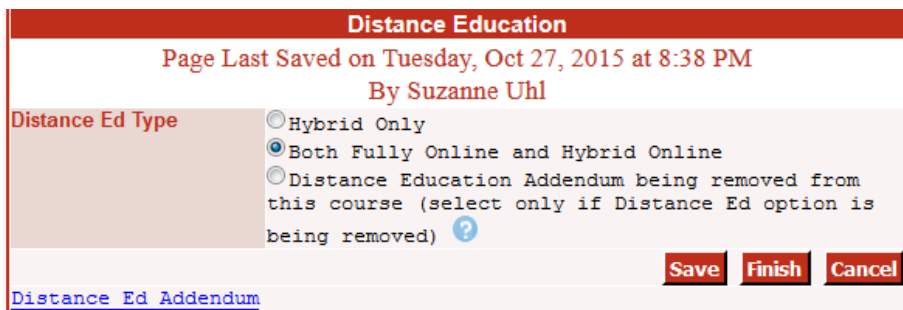
Identify a contemporary psychological or social problem you want to conduct research on using APA's writing style. Develop a proposal of the research project, including the main theme, at least six scholarly primary sources, a working abstract and research paper title. The research paper must consist of no less than 10 pages and 10 current academic references. The research paper proposal may consist of 3-4 pages with no less than six academic references and must be submitted for approval. A draft of the research paper needs to be submitted for feedback before the final draft is submitted.

## **RE-143**

Using case study material provided, recommend a financing product, summarize the details of the loan process, and estimate borrower's costs and monthly payments, include the justification for recommendations and all calculations.

## **Distance Education**

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











The screenshot shows a web interface titled "Distance Education". At the top, it displays "Page Last Saved on Tuesday, Oct 27, 2015 at 8:38 PM" and "By Suzanne Uhl". Below this is a section labeled "Distance Ed Type" with three radio button options: "Hybrid Only", "Both Fully Online and Hybrid Online" (which is selected), and "Distance Education Addendum being removed from this course (select only if Distance Ed option is being removed)". A question mark icon is next to the third option. At the bottom right of the form are three buttons: "Save", "Finish", and "Cancel". A blue underlined link "Distance Ed Addendum" is visible at the bottom left of the form area.







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





## Distance Ed - Methods of Instruction

Page Last Saved on Tuesday, Dec 8, 2015 at 2:04 PM




By Suzanne Uhl

 	<b>Lecture</b> - Lecture can be communicated via the course management system (CMS). Lecture may be in a variety of forms. It might be a text-based lecture, a PowerPoint presentation with or without audio, or a video lecture. Multimedia components (video clips etc) can be captured and available online. All video will be captioned and meet accessibility requirements.
 	<b>Discussion</b> - Classroom group discussion will be accomplished via discussion boards. This can be content oriented or application oriented.
 	<b>Demonstration of skills</b> - Practical application exercises may be available and submitted via the learning unit.
 	<b>Role Playing/Simulation</b> - Small group creation of simulated dialogue and role-playing of realistic interpersonal communication situations to raise awareness and stimulate discussion can be done via the discussion board.

 	<b>Group and/or individual research project</b> - A group research project exploring a particular culture might be evaluated according to project guidelines (content such as theoretical connections, event participation, assessment of personal competence, etc)--these guidelines are consistent regardless of mode. For example, online papers can be graded using a digital pen, the comment function with in Word, or a rubric.
 	<b>Class Participation</b> - Participation can be measured via group discussion boards, blogs, journals etc.
<b>Evaluation Method</b>	<input type="text" value="Quizzes"/>
<b>Online Adaptation</b>	<div style="border: 1px solid gray; height: 100px; width: 100%;"></div>  
<b>All Methods of Evaluation have been given an Online Adaptation.</b>	
<b>Add</b> <b>Finish</b> <b>Cancel</b>	

DE Assignments	
   	<p><b>Assignment:</b> Sample application paper: View the film Babel. Analyze the film for cultural influences on persuasion, power, relationships, and basic interaction. What specific scenes are most indicative of the hi/low context differences, stereotypes, individualistic/collectivistic differences, and differing conflict strategies? What specific advice would you give to the lead characters that might have helped them avoid the problems they later encountered? Sample Contacts paper: After engaging in an intercultural exchange with someone from another culture via the online web pen-pal sites (given in class) discuss the source potential conflicts, misunderstandings, insights and lessons learned. Sample Events paper: This assignment actual consists of two separate short papers written in response to your attendance at two different intercultural events in the area. This assignment asks you to learn about some of the public activities that involve people from other cultures and to participate in them. I want you to "field test" some of the knowledge that you are gaining in class. You will address such things as the purpose and origin of the event, a comparison between this event and events within your own culture, possible misinterpretations between cultures and your overall reaction. All assignments such as these would be submitted within the CMS</p>







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

Distance Ed - Contact Types	
	<p><b>Announcements/Bulletin Boards</b> - Announcements at the beginning of the week, announcing the week's content and assignments. Announcements occur mid week when the chapter quiz is made available; this provides an opportunity for the instructor to comment on the week's work thus far.</p>
	<p><b>Discussion Boards</b> - Instructor is present within the discussion board area, several times a week. This can be summarizing student comments, directing discussion, answering queries, encouraging elaboration etc. The creations of a General Questions forum is available for student questions and concerns; instructor replies within 48 hours. • NOTE: Weekends may require that an extra 24 hrs be applied to the reply times given above.</p>
	<p><b>Email Communication</b> - Email students directly and reply to student emails within a 48 hr window. NOTE: Weekends may require that an extra 24 hrs be applied to the reply times given above.</p>

## Learning Resources

On this screen you will be able to enter all resources related to the course, such as books, manuals and periodicals. Click "Add" in each section to add either a book, manual or periodical. When you are

finished entering resources click the “Finish” button at the bottom of the page. (Note: When entering a textbook edition only place the number in the area.)

Course Textbooks/Resources	
Page Last Saved on Tuesday, Mar 1, 2016 at 3:41 PM	
By Suzanne Uhl	
Textbooks such as the following are appropriate:	
Specify Formatting Style	<input checked="" type="radio"/> APA <input type="radio"/> MLA    ? <b>Save</b>
<b>Textbooks</b>	
 	1. Lustig & Koester. <i>Intercultural Competence</i> , ed. Allyn & Bacon (Pearson), 2012, ISBN: 02052112405-8.
 	2. Martin & Nakayama. <i>Experiencing Intercultural Communication: An Introduction</i> , ed. McGraw, 2014, ISBN: 0078036925.
 	3. Samovar, Porter, McDaniel. <i>Communication Between Cultures</i> , ed. Cengage, 2017, ISBN: 9781285444628.
<b>Add</b>	
<b>Manuals</b>	
You have no manuals defined.	
<b>Add</b>	
<b>Periodicals</b>	
You have no periodicals defined.	
<b>Add</b>	
<b>Software</b>	
You have no software defined.	
<b>Add</b>	
<b>Other appropriate readings - only include references that do not fit into the Author/Title/Date format</b>	
You have no other defined.	
<b>Add</b>	
<b>Finish</b> <b>Cancel</b>	

List several representative texts for the course. The texts listed should be recently published and clearly recognized by those in the discipline and at other institutions as major works that reflect the fundamental theories and practices of the subject. This item is important since the selection of texts plays a strong role in articulation of a course. Some colleges and universities approve or disapprove courses for articulation based on the text because they believe it is a good indicator of the rigor of the course content. In degree credit courses, texts should be written for college level students. If supplemental reading materials are applicable, they should represent the same rigor as above. It is not necessary to list all required supplies in this section; those resources belong on the course syllabus instead. Instructors are not required to use the text listed in the course outline.

At least one of the texts listed in the course outline should be from the current year or previous year; if none is available, put a comment indicating that on the agenda form. If the best textbook is one that does not have a recent publishing date, find an additional text that would also be applicable and add that as well. Do not use the words "or most current edition."

We encourage faculty to include at least one example of an OER (Open Educational Resource) textbook. To designate an OER textbook, put the word “OER” where the ISBN would normally go. Peer-reviewed, accessible texts that have a stable link and are available in both digital and print formats are preferred. Please contact Carrie Consalvi at the MVC library for assistance in identifying appropriate OER resources. The OER text should be in addition to at least one current traditional textbook.

## Library

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

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

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



1450.

**Library Resources**

Page Last Saved on Saturday, Jul 22, 2017 at 6:51 AM  
By Michelle Stewart

**Library Adequate**  Yes  No  N/A

Rationale

**Book Collection**  Strong  Adequate  Inadequate  N/A 

**Databases**  Strong  Adequate  Inadequate  N/A 

**Other Material/ Equipment**  Strong  Adequate  Inadequate  N/A 

**Are Hours of Operation Adequate?**  Yes  No  N/A 

**Library Assignments**  Yes  No  N/A 

**Library Assistance**  Yes  No  N/A 

**How often will the course be taught?**

**Taught at which Campuses**

**Projected number of Sections per year?**

[Generate Printable Library Resources Form](#)

## Additional Library

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

Additional Library Resources		
Type (book, periodical, video)	<input type="text"/>	?
Title	<input type="text"/>	?
Estimated Cost	0	?
		<b>Add</b> <b>Cancel</b>
Type	Title	Estimated Cost
		<b>Finish</b>

## Requisites

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

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

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

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

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

**Other enrollment criteria** are criteria that are required FOR enrollment but may not be something that can be verified before students enroll and thus may not keep students who have not met the criteria from enrolling in a class. Examples of “Other Enrollment Criteria” include having a guitar in order to take a Guitar Ensemble class or requiring a TB test in order to take a Child Development Education class that involves working with young children.

Requisites	
Requisite Type	Prerequisite
Sub Type	<input type="radio"/> Type 1: Within a discipline in a sequence <input checked="" type="radio"/> Type 2: Within another disciplines- excluding English or computational Math <input type="radio"/> Type 3: English or Math computational course for courses in another discipline <input type="radio"/> Type 4: Health and safety <input type="radio"/> Type 5: Portfolio, Audition, or Third Party Requirement Review. <input type="radio"/> Type 6: Assessment Scores <input checked="" type="radio"/> ?
Course # and Title	If there are multiple versions select the most left: (Pending/Launched /Approved/Active) <input type="text" value="-- --"/>
Min Grade	
Language or Non Course requirement	<input type="text"/>
Condition	<input type="text"/>
Justification	It is recommended that this requisite be <input type="text" value="--Select--"/> . Please give a Justification <input type="text"/>
<input type="button" value="Add"/> <input type="button" value="Cancel"/>	

**PLEASE NOTE: ALL REQUISITES MUST BE REVIEWED AND VALIDATED EACH TIME A COURSE IS REVISED.**

This means you will need to go to the pencil icon (✎) and be sure you provide the proper justification (“reviewed” for any requisites you already had in place; “added” for any new requisites – see below; or “removed” for any requisites you are removing). **You cannot simply use the scissors icon (✂) to remove a requisite; instead, you must choose “remove” and then justify why you are removing the requisite.**

Requisites	
Requisite Type	Recommended Preparation
Course # and Title	If there are multiple versions select the most left:(Pending/Launched /Approved/Active) ART 120 *Active*
Language or Non Course requirement	
Limitation on Enrollment	
Condition	
Justification	It is recommended that this requisite be removed. Please give a Justification Art 120 for this revision is not needed or recommended.
<input type="button" value="Save"/> <input type="button" value="Cancel"/>	

#### Examples of justification removing a prerequisite:

##### **ART-123 (Removing formerly approved pre-requisite of DIG-110)**

We are removing this course because the content within it doesn't properly prepare students for Art 123. Out of the eight objectives there is only one objective that directly relates to preparation for this course. The rest are not preparing students for this course, therefore there is not enough content to facilitate student success in Art 123. Furthermore, Art 123 is part of two ADT degrees in which DIG 110 does not count towards requirements. This causes an undue burden on the student to take an excess class within the AA-T program that does not count towards the degree.

**To add a requisite**, scroll down to indicate the type of requisite (requisite, corequisite, recommended preparation, etc) and click "Add." You will be asked to scroll down to the Course # and title. When available, choose the Pending or Launched option of a course; if either of those options is not available, then select the active option of the course. (Language or Non-Course Requirement is to be used when something other than a course is the requisite.) If you are revising the course and its prerequisite at the same time, you will likely have to go back to this screen and re-do it with the revised objectives after the prerequisite course has been launched.

After a requisite is added, you can edit it with the (✎) icon, delete it with the (✂) icon, or move it up or down in the list with the (↶) or (↷) icon.

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

Under the **Justification**, you will need to indicate in the drop-down menu whether the requisite is being added, removed, or reviewed before explaining why it should be added or removed or why the current requisite continues to be warranted.

Requisites already established still need to be reviewed and justified; validating requisites is an essential part of the course revision process. You will need to go to the pencil icon to complete the justification section as explained above. The requisites page will also indicate which E form analyses are required.

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

Requisites		
Edit/Delete	Requisites	Analysis
	Prerequisite By audition and/or interview.	<a href="#">E1</a> <a href="#">E5</a>
	Recommended Preparation THA 110 and	<a href="#">E1</a> <a href="#">E2</a>
	Recommended Preparation THA 111	<a href="#">E1</a> <a href="#">E2</a>

**Unlock**

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

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

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

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

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

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

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

Other enrollment criteria require an E1 and E6.

**The E1** clarifies the data analysis needed. The E1 does not require any input on your part. For the other forms, you will need to click on the text (i.e., E2, etc) and complete the analysis. An E2 form, for example, requires you check the skills necessary for success in the class (see below).

The E2 is a content analysis; most requisites involving a course require this be done. If your requisite is a course, when you click on the E2, the objectives from the requisite course will be displayed. Click on any that apply to the course (that are required skills students should have before entering the course for a prerequisite or recommended preparation or should have while taking the course for a corequisite). It will look something like this:

Form E2 - Skills Analysis	
Page Last Saved on Wednesday, Oct 14, 2015 at 8:57 PM	
By Julie Freeman	
<b>Requisite</b>	Prerequisite DAN 127A
<b>Select the "Learning Objectives" from the requisite course that are necessary entry skills needed for success in the target course.</b>	
<input checked="" type="checkbox"/> Demonstrate progression and transition to an intermediate level of jazz dance technique and vocabulary.	
<input checked="" type="checkbox"/> Discover an increase in flexibility, strength, endurance, and expressivity within complex movement combinations at an intermediate level.	
<input type="checkbox"/> Examine the dynamic, style, phrasing and rhythm of choreography learned and performed in class	
<input checked="" type="checkbox"/> Examine and utilize jazz dance terminology effectively and correctly.	
<input type="checkbox"/> Develop improvisational dance skills as are appropriate to the jazz style introduced.	
<input type="checkbox"/> Evaluate class performances and individual progress for those skills specific to the jazz dance form, including specificity as it applies to dynamic expression and rhythmic interpretation.	
<input type="checkbox"/> Discover jazz dance as a form of American vernacular dance with multicultural influences.	
<input type="checkbox"/> Analyze the ways in which the study of a technique for dance impacts healthful living and self-development.	
<input checked="" type="checkbox"/> Exhibit proper alignment as applied to intermediate jazz dance while performing class warm-up and movement combinations.	
<input type="checkbox"/> Course being removed as a requisite to the target course (check only this box if requisite is being removed).	
<input type="button" value="Save"/> <input type="button" value="Return to Requisites"/>	
<a href="#">Generate Form E2</a>	

**The E3** is the UC/CSU Equivalent Course Review. It requires you identify 3 UC and/or CSU campuses (NOT community colleges or private or out-of-state universities/colleges) that offer an equivalent course with the equivalent prerequisite/corequisite in order to demonstrate that, in fact, the prerequisite in question is a usual, customary, and reasonable one. Attach Photocopies of the UC and/ or CSU course descriptions from the respective catalogs – be sure they are RECENT catalogs. Identify the campus and catalog year on each photocopy. Removing a prerequisite may cause a course to lose its transferability. To remove a course as a prerequisite for a transferable course, please contact the Articulation Officer to determine the effects of this removal.

Form E3 - UC/CSU Equivalent Course Review	
Page Last Saved on Thursday, Apr 10, 2014 at 5:08 AM	
By Marlene Cvetko	
Requisite	Prerequisite
	MATH 140
List below three UC or CSU campuses that offer an equivalent course with the equivalent prerequisite/corequisite in order to demonstrate that, in fact, the prerequisite in question is a usual, customary, and reasonable one. Attach Photocopies of the UC and/ or CSU course descriptions from the respective catalogs. Identify the campus and catalog year on each photocopy. Removing a prerequisite may cause a course to lose its transferability. To remove a course as a prerequisite for a transferable course, please see, call, or email the Articulation Officer at 487-3280 for her research into the effects of this removal.	
1.	Cal Poly Pomona: PSY 204 ?
2.	Cal State University, Monterey: PSY 200 ?
3.	Cal State Dominguez Hills: PSY 235 ?
<input type="button" value="Save"/> <input type="button" value="Return to Requisites"/>	
<a href="#">Generate Form E3</a>	

The E4 is the English, Math, or Assessment Scores review. It requires you list the statistics, data sources, and a summary of the results of research that justify requiring the course as a Prerequisite/ Corequisite/Recommended Preparation (for English or Math prerequisites for courses in other disciplines – see green arrow) or requiring assessment scores (see blue arrow).

Please note that as of Fall 2019, Accuplacer assessments will no longer be allowed by the Chancellor’s Office. With the exception of ESL assessments, other assessment tests are also prohibited although some may be used as a method for students to challenge prerequisites. Check with the curriculum chair before adding or maintaining assessment test requisites. For ESL course assessment scores, indicate the ranges. For previously established assessment scores, indicate when the scores were last validated and when they are scheduled to be revalidated if it has been a while since they were validated. See examples below.

Because there are multiple boxes on this form, you can put a dash in the boxes that do not apply provided you complete the appropriate box for the type of prerequisite you are validating. Backup justification is needed (please attach document – see the last link on the course checklist at the right).

**Form E4 - English or Math or Assessment Scores Review**

Requisite	Prerequisite
	MATH 140
<b>Instructions for English or Math courses acting as a course prerequisite</b> List the statistics, data sources, and a summary of the results of research that justify requiring this course as a Prerequisite/ Corequisite/Advisory. Backup justification is needed (please attach).	
<b>Instructions for for assessment scores acting as course prerequisite/corequisite /recommended preparation</b> List the statistics, data sources, and a summary of the results of research that justify requiring assessment scores for this course as a Prerequisite/Corequisite /Recommended Preparation. Specify score ranges. Backup justification is needed (please attach).	

[Generate Form E4](#) **Save** **Return to Requisites**



**Examples of E4 justifications:**

**COMM-100**

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

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

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

<b>Form E5 - Health and Safety, Portfolio or Audition Review</b>	
<b>Requisite</b>	Prerequisite
<b>Instructions for Health and Safety Review</b>	<i>List the statistics, data sources, and a summary of the results of research that justify requiring this course, set of skills, or other criteria as a Prerequisite/Corequisite/Recommended Preparation for health and/or safety reasons. Backup justification is needed (please attach).</i>

**Examples of E5 justifications:**

**ART-115**

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

The portfolio must consist of at least six 2-D images executed in painting or drawing media. The images may be presented in original form, or via photographs or digital images.

The images presented must demonstrate that the student is capable of all of the following:

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

**MUS-114**

**Prerequisite Language:**

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

The student must be able to do the following:

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

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

Form E6 - Other Enrollment Criteria Justification	
Requisite	Other Enrollment Criteria
Explain why the other enrollment criteria is necessary for students in this course.	Since this course is designed as the capstone course for students completing the Honors Enrichment Program and will be taught at an academic level that requires the experience, ability and dedication of Honors Students this course needs to be
<input type="button" value="Save"/> <input type="button" value="Return to Requisites"/>	
<a href="#">Generate Form E6</a>	

**The E7** is a form that allows course authors to validate communication (English) or computational (Math) courses as prerequisites for non-English /non-math courses without doing statistical analysis.

The E7 requires the course author review syllabi and assignments from the target class and do the following:



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

The screenshot shows a web form with the following elements:

- Proposed For \***: Educational Plan Option A
- Categories**:
  - A NATURAL AND PHYSICAL SCIENCES
  - B1 SOCIAL AND BEHAVIORAL SCIENCES
  - B2 SOCIAL & BEHAVIORAL SCIENCES
  - C HUMANITIES
  - D1 LANGUAGE AND RATIONALITY - ENGLISH COMPOSITION
  - D2 LANGUAGE AND RATIONALITY - COMMUNICATION AND ANALYTICAL THINKING
  - E HEALTHFUL LIVING AND SELF-DEVELOPMENT
  - F DIVERSITY
  - G MATH COMPETENCY
  - H READING COMPETENCY
- Justification**: This course, which emphasizes the study of early works of art and the cultures that produced them links very strongly to Humanities GELO 1. The course assignments, which include analyses of works of
- Buttons**: Save, Finish, Cancel

Utilizing the Help buttons ( ? ), you will find the definitions of each of the areas based on Title 5 and MSJC regulations as well as General Education Learning Objectives (GELOs) for each area. You will need to utilize these in justifying why the class should meet that area in a student’s General Education plan. Use **both** the definition and General Education Learning Objectives (GELOs) to justify inclusion in one area. Make reference to specific GELOs (see examples below). **It is important that the objectives, content, methods of instruction, methods of evaluation, and assignments reflect the information provided in the justification; that is, the Course Outline itself must demonstrate that the course meets the definition and GELOs as discussed in the justification for a course to be approved or to remain in a particular GE area.**

NOTE: it is not necessary that all courses belong to one of the GE areas; courses that are tied to awards or that provide skills needed for career or transfer are valid for the community college mission. In addition, a few courses may be approved in more than one area but must be justified for EACH area definition/GELOs.

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

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

**ANTH-125 (Areas B2 and F)**

This course examines behaviors of Native Californians in relation to Native social, political & economic institutions as well as in relation to Spanish and, later, American institutions thereby integrating an examination of the problems & issues in their contemporary, historical, and geographical settings. The

course meets GELO1 in B2 because the issues are complex and interrelated. The course ensures that students recognize perspective and methods of both Anthropology and History since it is cross-listed. The course meets GELO4 for B2 because it encourages students to develop individual responsibility, personal integrity and responsibility for the diverse people and cultures that have been present in California for many generations. This course meets GELO5 for B2 because it includes ethical issues of genocide, desecration of human burials, responsibility for archaeological sites, among other concerns, both historic and modern. Additionally, this course meets GELOs2 and 3 for the Diversity requirement because students will consider world views of people in various Native California cultures through the perspective of gender and ethnicity, and they will validate the need for respect and understanding among and between people of diverse backgrounds and cultures.

### **ASL-105 (Area C)**

This course explores complex linguistic nuances as they relate to American Deaf culture, implementing the following: Retelling/reimagining classical tales and folklore in American Sign Language from various cultures (GELO 1); examining commonly taboo topics that are acceptable for open discussion in Deaf culture, such as finances, personal health conditions, and guiding others through personal life decisions (GELO 2); students create narratives in ASL, as well as written English translations to express their experiences with accidents, financial situations, personal relationships and issues, as well as life-changing events (GELO 3); students will research medical procedures and anatomical functions so that they can more accurately portray these concepts in ASL. Students will also research automobile financing options and options for purchasing a home (GELO 4); students will focus on evaluating and performing Deaf Culture "classics" and other folklore, then have the opportunity to develop a story as a class, and finally individually (GELO 5).

### **BIOL-117 (Area A)**

BIOL-117 is a natural science biology course for non-science majors that satisfies the General Education Learning Objectives for Option A, Area A - Natural and Physical Sciences. In BIOL-117 students investigate how to conserve the diversity of life on earth that has evolved over time. Living systems are interacting with each other and with the abiotic environment (GELO1). In this course students will apply the scientific process that is evidence based to test hypotheses about conservation of life and diversity (GELO2). Students will learn that to generate knowledge in a scientific way they must accept uncertainty because all scientific claims are falsifiable and a negative case disproves a claim (GELO3). Conservation biology focuses on the study of and conservation of complex living systems which requires students to interpret and create graphics, models and simulations (GELO3). Quantitative analysis and mathematical reasoning will be applied to better evaluate conservation and population growth data produced through experimentation, modeling, and simulation (GELO4). Integration among subfields in biology, as well as integration between biology and other disciplines, will be used to develop a fundamental understanding of conservation biology and to investigate new questions at the intersection between conservation biology and society (GELO1, GELO2, GELO3, and GELO5). Conservation biology is a collaborative enterprise. Critical skills in writing and presenting scientific observations and experimental results to other scientists and other disciplines will be developed (GELO3). This course will develop theoretical skills that are applied in all subfields of biology. Students will learn to apply the appropriate tools to investigate questions about conservation biology (GELO6).

### **CDE-125 (Area B2)**

GELO1: This course requires students to analyze major theoretical frameworks of the socialization process and consider the interrelationship of the child, the family, and the community. GELO3: This course requires students to investigate scientific research on children with special socialization needs and to evaluate what society is doing to meet those needs. GELO4: This course requires students to identify and evaluate one's own values, goals, and sense of self as related to family history and life experience and assess how these may impact relationships with children and families of diverse backgrounds. GELO5: This course requires students to use field approved ethical standards when dealing with children and families.

### **DAN-127A (Area E)**

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

### **HIST-111 (Areas B1 and B2)**

Because it deals extensively with the historical and philosophical foundations of the United States Constitution, the theory and practice of American constitutional government as it develops from the early national period through the Reconstruction era as they pertain to race, gender, and immigration; this course meets the requirements for Area B1, GELO 1, 2, 4 and 5. This course also pertains to Area B2 in that it requires students to examine and evaluate the complex historical processes that have led to the cultural development of the United States over a period of 250 years.(GELO1) Additionally, they will write essays and/or create projects involving specialized research that require them to analyze and evaluate the relationships between economic, social, political factors as they pertain to historical development. (GELO2 and GELO3) Through the advanced study of the development of diverse cultures they will gain respect for their accomplishments and gain an appreciation for the many ways they contributed to the development of the student's own culture. (GELO4 and GELO5)

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

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

## Agenda Forms

The Agenda Forms area asks you to justify the need for a new course or explain all the changes made to a course revision and to connect the course to your program review (when you print the A1 form, the relation to program learning outcomes will also be included, but that is completed in a different screen). These areas will be blank each time you revise a course so that what is on the form reflects the current proposal, not what was done on a past revision. If you have checked that there is a DE component to the class, an area for justifying the DE offering of the class will also appear.

Agenda (A) Forms

Remember to run the **Course Impact** and **Course Comparison** reports prior to completing your A1 Rationale/Summary of Changes

Catalog Start Date: 2017 - 2018

Catalog End Date: Select Semester, Select Year

Form A1 - Request for Placement on Curriculum Committee Agenda  
COURSE

**Rationale/ Summary of Changes**  
this is the place to summarize the "what" and the "why". Please be aware that all changes to a course should be described in this rationale, i.e. Update Course Outline of Record to Integrated format, change repeatability to 4, change TOP code from 1103.10 to 1103.99, change to Pass/No Pass Only, course capacity changed from 30 to 33, cross disciplined with BIOL, etc.

**Relation to Program Review**  
Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress")

Save Finish Cancel

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

### Examples of Rationale/Summary of Changes:

#### **AUD-180 (REVISION)**

This revision is required to bring the course up to the C-ID standards for the new Film, Television & Electronic Media AS-T degree. Changes include: a new course number (from 152 to 180 for



department/course organizational purposes); a new unit structure (from 3 units lecture to 2 units lecture and 1 unit lab); cross-listing with MUL 123/DIG 090 is being removed due to the curriculum changes between the "Video Production for Broadcast" of AUD 180 and the "Video Production for Corporate Media" curriculum of MUL 123/DIG 090; revised CLO's, revised objectives, new and revised course content; the addition of lab hours; new lab content; changes to recommended prep (removal of all recommended prep per the C-ID of FTVE 135); updated textbook.

#### **AUD-185 (NEW COURSE)**

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

#### **CDE-119 (REVISION)**

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

#### **ENGL-101 (REVISION)**

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

#### **LIB-100 (DEACTIVATION)**

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

#### **MUS- 216 (NEW COURSE)**

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

#### **PE-124A (DEACTIVATION)**

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

**PSYC-108 (REVISION)**

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

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

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

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

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

**Examples of Relation to Program Review:**

**ACCT-126 (REVISION)**

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

**AUME 084 (REVISION)**

Offering this course is consistent with the automotive department's goal, as stated in subheading A of Section III of last year's program review, of updating its curriculum in order to maintain the relevance of the program and allow it to compete on an equal basis with other institutions.

**COMM 117 (REVISION)**

During program review, the department noticed low scores with respect to the CLO assessment on the course, so additional exercises as well as classroom assessment techniques have been added to improve the understanding of concepts for students and to improve the scores.

**DAN-135A (NEW COURSE)**

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

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

### **HIST-117 (NEW COURSE)**

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

### **MUS 106 (REVISION)**

Given the fill, success, and retention rates of History of Rock and Roll in recent program review, this is clearly a popular course that helps to round out our offerings and expands interest in the music program by attracting a wide variety of students. This class revision, particularly the new DE addendum allowing for online offerings, will positively impact the music department by effectively reaching more students.

### **MUS 117 (REVISION)**

Although this course is neither a GE course, nor a part of the AA-T degree, it is a critical part of the Musical Theater certificate/degree; for some music theater students, this course serves as one of the only instructional music classes. It also aligns with the music department's goals as stated in our most recent program review. The music department mentioned plans to grow numbers overall and this course functions as a prep course for further study in the Applied Music: Voice class and contributes to student success in our choir courses, which are perhaps the two most critical courses for a vocalist music major. Program review mentioned that students in this class have trouble matching pitch, this is a critical skill for the music student, so part of the reason for this revision was to reflect current pedagogical approach and improve student success in this area. Finally, continuing education was mentioned in program review as a critical service for the department and this class addresses a need in the community for basic voice classes.

### **OTEC-090 (REVISION)**

As stated in the department's program review, a goal of the Business Department is to continue to provide courses that support degree completion and transfer and also build and enhance skills needed

to succeed in the workforce. This course fulfills the department's goal by teaching students basic keyboarding and document skills needed in the workforce and as essential skills in other courses. By keeping this course current, the department is fulfilling the program review requirements and ultimate goal.

### **THA-124 (REVISION)**

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

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

### **Examples of A4 rationale behind submittal:**

#### **BADM-157**

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

#### **BIOL-134**

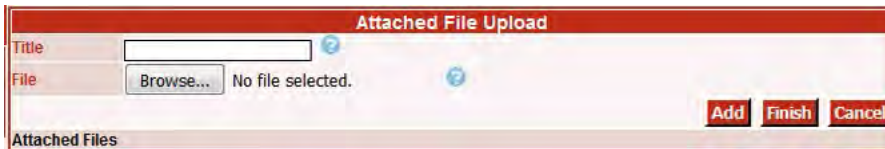
This course has had a very successful history as one of the on-campus and distance education offerings in the Natural Sciences Department. No substantial revisions were made during this review. Revisions that were made were done to clarify and document the importance of this course to the Natural Science Program offerings and to verify its usefulness in presenting students with an introduction to natural science in an on-line format. The Distance Education requirements were substantially unchanged with the exception that further explanation was added to the described Regular Effective Contact methods.

#### **MUS 106 (NEW DE)**

History of Rock and Roll is an appealing class that attracts a wide variety of students. This new DE addendum will allow students access to this popular course online, attracting students across a broader geographic range and/or with schedules preventing them History from enrolling in a face-to-face course, increasing the music department's overall enrollment. Currently the music department offers general education courses Music Appreciation, History of American Music and History of Jazz and Blues online. Adding History of Rock and Roll to this list will give students more options and round out the music department's online music history course offerings.

## Attached Files

This screen allows you to upload files to attach to the course outline such as backup justification for prerequisites (such as E4), appendices or any required email attachments. If a course has a C-ID descriptor that the course has already been approved for or that you want a course submitted for approval, please upload the C-ID descriptor as an attached file. (See appendix for how to access C-ID descriptor.) Please note that attached files do not become a permanent part of the course outline of record, so you cannot substitute an attachment for completing the required areas of the form.

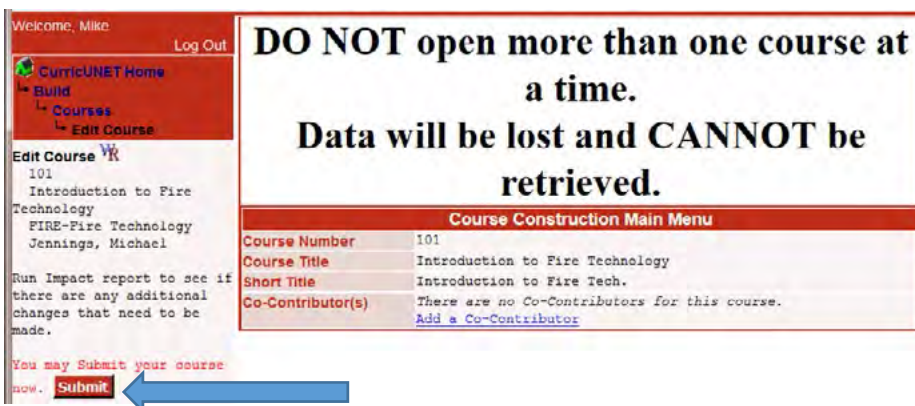


Title the document so that it is clear what you are attaching. Use the “Browse” button to find the file you wish to attach. Click on the file name, then on “Add.” When you have attached all the necessary files, click on “Finish.” Do not attach files containing information that belongs in the database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

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

## Submitting the course

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



Welcome, Mike [Log Out](#)

**DO NOT open more than one course at a time.**  
**Data will be lost and CANNOT be retrieved.**


**Course Construction Main Menu**

Course Number	101
Course Title	Introduction to Fire Technology
Short Title	Introduction to Fire Tech.
Co-Contributor(s)	There are no Co-Contributors for this course. <a href="#">Add a Co-Contributor</a>

Run Impact report to see if there are any additional changes that need to be made.

You may **Submit** your course now. [Submit](#)

## Revised Honors Courses

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

### The Honors Course Construction Screen

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

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

Course Construction Main Menu	
Course Number	124H
Course Title	Honors Financial Accounting - Principles of Accounting I
Short Title	Financial Acctg-Princ Acctg I
Co-Contributor(s)	<i>There are no Co-Contributors for this course.</i> <a href="#">Add a Co-Contributor</a>

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

Course Checklist	
Main	
<input checked="" type="checkbox"/>	Cover
<input checked="" type="checkbox"/>	Honors Course Objectives
<input checked="" type="checkbox"/>	Honors Course Content
<input checked="" type="checkbox"/>	Honors Course Assignments
<input checked="" type="checkbox"/>	Evaluation of Honors Course Assignments
<input checked="" type="checkbox"/>	Additional Methods of Instruction
<input checked="" type="checkbox"/>	Comparable Transfer Courses
<input checked="" type="checkbox"/>	Library
<input checked="" type="checkbox"/>	Additional Library
<input checked="" type="checkbox"/>	General Ed
<input checked="" type="checkbox"/>	UC/CSU/IGETC
<input checked="" type="checkbox"/>	Units/Hours
<input checked="" type="checkbox"/>	Agenda Forms
<input checked="" type="checkbox"/>	Attached Files
<input type="checkbox"/>	Codes/Dates

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

Help
<p>This page contains basic information for a course.</p> <p>If you wish to add a co-contributor to help write this course, click on "Add a Co-contributor".</p> <p>If you are ready to proceed, use the Course Checklist menu above to choose the next page.</p>
<p style="text-align: right;"><a href="#">Edit</a> <a href="#">More</a></p>

## Honors Course Screens

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

## Cover

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

Course Cover	
Page Last Saved on Tuesday, Jun 28, 2016 at 8:23 AM	
By David Candelaria	
Department	Business/Business Administration, Business/Office Administration
Subject	ACCT-Accounting / Bookkeeping
Course Number	125H
Full Course Title	Honors Managerial Accounting-Principle
Short Title	Managerial Acctg.Princ Acctg 2
Former Information (if applicable)	Course Number: Course Title: Date Changed:
Taught At	<input type="radio"/> SJC <input type="radio"/> MVC <input checked="" type="radio"/> Both
Catalog Course Description	Examination of how managers use accounting information in decision-making- planning- directing operations- and controlling. Focus on cost terms and concepts- cost behavior- cost structure- and cost-volume-profit analysis. Examination of profit planning- standard costs- operations and capital budgeting- cost control- and accounting for costs in manufacturing organizations.
Class Schedule Course Description	An introduction to the basic structure of managerial accounting as it relates to manufacturing organizations.
Need for the Course	The course is required for completion of an associate degree, a certificate, or an articulated transfer program.
<b>Proposal Information</b>	
Cross Listed with another course?	<input checked="" type="radio"/> No <input type="radio"/> Yes
Distance Ed	<input type="radio"/> Added <input type="radio"/> Removed <input type="radio"/> Reviewed/Revision <input checked="" type="radio"/> Not Applicable
Honors Course	A honors course must first be created before it appears below. If there are multiple versions select the most left: (Pending/Launched/Approved/Active) ACCT 125H Honors Managerial Accoun (Active)
Special Topics	No
<input type="button" value="Save"/> <input type="button" value="Finish"/> <input type="button" value="Cancel"/>	



## Honors Sub Headings

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

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

Revised Honors addenda:

### Mt. San Jacinto College Honors Course Outline Addendum

<b>Submitted by:</b>	Christina Yamanaka	<b>Date:</b>	08/01/2016
<b>Course Discipline:</b>	History		
<b>Course Number:</b>	HIST 108H	Honors Courses End in "H"	
<b>Title:</b>	Honors The History of East Asia Since 1600	Must begin with "Honors"	

#### Honors Course Objectives:

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

#### Honors Course Content:

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

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

## Honors Course Assignments:

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

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

B) Assigned readings beyond the scope of the regular section of History 108. Additional primary documents, journal articles, or a book will be assigned for reading, summary, and review. Contradictory readings on the same topic may be analyzed to encourage critical thinking on the various perspectives of history. Example readings could include "Imagined Empire: The Cultural Construction of Manchukuo" by Louise Young, "Under the Black Umbrella: Voices from Colonial Korea, 1910-1945" Hildi Kang, "Collaboration: Japanese Agents and Local Elites in Wartime China" by Timothy Brook, "Erotic Grotesque Nonsense: The Mass Culture of Japanese Modern Times" by Miriam Silverberg, "The Road to Democracy: Taiwan's Pursuit of Democracy" by Lee Teng-hui, and "Censoring History" by Laura Hein and Mark Selden.

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

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

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

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

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

## Evaluation of Honors Course Assignments:

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

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

## Additional Methods of Instruction:

**Method:** Small-Group Discussion

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

**Method:** Oral Presentations

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

## Honors Course Objectives

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

**Honors Course Objectives**

Page Last Saved on Wednesday, Jun 29, 2016 at 2:25 PM  
By Suzanne Uhl

**Create Heading**

**Honors Course Objective Text**  
[Enter one objective at a time]

Upon satisfactory completion of the course, students will be able to:


[?](#) [Add](#)  
[Finish](#)






**Drag and Drop to Re-order**

Upon satisfactory completion of the course, students will be able to:

1. Students will demonstrate creativity and originality by creating and presenting model public speeches, using a variety of supporting materials, adapted to specific audiences and situations, using multiple strategies, based on substantial research beyond the expectations for COMM 100.
2. Students will design visual support materials (including, but not limited to PowerPoint) which are effective in adding interest, clarity, understandability, and retention to presentations.
3. Students will identify the rhetoric that surrounds current (within the last five years) controversy reflected in print and electronic media, analyze the issues on which each controversy turns, and critique use of evidence and reasoning and source credibility in that rhetoric.
4. Students will read articles on rhetorical criticism and analyze current speeches in relation to their intent within the historical context.

## Honors Course Content

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




Honors Course Content	
<b>Goals</b>	<ul style="list-style-type: none"> <li>•Provide tools for a more sophisticated audience analysis, research skills, and public communication strategies.</li> <li>•Further develop the student’s critical thinking skills with respect to the analysis and evaluation of public discourse.</li> </ul>
<b>Topics to be Covered</b>	<p>In addition to the topics covered in COMM 100, honors students will analyze significant rhetorical artifacts, strategies and theories. Artifacts may be discovered via research of transcribed speeches and/or recordings of current speeches (last 100 years), such as those found in Vital Speeches of the Day or in the online archives of recorded speeches, <a href="http://www.americanrhetoric.com/speechbank.htm">http://www.americanrhetoric.com/speechbank.htm</a>. Strategies may include Monroe’s Motivated Sequence or the classical canons of invention, disposition, style, memory and delivery. Theories may include Bitzer’s Rhetorical Situation, Zarefskys’ sense of historical rhetoric etc. In the small group meeting with instructor and honors student(s), honors students will select topics and/or primary texts to cover in addition to those assigned for the course and will be expected to examine topics in greater depth. Honors students will be expected to report advanced material to the instructor and other honors students in both oral and written form.</p>
<p><b>Text above needs to be summarized/updated in the box below</b></p>	
<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><a href="#">Outline Tool User’s Guide</a></p>	
<div style="border: 1px solid #ccc; padding: 5px;"> <p> <b>B</b> <i>I</i> <u>U</u> ABC    Paragraph   Font Family   Font Size           </p> <p>  </p> </div>	

## Honors Course Assignments


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


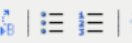








**Honors Course Assignments**














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By Suzanne Uhl

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

[Outline Tool User's Guide](#)

**B** *I* U ABC |  Paragraph | Font Family | Font Size




In addition to all assignments for COMM 100, honors students will prepare and present either an additional presentation (option A) or critical analysis paper of a contemporary speech (option B) to the instructor and other honors students. Option A The assignment will be designed to respond to a moment in current events when a creative response was needed to address a situation or guide an imminent decision. For example: “Many believe that President Clinton was ineffective in his initial response to the Monica Lewinski incident. Analyze the historical context and create a speech which would have more effectively responded to the situation. In addition to the speech, submit background research and analysis to support the content and strategies used in the speech. Include as sources of research material, the text of statements made by President Clinton, primary and secondary historical sources relevant to the incident and the wider social and political context, and commentary about the historical event. • Presentation option--Present the 10-minute speech on the above to your fellow honors students. • Paper option--The critical analysis paper will be submitted as a 10-page research paper in APA or MLA format with a bibliography of at least 15 sources.” Option B The critical analysis of a contemporary speech will apply critical standards to the speech in its historical context. For example: “Choose a speech with has a significant effect, such as Sen. Edward Kennedy’s address after the Chappaquiddick incident in which the woman who was riding in his car drowned. Study the text of the speech within the historical context and analyze the rhetorical strategies apparent in the speech text with respect to the speaker’s intent, the nature of his/her audience, and the apparent success of the speech. Sources of research material would include the printed and taped speech, primary and secondary historical sources relevant to the incident and the wider social and political context, and commentary about the effects of the speech. • Paper option--The critical analysis paper will be submitted as a 10-page research paper in APA or MLA format with a bibliography of at least 15 sources. • Presentation option--Present the 10-minute speech on the above to your fellow honors students. 2. Honors students will engage in periodic meetings as a group with the instructor to discuss rhetorical critical methods and apply them to selected contemporary speeches and present their findings.

## Evaluation of Honors Course Assignments

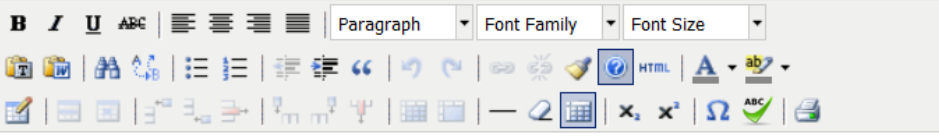
This section provides information on how the Honors assignments will be evaluated. This section now provides tools for easier formatting and spell checking. The first time an existing Honors course comes through for revision after the changes to the Honors addendum, the Evaluation of Honors Course Assignments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

**Evaluation of Honors Course Assignments**

Page Last Saved on Wednesday, Jun 29, 2016 at 2:25 PM  
By Suzanne Uhl

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

[Outline Tool User's Guide](#)






To receive honors credit, students must successfully complete regular course and honors supplemental assignments (including, but not limited to participation in the seminar and completion of an additional speech or critical analysis paper). For supplemental assignments, honors students must show originality and creativity in the selection of research and speaking topics, depth of research in evaluating primary and secondary sources, sophistication in critically analyzing historical information and speech texts, and eloquence in presenting critical/analytical messages to the classroom audience. Written work will be assessed according to basic writing principles (grammar, thesis etc), incorporation of all assignment elements, depth of insight, and evidence of research. Oral work will be assessed according basic speaking principles (delivery, vocal variety, organization, research, eye contact, eloquence etc).


## Additional Methods of Instruction

The Additional Methods of Instruction is a new section. In this section, you can specify methods of instruction that might be used for the Honors section but are not specified on the regular section. It recognizes that the small group instruction of the Honors sections and the more advanced nature of the Honors assignments might require additional methods of instruction. See appendix on “Writing a Course Outline Honors Addendum” for more details.

**Additional Methods of Instruction**

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

[Outline Tool User's Guide](#)











## Comparable Transfer Courses

The purpose of this section is to convey the CSU/UC courses that this course articulates to or may articulate to (the latter for a new course). This must be done separately for an Honors section as they articulate separately from the main course. For more information, see the Comparable Transfer Courses section for revising a course. Follow the instructions provided in the appendix.

**Comparable Transfer Course Information**

If no comparable lower division courses are identified this course will be sent back to the author until comparable courses are identified or course number is changed to no transferable.  
[Use this link to find parallel courses.](#)

Edit/Del	College Info
 	CSU CSU San Bernardino Introductory Accounting II Acct 212
 	CSU CSU San Marcos Introduction to Managerial Accounting Acct 202
 	UC UCLA Principles of Accounting MGMT 1B

University System:    
 Campus:   
 Catalog Year:   
 Course Title:   
 Course Number:  

Rationale:

[View D Form](#)

## Agenda Forms

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

**Agenda (A) Forms**

Remember to run the **Course Impact** and

**Course Comparison** reports prior to completing your A1 Rationale/Summary of Changes

Catalog Start Date  ?

Catalog End Date   ?

**Form A3 - Request for Placement on Curriculum Committee Agenda  
HONORS ADDENDUM**

**Rationale**

Rationale behind submittal - this is the place to summarize the "what and the "why". If this is a new Honors addendum, explain why this course fits with the mission of the Honors program. If this is a revision of the addendum, explain what kinds of changes have been made. ?



**Save** **Finish** **Cancel**

**Generate Printable Forms**

[Form A3 - HONORS ADDENDUM](#)



## Examples of Rationale/Summary of Changes for an Honors course:

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

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

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

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

## Library

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

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

**Library Resources**

Page Last Saved on Tuesday, Jun 28, 2016 at 8:23 AM  
By David Candelaria

Library Adequate  Yes  No  N/A ?

How often will the course be taught?

Taught at which Campuses Both

Projected number of Sections per year?

**Save** **Finish** **Cancel**

[Generate Printable Library Resources Form](#)

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

**Library Resources**

Page Last Saved on Saturday, Jul 22, 2017 at 6:51 AM  
By Michelle Stewart

Library Adequate  Yes  No  N/A ?

Rationale

Book Collection  Strong  Adequate  Inadequate  N/A ?

Databases  Strong  Adequate  Inadequate  N/A ?

Other Material/ Equipment  Strong  Adequate  Inadequate  N/A ?

Are Hours of Operation Adequate?  Yes  No  N/A ?

Library Assignments  Yes  No  N/A ?

Library Assistance  Yes  No  N/A ?

How often will the course be taught?

Taught at which Campuses Both

Projected number of Sections per year?

**Save** **Finish** **Cancel**

[Generate Printable Library Resources Form](#)


## Additional Library


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

Type	Title	Estimated Cost
------	-------	----------------

## Revised 2-Year Career Education Courses

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

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

Course Review Proposal	
Course	AUD 141 Intermediate Studio Recording *Active* **CTE 2 Year Review** Dave Parrott
Proposal Type	CTE 2 Year Review 
<input type="button" value="Next"/> <input type="button" value="Cancel"/>	

### The 2-Year CE Course Construction Screen

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

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

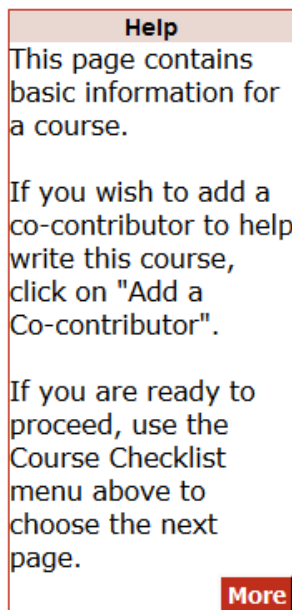
Course Construction Main Menu	
Course Number	140
Course Title	Beginning Studio Recording
Short Title	Beg Studio Recording
Co-Contributor(s)	<i>There are no Co-Contributors for this course.</i> <a href="#">Add a Co-Contributor</a>

The second section contains the Course Checklist. This consists of the different areas of course development. To the left of each area is a checkbox. The box will be blank if the area **has not been**

marked as complete and will show a checkmark if it **has been** marked as complete. That section will also turn green when it is complete.



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







## 2-Year Career Education Review Course Screens

If at any point while in the entry and edit screens, you want to leave, you **MUST** use the save and finish button on the bottom of the screen or much of your work may not be saved.

## Requisites

This screen is used to list requisites for the course.

Requisites		
Select Requisite Type		
Requisite Type	<input type="text" value="Prerequisite"/>	<input type="button" value="Add"/>
<b>Edit/Delete</b>	<b>Requisites</b>	<b>Analysis</b>
   	Prerequisite AUD 140 or MUS 140 With a Grade of C or better.	<a href="#">E1</a> <a href="#">E2</a>
<b>All forms must be reviewed and completed that are attached to the requisites. The following 1 form(s) are incomplete: Requisite AUD 140 E2</b>		

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

## Learning Resources

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

We encourage faculty to include at least one example of an OER (Open Educational Resource) textbook. To designate an OER textbook, put the word "OER" where the ISBN would normally go. Peer-reviewed, accessible texts that have a stable link and are available in both digital and print formats are preferred. Please contact Carrie Consalvi at the MVC library for assistance in identifying appropriate OER resources. The OER text should be in addition to at least one current traditional textbook.

Course Textbooks/Resources	
Page Last Saved on Tuesday, Mar 8, 2016 at 6:08 PM	
By Dave Parrott	
Textbooks such as the following are appropriate:	
<b>Specify Formatting Style</b>	APA
<b>Textbooks</b>	
1. Huber, D., H.. <i>Modern Recording Techniques, 8th Ed.</i> , ed. Focal Press, 2016, ISBN: 978-0240821573.	
<b>Manuals</b>	
You have no manuals defined.	
<b>Periodicals</b>	
You have no periodicals defined.	
<b>Software</b>	
You have no software defined.	
<b>Other appropriate readings - only include references that do not fit into the Author/Title/Date format</b>	
You have no other defined.	
<b>Edit</b>	

## Agenda Forms

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

Agenda (A) Forms	
Remember to run the <b>Course Impact</b> and <b>Course Comparison</b> reports prior to completing your A1 Rationale/Summary of Changes	
<b>Catalog Start Date</b>	2017 - 2018
<b>Catalog End Date</b>	Summer 2018
<b>Form A8 - Request for Placement on Curriculum Committee Agenda</b>	
<b>ACTION ITEM</b>	
<b>Summary of Action Item</b> Rationale behind submittal - this is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.	This is a standard 2-year review in order to keep the course in compliance.
<b>Relation to PLOs</b> For course and award submissions: Briefly discuss how this course/award is consistent with PLOs which have been determined by the department. PLO field cannot be completed with PLO's "currently in progress" or any similar language.	..
<b>Relation to Program Review</b> Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress")	..
<b>Save Finish Cancel</b>	
<b>Generate Printable Forms</b>	
<a href="#">Form A8 - ACTION ITEM</a>	

**Examples of Rationale/Summary of Changes for a 2-Year Career Education Review course:**

**ACCT-076 (2-YEAR REVIEW)**

This is a standard 2-year review in order to keep the course in compliance with Title 5. The textbook has been updated to the latest edition.


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


This revision is required every two years by Title 5 mandates. The textbook has been updated to the latest edition.



## C-ID/Articulation Minor Revision

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

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


Course Review Proposal	
Course	HIST 101 Western Civilization I: to 1500 *Active* **C-ID Conditional Approval Revision** Gary Vargas
Proposal Type	C-ID Conditional Approval Revision 
<input type="button" value="Next"/> <input type="button" value="Cancel"/>	

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

## Revised/Reactivated Awards

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

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

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

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

## The Award Construction Screen

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

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

Award Construction Main Menu	
Award Title	Digital Media
Co-Contributor(s)	There are no Co-Contributors for this program. <a href="#">Add a Co-Contributor</a>

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

Degree\Certificate Checklist
* Certificate
Modification*
Main
<input type="checkbox"/> Cover
<input type="checkbox"/> Description
<input type="checkbox"/> Program Learning Outcomes
<input type="checkbox"/> Other Required Awards
<input type="checkbox"/> Course Block Definitions
<input type="checkbox"/> Attach Files
<input type="checkbox"/> Planning Summary
<input type="checkbox"/> Agenda Form
<input type="checkbox"/> Codes

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



## Awards Course Screens

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

## Award Cover

### Start Catalog Date:

This is the date at which the award will first be printed in the catalog. Please pay attention to deadlines; if you are submitting a revision after the November catalog deadline, the catalog date will not be the subsequent fall date but one year following that (e.g., if you submit a revision in November 2018, the catalog date will be 2020-21). Scroll down to the appropriate year.

### End Catalog Date:

Leave "Summer N/A" in this area.

### Award Title:

This is the name of the award. If you are revising an award to make it an ADT (A.A.-T or A.S.-T), then the award must be titled A.A.-T (A.S.-T) in \_\_\_\_\_ for Transfer (the \_\_\_\_ will be the name of the award, such as "Art History").

### Award Code:

Leave this area blank.

### Department:

This is the department which will be offering the award.

### Award Type:

Use the drop-down menu to find the appropriate award type (i.e., degree, certificate, or employment concentration). Be sure to choose the correct type and action to avoid removal from approval process and resubmittal.

**Justification:**

This area asks you to give a detailed justification for the need for this award.

**Examples of Justification of the need for the award:****A.S.-T in Early Childhood Education for Transfer**

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

**Internet Authoring Certificate**

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

**Relation to Program Review:**

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

**Examples of Award Relation to Program Review:****A.S.-T in Early Childhood Education for Transfer (new degree)**

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

**A.S. in Legal Assistant (revised degree)**

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

**Certificate for Associate Teacher (new certificate)**

The Associate Teacher Certificate addresses three program review goals. Goal 1: Increase Enrollment: Focus on new enrollment populations and other emerging populations a. Develop course work required for employment in targeted areas - Completion of the coursework for the Associate Teacher Certificate qualifies students for entry level employment in licensed child care facilities in California. Goal 2- Increase student completions and persistence and Goal 3-Increase Professionalism and Employment Pathways of CDE Program leading to employment.

## **Career Opportunities:**

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

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

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

## **Description**

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

## **Program Learning Outcomes**

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

### **Examples of Award Relation to Program Learning Outcomes:**

#### **AA-T in Political Science for Transfer**

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

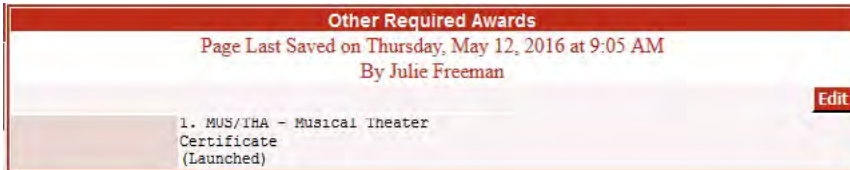
#### **Geographic Information Science Employment Concentration Certificate**

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

## Other Required Awards

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

To attach an award, scroll down to select the appropriate award. If more than one award is required, select as the “Condition” either “and” or “or” or “and/or.” Click on “Add” to add the award.



If there are no required awards, click on “Finish.”







## Course Block Definitions

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

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

<b>A.A.-T in Economics for Transfer (20-25 units)</b>		<b>Units</b>
<b>Required Core Courses (14-15)</b>		
ECON-201	Principles of Macroeconomics	3
	or	
ECON-201H	Honors Principles of Macroeconomics	3
ECON-202	Principles of Microeconomics	3
	or	
ECON-202H	Honors Principles of Microeconomics	3
MATH-140	Introduction to Statistics	4
MATH-135	Calculus for Social Science and Business	4
	or	
MATH-211	Analytic Geometry and Calculus I (formerly Calculus I and Analytic Geometry)	5
	or	
MATH-212	Analytic Geometry and Calculus II	5
	or	
MATH-212H	Honors Analytic Geometry and Calculus II	5
<b>List A: Select one (3-5 units)</b>		<b>Units</b>
<b>Any course from Required Core not already used above can be selected.</b>		
ACCT-124	Financial Accounting - Principles of Accounting I	3
	or	
ACCT-124H	Honors Financial Accounting - Principles of Accounting I	3
ACCT-125	Managerial Accounting-Principles of Accounting II	3
	or	
ACCT-125H	Honors Managerial Accounting-Principles of Accounting II	3
CSIS-101	Introduction to Computers and Data Processing	3
<b>List B: Select one (3-5 units)</b>		<b>Units</b>
<b>Any course from List A not already used above can be selected.</b>		
ECON-203	Introduction to Environmental Economics	3
MATH-213	Analytic Geometry and Calculus III	5
	or	
MATH-213H	Honors Analytic Geometry and Calculus III	5

Once created, the three blocks will look like this:

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

Units According to CurricUNET Math: 20-25



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

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

Units According to CurricUNET Math: 20-25

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

Below the name of the block, you will see a section that asks about units and whether to calculate them all. How you complete this depends on the individual block.

**For blocks in which all classes are required to be completed** (for example, a block of 7 required units with two classes totaling 7 units), complete this section as below.

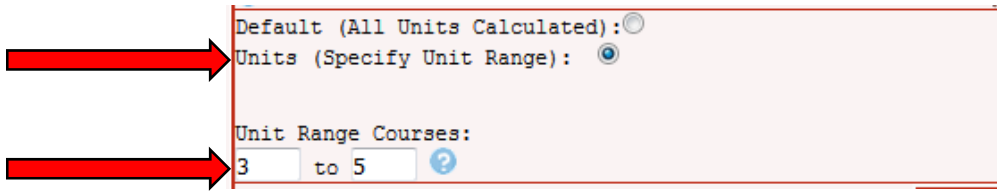
Default (All Units Calculated):

Units (Specify Unit Range):

Unit Range Courses:

7 to 7

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























Default (All Units Calculated):

Units (Specify Unit Range):

Unit Range Courses:

3 to 5 ?

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

Edit	Definition	Add Courses
   	A.A.-T in Economics for Transfer (20-25 units) Required Core Courses (14-15)	 ←
   	List A: Select one (3-5 units) Any course from Required Core not already used above can be selected.	
   	List B: Select one (3-5 units) Any course from List A not already used above can be selected.	
   		

Units According to CurricUNET Math: 20-25

Clicking the “Courses” button will open this screen:

Award Courses	
Discipline	-- Select Discipline--
Non Course Requirements	
Condition	
Unit Range	Make sure values are blank, unless you want to specify a value other than the actual course Unit Range, or the value should be 0. Unit Range: to
Exception Identifier	
Exception	
<b>Add</b> <b>Done</b>	


Scroll down under “discipline” to select the appropriate discipline and a list of courses in that discipline will appear:

Award Courses	
Discipline	Economics (ECON)
Course	201 Principles of Macroeconomics *Pending*
Non Course Requirements	
Condition	or

If more than one instance of a course exists, be sure to choose the most recent version (Active if adding a course that is not being revised or Pending to add a course that is coming through the approval process with the award).

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

Repeat this process for each block.

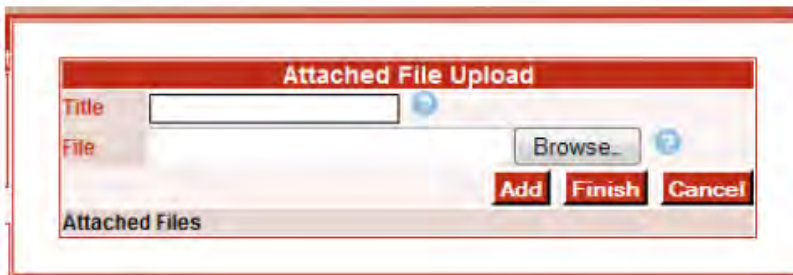
To test what you have done or to see what the award will look like, click on the  icon. Be sure the units are adding up correctly. Check the line at the bottom that looks like this:

Units According to CurricUNET Math: 20-25

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

## Attach Files

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



The screenshot shows a web interface titled "Attached File Upload". It has a "Title" input field with a blue question mark icon to its right. Below that is a "File" input area with a "Browse..." button and another blue question mark icon. At the bottom right of the main form area are three buttons: "Add", "Finish", and "Cancel". Below the main form area is a section labeled "Attached Files".

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

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

- The TMC template (the Articulation Officer will have this document)

- The degree narrative
- ASSIST back-up documents (contact the Articulation Officer to find out which documents are required)

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

## Planning Summary

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


Please Remember To Save Work Before Navigating Off Of Page.	
Planning Summary	
SPO2: Program Award	--Please Select--
Program Title	General Technician
Program Goal	--Please Select--
Program TOP Code	None
Required Certificate Units Minimum	<input type="text"/>
Required Certificate Units Maximum	<input type="text"/>
Annual Completers	<input type="text"/>
Net Annual Labor Demand(CTE only)	<input type="text"/>
Faculty Workload	<input type="text"/>
New Faculty Positions	<input type="text"/>
New Equipment	<input type="text"/>
New/Remodeled Facilities	<input type="text"/>
Library Acquisitions	<input type="text"/>
Program Review Date	<input type="text"/> (mm/dd/yyyy)
Gainful Employment	<input type="radio"/> Yes <input checked="" type="radio"/> No
Apprenticeship	<input type="radio"/> Yes <input checked="" type="radio"/> No
Distance Education	--Please Select--
CTE Regional Consortium Approved	<input type="radio"/> Yes <input checked="" type="radio"/> No
District Governing Board Approved	<input type="radio"/> Yes <input checked="" type="radio"/> No
District Governing Board Approval Date	<input type="text"/> (mm/dd/yyyy)
<input type="button" value="Save"/> <input type="button" value="Finish"/> <input type="button" value="Cancel"/>	
<a href="#">Planning Summary Report</a>	

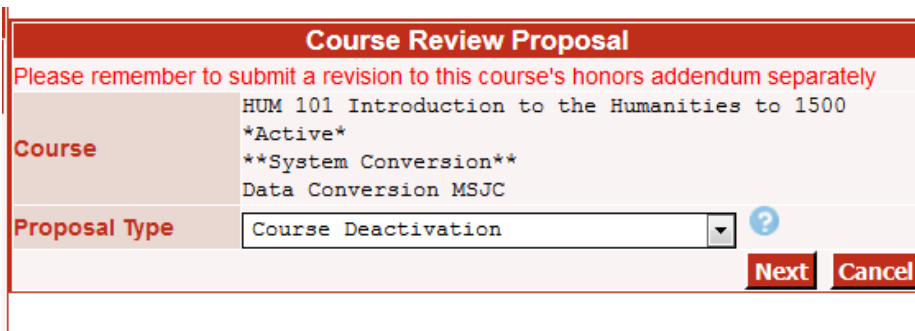
## Agenda Form

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

# Deactivating Courses or Awards

## Courses

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



Course Review Proposal	
Please remember to submit a revision to this course's honors addendum separately	
Course	HUM 101 Introduction to the Humanities to 1500 *Active* **System Conversion** Data Conversion MSJC
Proposal Type	Course Deactivation
<b>Next</b> <b>Cancel</b>	

From there, the Construction Screen should appear. You will need to complete the Agenda forms and save and **finish** all screens so that a “submit” button appears. Be sure you justify in some specificity why you are deactivating the course as this information provides historical documentation that may be helpful years from now when the department considers whether to reactivate a course. Please note: start by completing the agenda form screen and clicking “finish” – in some cases, that will be enough to get a submit button. If not, click finish on the other screens as well.

### Examples of Rationale/Summary of Changes for a course deactivation:


#### LIB-100 (DEACTIVATION)

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

#### PE-124A (DEACTIVATION)

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

## Awards

When deactivating an award, you must first make a copy of it. Click on the Awards text link found in the Build section of the main menu. This will take you to the My Awards screen displaying awards already in the system. Click on the Awards Update link which will take you to the screen where you will enter the award in the drop down menu and click "OK." You will see a screen that has all awards in that department. To complete a deactivation, you must first make a copy of the award by clicking on the  icon. Clicking this icon will take you to the Revise a Program screen. Scroll down under Proposal type to "Course Deactivation" (see below). Click Save.

Revise a Program	
Award Title	<input type="text" value="Musical Theater"/> ?
Program	<input type="text" value="Certificate Deactivation"/> ?
Proposal Type	<input type="text" value="Certificate Deactivation"/>
<input type="button" value="Save"/> <input type="button" value="Cancel"/>	

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

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

Revised 07/23/19

# Distance Education Information

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## Writing a Course Outline DE Addendum

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

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

### Timeline

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

### Requirements

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

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

2. It is imperative to use the correct online course delivery method on the DE addendum. Please review the below definitions and descriptions:

- i. **Fully Online** – These are courses in which students work entirely online without having to come to any college facility. Arranged proctored tests are available in this modality, which means fully online course instructors can request a proctored exam, but students

cannot be required to come to an MSJC Learning Center to take a test. In addition, orientations and/or face-to-face class/course meetings, if applicable, must be optional. We cannot expect fully online students to take a proctored exam on a MSJC site ONLY. (See the DE Faculty Handbook for proctoring guidelines.) Synchronous activities are not required, but if synchronous events are scheduled, they must be posted as required archives for asynchronous access, and they may not be required unless archived. Courses requiring multiple proctored exams should consider a hybrid offering as an alternative.

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

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

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

a. Each MOI from the Course Outline of Record will automatically appear in the DE addendum. Each method must have an electronic or online adaptation that is specific and links to the course objectives and course content. General statements and boilerplate language will not be acceptable and will result in non-approval of the DE addendum. Some specific possibilities to consider are online lectures that can be text based and/or include Closed Captioned (CC) video content, either instructor developed or located on reputable web sites, instructor developed web content, tutorials and sites appropriate to the discipline, discussion forums, images, diagrams, graphs and other visual information formatted for online use. Online quizzes and tests, proctored tests, etc. may be used for assessments.

Each drop down in this section represents an MOI in the regular course and requires an online adaptation. However, if the method does not work in the distance education environment (for example, “homework” might be used in the regular class, but it cannot

be used in an online class since ALL work is, by definition, homework), it is permissible to use “In lieu of xx,” (where xx would be “homework” in the example above) and then to determine how that information would be instructed in an online course.

Additional methods of instruction may be added since some methods that would work in an online environment would not be used in a face-to-face classroom. You can use the drop-down option of “Other” and specify what that other method of instruction would be. Integrate it with specific connections to the course material in the general course.

**Please note that because Prezi is not ADA-compliant, you should not have any references to Prezi in the DE addendum.**

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

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

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

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

d. Sample assignments should include and show appropriate use of web-based resources, MSJC licensed CMS tools as well as how the assignments will be submitted to the instructor (note: submitting assignments via email is not acceptable) and how students will access feedback.

4. MSJC Regular Effective Contact Policy is based on Title 5 and the Distance Education Guidelines for the California Community Colleges (the complete guidelines can be viewed in the Distance Education Handbook which can be found at the following link: <https://www.msjc.edu/Online/Documents/FacultyHandbook.pdf> ). The DE addendum requires

the course author to define how the course instructor will provide regular effective contact according to MSJC Policy. Please note that our Regular Effective Contact Policy (see below) requires that substantial components of these items must be through our CMS to satisfy federal authentication requirements. Not every drop- down option in the Regular Effective Contact needs to be used. MSJC Regular Effective Contact Policy, revised 3/2013 and approved by ETC and Academic Senate 5/2013, must include the following:

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

- **Initiated interaction:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Opportunities that relate to the content of the course should include those in which students interact with instructors, instructors interact with students, students interact with each other and students interact with the content of the course. Providing students with an open-ended question forum, although required, does not constitute the entirety of effective instructor-initiated interaction. In addition to open-ended question forums, utilizing CMS and LTI tools, MSJC email, and virtual conferencing tools are appropriate to engage instructor and student interaction. Furthermore, implementing web-based resources into course activities are also appropriate to create and sustain interaction. Some web-based resources including appropriate textbook publisher resources can be brought into the CMS and some can be linked from the CMS as long as student login is initiated through the MSJC approved CMS. Instructor prepared content (written, recorded, live, etc.) combined with other course materials, creates the “virtual equivalent” of the face-to-face class and must be included in your course.
- **Student-to-student interaction:** per Title 5 section 55204 2019 revisions, regular effective contact in a Distance Ed course requires both instructor-to-student contact as well as student-to-student contact. This contact may be either synchronous or asynchronous but cannot be in the form of “correspondence.” The regulations “require that faculty are actively participating meaningfully with DE students and creating learning environments where they engage meaningfully with one another.” Be sure your DE addendum reflects this revised requirement.
- **Frequency:** DE Courses are considered the “virtual equivalent” to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At **the very least**, the number of instructor contact hours per week that would be available for face-to-face students will also be available, in asynchronous and/or synchronous mode, with students in the DE format. A class that meets three hours a week would require three hours of faculty communication time. Faculty office hours are not included as fulfilling the regular effective contact requirement and are a separate requirement. Given the nature of asynchronous instructional methodologies, contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur as often as is appropriate for the course.
- **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timeliness of

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

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

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

**Suggestions:**

- Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.”) and/or video conference, podcast, or other synchronous and asynchronous technologies may also be included. Archives of synchronous events should be made available to students after the synchronous event has ended.
- It is suggested that instructors have a discussion area within their course that is set aside for general questions about the course. The instructor may wish to have weekly or other timely, question and answer sessions available to students. This may be accomplished through virtual office hours.
- It is recommended that Instructors engage students with a variety of accessible tools that students do not need to purchase.
- A suggested approach is for DE instructors to stay current with new and emerging technology.

5. Another very important part of the DE Addendum is to indicate how instructors plan to make all of the course related materials accessible to all students. According to Title V, Section 55200, “instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d)” and therefore, requires all distance education content and delivery, including textbook generated materials, meet these requirements.

Instructors, using web resources outside of the CMS, are required to address accessibility. Examples would be YouTube, Vimeo, publisher resources, Skype, PDF and PowerPoint files. Prezi is not ADA-compliant; remove any references to Prezi in the addendum. ALL resources

meet accessibility requirements, contact [ats@msjc.edu](mailto:ats@msjc.edu) for assistance.

**Publisher materials.** MSJC policy states,

*Publishers/vendors shall be required to demonstrate that any digital resources provided to the College conforms to or addresses each of the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.1, Level AA success criteria wherever demonstrating such performance is practicable.*

*Publishers/vendors may do so by providing either of the following:*

- *an independent third party evaluation from an accessibility consultancy*
- *a Voluntary Product Accessibility Template (VPAT). If a VPAT is used, it must use the VPAT 2.0 template, which is based on WCAG 2.1 Level AA. The VPAT 2.0 template is available from the Information Technology Industry Council at [itic.org/policy/accessibility](http://itic.org/policy/accessibility)*

Instructors are required to submit a VPAT for all publisher digital materials. Attach a copy of the VPAT in the Attach Files section of CurricUNET.

Note: VPATs indicating limitations or exceptions, do not fully meet accessibility requirements. If the VPAT contains exceptions or limitations, an instructor should have a learner alternative assessment/material available.

For more information on accessibility standard WCAG 2.0:

<https://www.w3.org/WAI/WCAG21/quickref/?versions=2.0>

Last revised July 2019

## Mt. San Jacinto College Distance Education Addendum

<b>Submitted by:</b>	<b>Andrea Hammock</b>	<b>Effective Term:</b>	<b>Fall 2019</b>
<b>Dept:</b>	<b>English</b>	<b>Course Number:</b>	<b>LIT 131</b>
<b>Course Title:</b>	<b>Children's Literature</b>		

### Both Fully Online and Hybrid Online

The course has no required face to face meetings.

#### Fully Online Delivery Requirements:

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

#### Methods of Instruction:

Methods of Instruction	Online Adaptation
Critique	<b>Critiques will be completed using PowerPoint or some other presentation platform, and then presentations will be uploaded to the course management system.</b>
Class discussion and group activities	<b>Class activities will be conducted using the specific tools provided by the course management system or in class. For example, group discussion forums can be used to conduct a discussion of the illustrations in a particular picture book, use of figurative language in a poem, or the criteria a particular historical novel meets. Instructors may assign exercises or activities to assess Student Learning Outcomes and collect responses using the course management system tools.</b>
Lectures	<b>Lecture will be accomplished using instructor prepared, web-based lectures and links to appropriate reference sites or through in-class presentations. Lectures will give students further insight into children's interactions with literature, choosing appropriate literature, activities with literature, theories of children's literature, analysis of literature, and controversies in literature. All will be ADA compliant.</b>
Student presentations of projects or individual texts	<b>The instructor may assign a discussion board forum for discussion of lesson plan activities with the class or allow submission of projects through the course management system for</b>

	<b>use in subsequent in-class discussions. Students will be placed into discussion groups of 4 based on a chosen theme, problem, lesson, or novel in children's literature, and this group will create a Prezi, Video, or PowerPoint presentation to be uploaded, viewed, and discussed by the class as a whole.</b>
Field Experience	<b>Field Experience will be conducted when students share literature with children via a controlled setting and perimeters. Reports and observations about these experiences can be submitted via the course management system, in discussion boards, or via email.</b>
Papers and Reports	<b>Essays, critiques, and analysis of children's literature will be submitted via the course management system and graded according to the MSJC English Department grading standards for essays.</b>

### Methods of Evaluation:

Methods of Evaluation	Online Adaptation
At least one analytic essay	<b>Students submit essays to the instructor for evaluation and feedback using the course management system or during in-class meetings. Essays will be evaluated based on appropriate research, integration of ideas, incorporation of theories, and appropriate analysis.</b>
Projects	<b>Projects will be posted online to the course management system for peer and instructor observation and evaluation of presentation, ideas, creativity, and analysis.</b>
Exams/Tests	<b>Exams and tests will be administered via the course management system and evaluated according to completion and appropriate analysis of the literature.</b>
Class Participation	<b>Class participation will be evaluated based on student participation in discussion boards, submission of projects and assignments, and attendance during face-to-face sessions.</b>

### Sample Assignments:

- After reading the historical novel, Catherine Called Birdy, students enter the course management system to complete the following discussion board assignment: What character traits does Birdy demonstrate in this novel? How would today's children be able to relate to her actions and concerns? What is one theme you think is developed in this novel? After class discussion deadline passes, the instructor will provide feedback to the students by posting comments, follow-up questions, and assessments in the forum.
- Using the internet, students will locate a teaching activity related to a specific picture book or novel. The student will then evaluate the activity, considering how well the activity incorporates the literature for the desired objectives and suggest a follow-up activity. These assignments can be submitted either to the instructor via the course management system or posted on discussion board to share with other students in class. A larger discussion of effective teaching strategies would then be assigned through the course management system. The assignment feedback will include



probing questions, clarifying additions, and feedback on the ideas presented. All feedback will also be posted in the CMS.

### **Regular Effective Contact:**

- **Orientation at start of course** - Students will be oriented to the online and face-to-face portions of the course on the first day of class.
- **Announcements/Bulletin Boards** - Announcements using the course management system will be posted at least weekly to keep students current on course events, due dates, materials, etc.
- **Chat Rooms** - Chat rooms on course questions, various genres, and student reading groups will be utilized to give students a place to complete group work and work on group projects.
- **Discussion Boards** - Communication via discussion boards will be initiated and maintained, with timely feedback provided. At least two discussion forums a week should be utilized for students to have a forum for discussion about the content of the course.
- **Teleconferencing** - Teleconferencing between students and the instructor to discuss assigned essays and projects will take place via telephone, CCCconfer, or email.
- **Office hours** - Instructors will hold regular office hours online using discussion forums, instant messaging, telephone, etc.
- **Scheduled Face-to-Face Meetings** - Hybrid courses will meet at regularly scheduled times (at least 5 times per semester).

Tech Review Feedback

Date:

Tech Reviewer:

	Guidelines for Achieving Approval	Meets Guidelines	Fails to Meet Guidelines	Recommended Changes to Meet Guidelines	Additional Comments
<b>DE Offering</b>	Only applicable if Hybrid Only is marked. <b>Only use columns C, D or E if course is Hybrid Only</b>	There is a reference to the frequency and number of face-to-face meetings for the hybrid course.	There is no reference to required face-to-face meetings despite the course being identified as hybrid only.	State how frequently, e.g. number of times per week and/or semester, students are required to attend face-to-face class sessions.	
<b>Methods of Instruction</b>	The online adaptation makes it clear how the methods of instruction will be modified to fit the online format.	The adaptation makes it clear how instruction has been adapted to online delivery.	There are no clear adaptations regarding how instruction has been adapted to online delivery.	Explain how instruction will be delivered with no face-to-face class meetings. Simply posting PP presentations is NOT a suitable alternative to course content. Clearly explain how users will gain access to course content, e.g. recorded lectures, web content, simulation software, etc. that will supplement the text and take the place of face-to-face instruction.	
			See pages in BPH for more detail.		

<b>Methods of Instruction</b>	The online adaptation is appropriate considering the course objectives.	The course objectives are attainable via the online instruction methods proposed.	Based upon the information provided in the addendum, it not possible to determine if the course objectives are attainable via the online instruction methods proposed.	Clearly explain how the delivery of course materials, e.g. recorded lectures, web content, simulation software, online or offline readings, etc. will be used by students to gain access to content related directly to the course objectives.	
	The technology used demonstrates flexibility to address individual instructor preferences.	The proposed use of technology allows instructors flexibility with delivering online course content.	The proposed use of technology does not allow instructors flexibility with delivering online course content.	There needs to be flexibility for other instructors to teach the course. The DE course addendum should not limit instructors to only one method of instruction.	
<b>Methods of Evaluation</b>	The online adaptation makes it clear how the methods of evaluation will be modified to fit the online format.	The proposed online methods of evaluation provide students an opportunity to submit work electronically either via the CMS or other means.	The proposed online methods of evaluation do not provide information regarding how students are to submit work electronically either via the CMS or other means.	Make sure the addendum explains how student work will be submitted, e.g. via the CMS, email attachments, textbook publisher web site, etc. <b>PLEASE REMEMBER: Student records cannot be kept on textbook publisher web sites unless you have a signed EULA on file indemnifying MSJC of any harm if the records are stolen or made available to other sources.</b>	

<b>Methods of Evaluation</b>	The adaptations describe HOW students are being evaluated.	There is a clear explanation detailing how students are being evaluated including references to any or all of the following: rubrics, peer assessment, auto grading, etc.	There are no, or limited, details explaining how students are being evaluated.	Identify ways student work will be evaluated without students being able to turn it in a face-to-face setting. For example, online tests, online paper submissions, online discussions, etc.	
			Refer to pages in the BPH for more details.		
<b>Sample Assignments</b>	The online adaptation is appropriate considering the course objectives.  Assignments make it clear how they will be distributed and collected within the online format.	The online assessments are in alignment with the stated course objectives.  There is a clear explanation of how assignments will be distributed by instructors and collected from students.	The online assessments do not align with the stated course objectives.  There is no explanation, or the explanation lacks clarity, related to how assignments will be distributed by instructors and collected from students.	Make sure your assessments relate to the objectives in the COR. For example, students will submit a three page paper in MLA format addressing the current scientifically accepted causes for obesity. The paper must include three citations from peer-reviewed journals.  Be sure the sample assignments include explanations regarding how students will access assignments, e.g. via discussion prompt, through the Assignments area of the CMS, etc. and also explain how students will submit their work, e.g. posting to discussion, submitting an attachment via the Assignments area within the CMS, etc.	

<b>Sample Assignments</b>	There is a clear description explaining how assignment feedback will be provided.	There is a clear description within the sample assignments regarding how instructor feedback will be provided to students.	It is unclear how instructor feedback will be provided to students.	State how students will receive grades for their assignments as well as feedback regarding improving their performance. For example, you can state that grades will be posted in the Grades area of the CMS following submission of an exam; comments will be posted to student papers using the CMS software.
<b>Regular Effective Contact</b>	There is instructor-initiated interaction including more than just a Troubleshooting or Q & A Forum and requiring interaction between/among students.	There is a clear demonstration of how online interactions between the students and other students in the course as well as interactions between the student and instructor will be expected.	There is no clear identification of ways for students to interact with one another or the instructor. Office Hours cannot be used as the only REC strategy.	Explain how you will allow students to propose questions related not only to the course organization, but also the course content. Students need to be able to interact with their instructors and their classmates just like they can interact in a face-to-face classroom.
	Frequency of interactions and equality with face to face instruction.	Regular Effective Contact is demonstrable via multiple measures including the use of any or all of the following: announcements, email, lecture material in digital format, Internet resources, virtual discussions, virtual meeting spaces, etc.	It is not evident how Regular Effective Contact is addressed within the addendum.	Explain how announcements and email will be used to update students and how students will engage in discussions with their classmates and the instructor after viewing, reading and/or listening to online and/or offline course content. Identify how discussions will be used for more than Q&A.
			Refer to pages in the BPH for more details.	

<p><b>Accessibility</b></p>	<p>Reference to how ancillary course materials and communications using third-party software not licensed by the CCC system will comply with accessibility standards.</p>	<p>The proposed use of ancillary content and third-party communications software not licensed by the CCC system and the use of these resources is required for successful completion of the course meets WCAG 2.0 AA standards.</p>	<p>There is no information regarding ancillary content and third-party communications software meeting WCAG 2.0 AA standards. See: <a href="https://www.auburn.edu/template/accessibility.pdf">https://www.auburn.edu/template/accessibility.pdf</a> for additional details.</p>	<p>This is only relevant if you are using web resources outside of the CMS. Examples would be YouTube, Vimeo, publisher resources, Skype, PDF and PowerPoint files. ALL resources must be accessible and meet WCAG 2.0 AA standards. Prezi is not an ADA-compliant format; remove all references to Prezi. Contact <a href="mailto:ats@msjc.edu">ats@msjc.edu</a> for assistance with accessibility concerns.</p>	
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# Honors Information

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# CURRICUNET APPROVAL INFORMATION for Honors Addenda

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## **Level 1 - LAUNCH**

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

## **Level 2 – DEPARTMENT/CHAIR SUPPORT**

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

**Faculty** actions include the following:

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

**Department chairs** should allow other faculty time to review the Honors course addendum before selecting their actions as representatives of the department’s responses. Please see note at end regarding failure on part of department chair to take action on curriculum.

- *SUPPORTED*: this action means the department supports the Honors course; the Honors course will proceed to the next level without allowing the course author to make any changes.
- *HOLD FOR CHANGES*: this action should be selected when faculty members or the chair see changes that should be made to the Honors course before it proceeds through the approval process; because it is best that the course start the approval process in the best possible form, we encourage chairs to make this choice if comments given by other faculty members provide



helpful suggestions or if the chair himself or herself sees changes that would improve the Honors course and make it move more smoothly through the approval process. This action will allow the course author to make changes before the Honors course proceeds through the next level of approval.

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

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

### **Level 3 – ARTICULATION**

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

- *APPROVED*: this action means the Articulation Officer approves the Comparable Transfer Courses section as completed. The course can then proceed to the next level of approval once the librarian has also approved it.
- *HOLD FOR CHANGES*: the Articulation Officer will choose this action if revisions are required on the part of the faculty author. This will return the course to the author so that changes can be made. Until the changes are made, the course cannot proceed to the next level of approval.
- *NOT SUPPORTED*: this action means the Articulation Officer has concerns with the Comparable Transfer Courses section of the Honors course; this will require the course author discuss the Honors course with the Articulation Officer and reconsider its transferability.
- *RETURN FOR DEPARTMENT REVIEW*: this action means the Articulation Officer has determined that a major change is required that all department faculty should be aware of and support, such as a numbering change or the addition of a prerequisite; this will send the course back to the author to make changes and then proceed through the department again for approval.

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

### **Level 4 – HONORS COMMITTEE TECH REVIEW**

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

Actions include the following:

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

## **Level 5 –TECH REVIEW**

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

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

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

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

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

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

approved to level 5.25. In some instances, if the curriculum chair deems significant changes were made that the department faculty should be aware of, the course will be returned for department review; provided that the department supports the changes made, the course – once it returns to level 5 – will be approved to level 5.25.

### **Level 5.25 –DISTANCED EDUCATION ADDENDUM APPROVAL**

At this level, a member of the Distance Education subcommittee will review the Distance Education addendum if applicable, concentrating on aspects related to the course being offered in a hybrid online format (the Honors committee does not support fully online Honors courses – see the details under Writing an Honors Addendum). If there is no DE addendum, the course will be approved to Level 5.5

Actions include the following:

- *APPROVE*: this action means the online addendum has met the requirements and the course can proceed to the chair and dean for approval.
- *HOLD FOR CHANGES*: the DE subcommittee reviewer will provide an explanation of what needs to be revised to get approval. A spreadsheet will be attached demonstrating which areas need to be revised to get approval.

Once a course is approved by the DE subcommittee, it will proceed to level 5.5.

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

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

- *APPROVED*: this action means the Department Chair approves the course. Once both chairs have approved the course (if the department is district-wide), it will move to the next level of the approval process.
- *HOLD FOR CHANGES*: the Department Chair will choose this action if revisions are required on the part of the faculty author. Please note that this action should be chosen only if the chair has concerns related to changes that were requested through technical review, not for concerns that should have been addressed at level 2. Selecting “Hold for changes” may require the course go back through the technical review process.

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

### **Level 5.75 –DEAN APPROVAL**

At this level, deans will review the course including district-wide if applicable and Dean of Academic Computing, Technology, and Distance Education. Approval at this level is equivalent to a signature of approval. Actions include the following:

- *APPROVED*: this action means the Dean approves the course. Once deans have approved the course, it will move to the curriculum committee for approval.

- *HOLD FOR CHANGES*: the Dean will choose this action if revisions are required on the part of the faculty author. Selecting “Hold for changes” will require the course go back through the technical review process.
- *NOT SUPPORTED*: this action means the dean has concerns with the course or its revisions; choosing this action requires the dean provide an explanation of why the course is not supported. This action will require the course author reconsider more major aspects of the course and will require it be rewritten and resubmitted through the course approval process.

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

### **Level 7 –FIRST AND FINAL READ APPROVAL**

Honors courses require only one read at the curriculum committee. The addendum cannot be approved, however, until the course itself goes to second read. Once approved, the Honors course proceeds to level 8 (Board of Trustees approval).


### **Level 8 –BOARD OF TRUSTEES APPROVAL**

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

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

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

If a department chair does not act on a course for 10 days and a request for action does not result in action being taken, please send an email to the curriculum email ([curriculum@msjc.edu](mailto:curriculum@msjc.edu)) specifying the course number, the level at which it is frozen, the department chair who is supposed to be responding, and the date

the course was sent to that department chair (it will be listed in the “Proposal Comments” or ). The dean for that campus will then take action on behalf of the chair, resulting in a chair’s forfeiture of the opportunity to approve or disapprove that curriculum.

If a course or award appears to be stuck at the dean level for 10 or more days, the course author should contact the dean who has not yet approved the class. If the dean has a reason for not approving the course to first read, he or she should try to resolve the issues with the faculty author so that the course can proceed to first read. If the department and dean cannot resolve the issue after a good faith effort has been made,

the faculty author should notify the curriculum committee via email, copying the dean. The course will be put on first read, and both parties may represent their support or lack of support for the course or award at the meeting.

Updated 07/27/2018

# Writing a Course Outline Honors Addendum

In order to offer an Honors section of any approved MSJC course there needs to be an Honors addendum specific to that course. This addendum must be approved by both the Honors Committee and by the Curriculum Committee. As with regular courses, there are specific deadlines and time constraints that must be adhered to prior to teaching the course as honors – for example, honors courses need to be published in the catalog and articulated to align with the regular course outline. This document is meant to provide information concerning writing or revising an Honors Addendum. Even if you are only revising a previously approved addendum, you will need to do a significant review based on the information presented in this document as there have been several changes over the past few years. This document provides requirements for completing an Honors addendum that the Honors Committee expects to be followed. Additionally, there are recommendations and best practices that may be helpful in constructing as good an honors course as possible. Sample Honors Addenda are provided as an appendix to this document.

## Timeline

Addenda should be submitted via CurricUNET along with the course (for both new and revised courses). Similar to the approval process for the regular course, department faculty will have the opportunity to review and suggest improvements after the honors addendum has been launched. If there are any suggestions by the faculty, it is imperative that the department chair return the honors addendum to the author. This will ensure that the Honors Committee receives the most accurate and current content for the Honors addendum. After the Articulation Officer approves the Honors addendum, the coordinator will then notify the members of the Honors Committee who evaluate the Honors Addenda. The committee typically provides their input and feedback within a week; however during busy curriculum periods, it may take the committee closer to two weeks to provide feedback. The addendum must be approved by the committee before the addendum and the course can proceed to the curriculum committee. Please see “CurricUNET Approval Process for an Honors course” for specific details. The Honors approval should be done simultaneously with the regular course approval. We anticipate the Honors approval process taking approximately three weeks from initial submission, depending on the promptness with which the course author responds to feedback from the committee. After an addendum has been approved by the Honors committee, it will be reviewed by the Class Scheduling and Information Specialist and Articulation Officer before going to the Curriculum committee.

Please note, CTE courses with Honors addenda that are completing a 2-year review of the course should not complete a 2-year review of the Honors course.

## **Requirements**

The following items are required of all new or revised Honors Addenda. Failure to implement these requirements will keep the addendum from being approved. The Honors Committee recognizes that there are a variety of different disciplines and not all teach in the same manner; therefore, we are willing to discuss any situation where a faculty author believes a particular honors course should not have to adhere to one of these requirements.

1. All Honors addenda must be submitted through CurricUNET along with a new or revised course. Since the curriculum committee has instituted the policy that no class will be considered without having all of the various addenda turned in by the deadline, failure to submit the honors addendum will keep the course from being considered by the curriculum committee until the Honors addendum has been approved to first read.
2. The addendum must be written clearly and with considerable rigor. The purpose of this clarity and rigor is to make sure that anyone who might teach the class (we must assume that the course will be taught by instructors other than the author of the addendum) will understand the goals of the class. Additionally, in order to make the course truly an Honors section, the content must go beyond what is found in the regular section. Failure to have significant academic rigor as demonstrated through the type or quantity of assignments will keep the addendum from being approved. Likewise the objectives that are identified for the course must also go beyond the objectives of the regular section.
3. Taking point 2 into consideration, we expect the addendum to be written so that there is considerable flexibility built into the addendum. The purpose of the flexibility is that as mentioned above, we assume that there will be several instructors who will teach this class and we hope that the class will be a reflection of the individual instructor rather than of the original course author.
  - a. This flexibility can be built into the Honors Course Assignments and Additional Methods of Instruction sections of the addendum by identifying a range of topics that may be covered (making sure to detail a minimum or an optimal number of assignments to use). If the author is providing examples of types of assignments, this can be made clear by using language such as “may cover” or “including but not limited to.”
  - b. For the assignments, it is also good practice to identify if there are any assignments that must be completed and then to allow flexibility with other assignments. This option may not be relevant to all disciplines.
4. The Honors Course Content section of the addendum replaces the separate Goals and Topics sections of previous honors addenda. In many cases the content will just reflect those goals and topics and so minimal revisions will be necessary here. This section allows the author to indicate what subject matter the honors section may cover. The content should connect to the objectives of the class and also link to the assignments. It is also important to note that the honors work should not simply be more of the work that is done in the regular section, but instead should reflect something different about the subject

matter. Honors coursework should challenge students in a demonstrably different way than the work associated with the regular course.

5. Included within the Honors Course Assignments, we expect that at least one enrichment assignment is a substantial paper, project or experiment. While the assignment(s) will vary by discipline, we expect the honors students to complete a minimum of 8 total pages for the assignments in most cases. In many cases the students will be expected to do outside research and so it is helpful for the author to indicate the number and type of acceptable sources. Typically, authors expect a minimum of 4 outside sources for a shorter research paper (5-8 pages), more for longer papers.

6. The honors program has recently undergone a redesign including the development of a new Mission Statement and core values. As part of the redesign the Honors Committee is requiring that the assignments that are part of the Honors Addendum must address at least two of the different core values. These core values can be part of the same assignment or can be split across different assignments. The core values of the Honors Program are:

- Inclusivity
- Leadership
- Academic Rigor and Research
- Engagement
- Holistic Well Being
- Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

For most classes it will be straight forward to incorporate an assignment that addresses the core value of Academic Rigor and Research. Some creativity on the part of the author may be required to incorporate another core value into an assignment. One suggestion that the Honors Program is encouraging authors to consider including is the use of Service Learning as part of the Honors component of a class. Service Learning would allow the assignments to incorporate Engagement, Leadership or Positive Transgressive Behavior.

7. In the evaluation section you must clearly identify how the various assignments will be evaluated, making sure to identify the various criteria for each category of assignments described in the enrichment assignment section.

8. All Honors sections are expected to have a student-instructor meeting component. Again, there is potential for flexibility with this requirement to allow for different types of meeting options (small group discussions, one-on-one review of work, small group presentations to other Honors students or the instructor). Therefore, we require that there be mention of student-instructor meetings in the Additional Methods of Instruction section of the addendum. This student-instructor meeting component is essential to an Honors course because one of the goals of the program is to foster instructor and student interaction and communication. The Additional Methods of Instruction will also be where any other honors focused instruction can be described including field trips, experiments, or hands-on demonstrations. Mention of Service Learning can also be incorporated in this section.



## Recommendations

1. The Honors Committee recommends that you avoid boiler-plate language. It is best if you tailor the objectives, content and assignments to the specific class.
2. We also recommend that if you are going to give a list of possible specific assignments, clearly identify which are required and which are optional. Also make sure to identify how many of the optional assignments need to be assigned. This can be achieved by using phrases such as “Students will complete one of assignments from list A and two of the assignments from list B.”
3. If one of the major enrichment assignments is a research paper or presentation, we recommend that the student has input into the choice of the topic for the research. This can be as open as letting the student select a topic completely of his or her choosing or allowing the student to select from a small list of topics that the instructor has preselected. This option allows the student to have more ownership over the research and should improve the quality of the work.
4. As we have discussed above, we do recommend the use of Service Learning as a part of the Honors Assignments. Service Learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one’s community. Service Learning assignments should incorporate some form of research that accompanies the volunteerism. The research should be related to the subject matter of the volunteerism. Service Learning will also require some form of end product, either a reflection paper or some tangible product that will support the mission of the institution where the volunteering occurs, or both. Another option to consider is the presentation of the end product to either the institution where the student volunteered or to the class.

## Discussion of Individual Sections of the Addendum

1. **Title:** The title of the course must begin with “Honors.”\_
2. **Honors Course Objectives:** The Honors Committee would like to note that it is no longer necessary to separate objectives into creativity and critical thinking categories. Simply list the objectives in one section. Please use Bloom’s Taxonomy to find high order objectives and make sure the honors objectives are clearly different from the regular section objectives.
3. **Honors Course Content:** The Honors Course Content section is a new section that combines the concepts of both the Goals and Topics sections of past addenda. The first time an honors addendum is revised to this new format, the information from the Goals and from the Topics sections will be placed into the Honors Course Content section. This combined material will have to be revised to reflect the desired honors content.

As a reminder to information presented above, the topics that will be covered as part of the

Honors Course Content must go beyond the topics that are presented in the regular course. Typically the content of the honors section will be covered in a greater depth or to a wider breadth than in the regular section.

Additionally, there must be a statement in this section that identifies that students in the honors course will cover the information in the regular course but will also complete additional honors coursework. Consider including specific examples of the additional content to be covered in the Honors section or that regular section content will be covered with greater depth and complexity. This is an area where some flexibility should be present in the addendum, but it is good to give the committee and the instructors who will use the addendum as an idea of the focus of the course.

When identifying the topics of the course, keep in mind the purpose of why you are creating an honors section of the course. Identify the skills that you hope the students acquire by taking the course as honors. This is an area where you can apply the necessary rigor to the addendum.

4. **Honors Course Assignments (replaces previous Enrichment Assignments):** You must make mention that honors students will complete all assignments in the regular section. For example, the following phrasing could be used, “Honors students will complete the regular course requirements and be graded first in accordance with the criteria used for the rest of the class. In addition, to receive honors credit, students will complete ...”

As mentioned above, this is a place to introduce flexibility into the addendum so that individual instructors can create a course that reflects their interests and strengths. If no flexibility is built into this section, the assignments listed in this section are the assignments that **must** be used every time the course is taught. One way flexibility can be accomplished is by providing a choice of possible assignments instructors will assign to their honors students. For example, the addendum author could state “In order to receive honors credit, honors students will complete the requirements of A) and B) listed below while assignments C), D), or E) are optional and may be assigned as deemed appropriate by the instructor.” The number of required and optional assignments are at the discretion of the addendum author based on the specific needs of the individual course.

In this section, you should include examples for each assignment listed. If assigning a research paper, indicate possible research paper topics and/or prompts. If additional readings are required, list articles and texts that can be assigned.

5. **Evaluation:** You must make sure to identify specific criteria for evaluation for each type of assignment identified in the Enrichment Assignments. So for example, if you have a paper and a presentation, you must list the criteria used to evaluate writing and the criteria used to evaluate oral presentations. There may be considerable overlap but that is fine. Types of applicable criteria include clarity, number of sources, use of correct jargon, proper grammar, and similar evaluation methods.

6. **Additional Methods of Instruction:** Mention of student-instructor meetings should be indicated in this section of the addendum, even if there is no specific assignment related to the meeting. This can be indicated by stating the following or something similar, “Students will meet individually with the instructor or as a small group of Honors students to discuss content related to requirements for the honors component of the course.”

This is also the section to provide any other information about how the honors section of the course will be taught. Possible additional methods of instruction might include implementation of scientific experiments, hands-on demonstrations, directed readings, field trips, etc.

#### **Honors Addenda for Fully Online Courses**

As a member of the National Council of Honors Programs, MSJC follows the position of the NCHC and does not approve of honors addenda for fully online Honors courses. However, the Honors committee is willing to support Hybrid honors addenda that require some face to face meeting between the instructor and the student. Hybrid Honors addenda will require both a Distance Education Addendum for the regular section and a separate Distance Education Addendum for the Honors Addendum. The DE Addendum for the Honors Addendum must specify that it is Hybrid Only.

6/19/2019

## Mt. San Jacinto College Honors Course Outline Addendum

<b>Submitted by:</b>	<b>Erik Ozolins</b>	<b>Date:</b>	<b>07/16/2019</b>
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<b>Course Discipline:</b>	<b>Anthropology</b>
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<b>Course Number:</b>	<b>ANTH 125H</b>
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Honors Courses End in "H"

<b>Title:</b>	<b>Honors Magic, Witchcraft and Religion</b>
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Must begin with "Honors"

### Honors Course Objectives:

1. Conduct advanced research on topics related to religion and belief in the supernatural through the use of primary and secondary sources.
2. Develop an appreciation and awareness of the role that the supernatural can have within a community.
3. Evaluate source material and engage in small group discussions about topics related to belief in the supernatural.

### Honors Course Content:

The topics to be covered in Anth 125H are identical to those in Anth 125, but students will investigate selected topics in much more depth than in the regular section. Students in the honors section of Anth 125 may investigate topics such as:

- The relationship of a society's mythology to their culture.
- How belief in the supernatural is interwoven into all aspects of culture for that society, examined through the use of ethnography.
- How religion is incorporated into modern, western societies, through venues such as politics, social justice, race and ethnicity, etc.

### Honors Course Assignments:

Students will complete all regular course requirements for Anth 125 and be graded according to the standards used for the rest of the class. In addition students will be expected to complete one of option A, B or C as well as either option D or E.

A. The student will complete a research paper, 8-12 pages long, typed, double-spaced on a topic selected by the student in collaboration with the instructor. A minimum of 8 sources of academic quality will be used in the development of the paper. Potential options for the paper may include an analysis of the relationship between a religion's pantheon and mythology and their attitudes towards particular demographic groups within their society (such as women, the elderly or foreigners), or choosing a particular historical or modern event (such as the witchcraze of the 15th century or the confirmation of recent supreme court justices) and analyze how religion affected the events that occurred.

B. The student will engage in a service learning project. The student and instructor will identify a local religious organization where the student can volunteer to assist in some community outreach manner, for instance social justice related examples might include at a soup kitchen, thrift shop, child care. The student will be expected to volunteer a minimum of 10 hours with this organization over the course of the semester. Additionally the student will prepare a 4-7 page reflection on the experience incorporating a minimum of 3 outside, academic sources.

C. The student will conduct a mini-ethnography of a sub-culture focusing on the role that religion or a belief in the

supernatural plays in their life. The student will be expected to incorporate outside research by using a minimum of 4 additional sources into a 6-8 page, double-spaced paper. The student will be expected to use appropriate ethnographic participant observation techniques in the research of the particular subculture.

D. The student or students will read a book that is focused on the belief in the supernatural and its role within a particular society. Appropriate books can include ethnographies such as *Life, Ritual and Religion Among the Lacandon Maya*, or more popular readership focused books such as *Meeting the Invisible Man: Secrets and Magic in West Africa*, or collections of famous articles such as *Baseball Magic* or *Consulting the Poison Oracle Among the Azande*. The student will also complete a 2-3 page response paper analyzing some of the themes in the readings and discussion.

E. The student will complete a 10-15 minute presentation using the material and conclusion generated through the research constructed from option A, B, or C. The presentation will be done to either the class as a whole or in another venue (such as the college wide research symposium).

### **Evaluation of Honors Course Assignments:**

To receive honors credit, students must successfully complete regular course and additional honors assignments.

Research and ethnography papers will be evaluated on clarity of argument, effective use of supporting evidence, effective integration of material from disparate sources, the number and type of references consulted, depth of analysis, overall accuracy and proper use of spelling, syntax and grammar.

Service learning reflection papers will be evaluated on the thoughtful reflection on the service learning experience, the effective incorporation of academic source material into the reflection and integration of course themes into the paper. Papers will also be assessed on proper use of spelling, grammar and syntax.

Response papers will be based on the quality of the analysis of the text, incorporation of class themes, and effective use of proper spelling, syntax and grammar.

Oral presentations will be evaluated on clarity of argument, effective use of supporting evidence, effective integration of material from disparate sources, the number and type of references consulted, depth of analysis, overall accuracy and effective use of image accompanying the presentation.

### **Additional Methods of Instruction:**

1. Students will meet with the instructor a minimum of three times over the course of the semester. The majority of the meeting time(s) will focus on discussing honors course assignments, such as helping the student identify potential research topics or service organization to contact. Additionally, meeting time can incorporate discussions of assigned readings. Meetings can either be one on one with the instructor or if there are more than one honors student in a class as a small group discussion. Meetings can also be used as a forum for peer evaluation of student work.

2. Service Learning: Honors students may engage in service learning projects where they identify a local religious organization and volunteer as part of the community outreach component of that organization. Ideally the religious organization would not be one that the student is already familiar with. The student is required to complete a proposal prior to the beginning of volunteering and is expected to volunteer a minimum of 10 hours over the course of the semester. The student will also be expected to complete a reflection paper that incorporates outside research.

## Mt. San Jacinto College Honors Course Outline Addendum

<b>Submitted by:</b>	Christina Yamanaka	<b>Date:</b>	07/16/2019
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<b>Course Discipline:</b>	History	
<b>Course Number:</b>	HIST 104H	Honors Courses End in "H"
<b>Title:</b>	<b>Honors World History Since 1500 (formerly Honors History of World Civilizations: Since 1500)</b>	Must begin with "Honors"

### Honors Course Objectives:

1. Encourage advanced research, writing, and presentation techniques using both primary and secondary sources. The honors component of the course will ask students to complete a research project involving primary and secondary sources that in some cases will be a multi-disciplinary examination of the topic.
2. Engage in small group discussions over challenging primary and secondary source readings, research, and writing topics.
3. Address major issues and important interpretations in world history with the instructor and other honors students.

### Honors Course Content:

The honors component of History 104 will encourage students to work above the survey level to explore issues in world history from the sixteenth century to the present with greater depth and complexity. Students will engage in research that will involve working with both primary and secondary sources, study major historiographical controversies and interpretive schools, and participate in discussions with the instructor and other honors students about the discipline of history.

The topics to be covered in History 104H are the same as those covered in History 104. In addition, honors students will analyze current research and historical concerns in world history that focus on topics such as (but not limited to) global commerce, women and science, Islam in early modern Africa, imperialism in the Pacific, colonial identity, historical memory, public history, and Big History.

### Honors Course Assignments:

Students will complete all regular course requirements for History 104 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements A) as well as B) or C). Assignments D), E), F), or G) below are optional and one or two optional assignments may be required at discretion of the instructor.

A) Assigned readings beyond the scope of the regular section of History 104. Additional primary documents, journal articles, or a book will be assigned for reading, summary, and review. Contradictory readings on the same topic may be analyzed to encourage critical thinking on the various perspectives of history. Example readings could include *Pandora's Breeches: Women, Science, and Power in the Enlightenment* by Patricia Fara, *Guaman Poma: Writing and Resistance in Colonial Peru* by Rolena Adorno, *A Cultural History of Civil Examinations in Late Imperial China* by Benjamin Elman, *Innovation and Empire in Turkey: Sultan Selim III and the Modernisation of the Ottoman Navy* by Tuncay Zorlu, *Southeast Asia Under Japanese Occupation* edited by Alfred McCoy, and *Nicaragua: Living in the Shadow of the Eagle* by Thomas W. Walker.

B) A research project that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on primary sources, secondary sources, major interpretive books, and articles. A minimum of ten academic sources must be referenced in the project. The instructor may organize

student peer reviews of their research proposals, thesis and outlines, or rough drafts of their projects. Students will also submit a 250-word abstract of their work. Research project topics could include topics such as resistance in colonial Peru, the civil service exam in early modern China, Ottoman naval power, Mughal architecture, the Haitian Revolution, social utopians, colonialism in Southeast Asia, the CIA and the Somoza family of Nicaragua, and global terrorism. The project can be presented in one of the following formats:

- a) 9-12 page research paper
- b) Short film
- c) Digital story
- d) Academic poster

C) Create a service learning project in consultation with the instructor. Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local history institution, museum, organization wishing to document its own history, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by reading three articles related to historical preservation sites, museology, the politics of the visual representation of history, or similar topics. Students will submit a 4-7 page reflection paper that connects their volunteer experience to themes addressed in the course and assigned readings along with a log of their hours signed by an employee of the institution where they are volunteering. Students may wish to share the content of their reflection with the institution where they volunteered in the form of a lecture, presentation, or suggested action plan that the instructor and other honors students in the course are invited to attend.

D) A 10-15 minute oral presentation of the final research project given to their fellow honors students or to the entire History 104 class.

E) Interview an individual whose life or professional experiences relate to the subject matter of History 104H. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, decide on the best way to preserve and present their interview or oral history findings to the instructor or the class (i.e. a brief write-up of their interview, a short oral presentation, or reporting their findings to an historical organization that collects oral histories provided the interviewee grants permission), and consider how their findings fit in or challenge current historical perspectives.

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

G) A project outside regular class time designed by the instructor. For example, instructors will lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 104H. The Getty Center, the Broad Museum, the Los Angeles County Museum of Art, the Bowers Museum, the Norton Simon Museum, and the San Diego Museum of Art are all examples of museum locations in the Southern California that might be considered for this assignment. Other activities could include a film viewing such as *The Battle of Algiers* or attending an academic lecture at a local university or museum.

**Evaluation of Honors Course Assignments:**

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

Research papers and multimedia projects will be assessed on clarity of argument and presentation, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy. Oral presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument. Honors class discussions of supplemental readings will be judged based on student preparedness as well as the ability of students to summarize, critically analyze, and provide their own perspective on the assigned readings. Service learning projects will be evaluated on the student's completion of the agreed upon number of volunteer hours as well as the quality of their

reflection paper that integrates academic source material and their service learning experience, the number and types of references consulted, depth of analysis, organizational structure, grammar, and the connection back to themes associated with the course. Journal writings, oral histories, museum field trip assignments, and film discussions will be assessed based on quality, organization, accuracy, and how well they address and further illuminate the subject matter of the course.

### **Additional Methods of Instruction:**

**Method:** Small-Group Discussion

**Integration:** Guided small group discussions in the honors course will provide a forum for instructors and students to discuss the field of history and historiography as well as analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped modern world history. These discussions can also cover student progress on research projects including research proposals, sources, thesis statements, outlines, and rough drafts as well as peer-reviews of these assignments. Students will meet as a group or individually with the instructor a minimum of once a month for a minimum of four meetings over the course of the semester.

**Method:** Service Learning Project

**Integration:** Service learning at history institutions, museums, or similar locations will help students gain hands-on experience in areas that pertain to the field of history. This will be useful to students making decisions about major and career choices and will encourage them to seek out additional volunteer or internship opportunities after the conclusion of the course.

**Method:** Oral Presentations

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

**Method:** Field Trips

**Integration:** Students will engage in academic inquiry and discussions of history topics by visiting a museum exhibition, going to a film screening, or attending an academic lecture at a nearby university or museum. Museum visits will encourage students to draw parallels between the past and contemporary society while films and lectures provide a means of experiencing history through a variety of mediums beyond the classroom.



### Mt. San Jacinto College Honors Course Outline Addendum

<b>Submitted by:</b>	William Farrar	<b>Date:</b>	11/08/2018
<b>Course Discipline:</b>	Administration of Justice		
<b>Course Number:</b>	AJ 102H	Honors Courses End in "H"	
<b>Title:</b>	Honors Introduction to Criminal Justice	Must begin with "Honors"	

**Honors Course Objectives:**

1. Engage in advanced research and writing on selected (controversial) topics within law enforcement, the courts, or corrections fields. In contrast to the normal course offering(s), the honors component will ask students to produce an original piece of research that will be in much greater detail and complexity than that of a mere case study.
2. Participate in small group discussions that address challenging primary and secondary source readings, research, and writing.
3. Address major issues, interpretations, and application of laws with the instructor and other honors students.

**Honors Course Content:**

The honors component of Introduction to Criminal Justice and Law Enforcement will encourage students to work above the basic level to explore issues within the criminal justice field with greater depth and complexity. Students will engage in research that will involve working with both primary and secondary sources, studying major controversies in statutory and case law and engaging in discussions with the instructor and other honors students about the discipline of criminal justice.

The topics to be covered in Introduction to Criminal Justice and Law Enforcement AJ102H are the same as those covered in Introduction to Criminal Justice and Law Enforcement AJ102. In addition, honors students will analyze current research and historical concerns relating to laws and the application of laws that focus on topics such as the Fourth Amendment (search & seizure), the USA Patriot Act, DNA evidence, wrongful convictions, the use of polygraphs at trial, officer use-of-force, media and law enforcement, determinate versus indeterminate sentencing, early prisoner release, and the legalization of drugs.

**Honors Course Assignments:**

Students will complete all regular course requirements for the regular section of Introduction to Criminal Justice and Law Enforcement AJ102 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements 1 - 3. Assignments 4 - 6 are optional and one optional assignment may be required at discretion of the instructor.

1. A research paper 9-12 pages long, typed, double-spaced on a topic that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on the following: primary sources, secondary sources, major interpretive books, and articles. A minimum of five academic sources must be referenced in the paper. As part of this project, students may peer review one another's work. Research papers could include the Fourth Amendment (search & seizure), the USA Patriot Act, DNA evidence, wrongful convictions, the use of polygraphs at trial, officer use-of-force, media and law enforcement, determinate versus indeterminate sentencing, early prisoner release, and the legalization of drugs.
2. Assigned readings beyond the scope of the regular section of AJ102. Additional primary documents, journal articles, or a book will be assigned for reading, summary, and review. Contradictory readings on the same topic may be analyzed to encourage critical thinking on the various perspectives of criminal justice. Example readings could include: "Monster; the Autobiography of an L.A. Gang Member", "Once Upon a Time in Compton", "Brave Hearts: Extraordinary Stories of Pride,

Pain and Courage” and “The Run of His Life: The People v. O.J. Simpson.”

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

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

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

6. A project outside normal class time designed by the instructor. For example, students will sign up for a “ride-a-long” with a local agency or view an ongoing criminal trial. The instructor may wish to collaborate with the agency or court to assist in this project. The student will complete a two to three page brief on the activity. The Riverside County Sheriff’s Department, the Hemet Police Department, or the Riverside County Coroner’s Office are examples of local agencies for the ride-a-longs. These projects will encourage students to experience “first-hand” what it’s like to be inside of police car or within a courthouse.

### **Evaluation of Honors Course Assignments:**

1. To receive honors credit, students must successfully complete regular course and honors supplemental assignments.

2. The written research will be assessed according to the number of references consulted, the kind and quality of references that are consulted, the ability to synthesize information from a multitude of sources into a coherent argument, the accuracy of content, insight and originality of the work and whether directions for formatting - such as APA.

3. The oral presentation will be assessed for clarity, accuracy of content, organization, quality and appropriateness of any visuals that are present and for the summary of results that are presented.

4. Participation in small group discussions will be evaluated on the frequency and quality of the participation.

### **Additional Methods of Instruction:**

1. Students and instructors will meet several times (minimum of three times) over the course of the semester to discuss research findings or assigned readings or other appropriate topics as determined by the instructor. These meetings can be small group meetings with other honors students or one-on-one meetings with the instructor.

2. Assigned readings and questions posed by the instructor can serve as directed reading exercises to help students understand the significance of concepts or texts.

3. Oral Presentations may be used to provide students an opportunity to present their research to other students. Alternatively, honors students may be required to present aspects of readings to the other honors students as part of the small group discussions. These presentations will provide students an opportunity to improve their oral communication skills and their ability to synthesize and integrate information.

**Mt. San Jacinto College  
Honors Course Outline Addendum**

**Submitted by:** Michelle Vogel Trautt **Date:** 06/13/2019

**Course Discipline:** Psychology

**Course Number:** PSYC 108H

Honors Courses End in "H"

**Title:** Honors Abnormal Psychology

Must begin with "Honors"

**Honors Course Objectives:**

1. Apply creative and innovative ways of looking at psychopathological issues.
2. Scrutinize a variety of explanations that accounts for research results.
3. Synthesize various abnormal psychology topics and concepts to explain, understand, and improve our own and other's behavior and cognition.
4. Appraise real life situations and behavior in psychopathological terms.
5. Explore modern diagnostic and treatment methods within abnormal psychology.

**Honors Course Content:**

The course content will be the same as that covered within the Psych 108 course, but honors students will be required to complete supplemental assignments aimed at more detailed application and analysis of the information and topics discussed in Psych 108. Specifically, honors students will be expected to engage in a more in depth research assignment allowing them to develop appropriate research skills critical to understanding the scientific processes inherent in Abnormal Psychology. Some examples of topics include anxiety disorders, types of schizophrenia, stress disorders, mood disorders, personality disorders, etc., and appropriate therapies to treat such disorders. Supplemental assignments may also address the intersection with other elements of a person's social identity, including race, age, class, etc. and how these factors may influence risk of developing a psychological disorder. Finally supplemental assignments may also involve a qualitative examination of a group therapy session, visiting a Mental Health Organization within the community with an analysis of how the resources provided may aid mental health, successful living, and well-being, designing a mental health awareness campaign, participating in a debate about the efficacy or validity of the DSM-V-TR Manual as a viable diagnostic tool as they relate to the interests of the student.

**Honors Course Assignments:**

In addition to completing all of the assignments in the regular section of the class, all Honors students are required to complete #1. Additionally, instructors can choose two or three additional assignments from the following items (2 through 7) to supplement student learning and fit the individual needs of the Honors Students consistent with the course objectives outlined:

1. Analyze empirical research articles that are peer reviewed within the field of abnormal psychology and convey that knowledge within a written assignment that applies APA formatting requirements. This may include, but not be limited to, evaluating research on a given topic related to mental illness and treatment, or mental health, and will include an examination of scholarly, peer reviewed literature, and the preparation of a literature review that synthesizes the information into a cohesive literature review of the topic. A minimum of three empirical articles should be included with at least a minimum of 6 to 10 pages for the writing component. Assignment guidelines are made available through CMS (e.g., Canvas) assignment link and assignments are submitted by students to this link.
2. Interview one or more people regarding their psychological disorder(s), to produce a case study. Write a paper (3-5 pages in main body), including your own observations. As always, consider all ethical issues, including the confidentiality of your interviewee(s). Assignment guidelines are made available through CMS (e.g., Canvas) assignment link and assignments are submitted by students to this link.

3. Develop a presentation to the class, on any topic that relates to topics in the class. Present this lecture, demonstration, group exercise, etc. to the class. For example, arrange a presentation that presents eating disorder treatments advantages and controversies. A minimum of three peer reviewed research articles should be reviewed as part of preparing this assignment, that are found independently through scholarly literature search. Presentation should be approximately 10 to 15 minutes in length. Assignment guidelines are made available through CMS (e.g., Canvas) discussion board and submitted by students via CMS in a discussion board format for student peers to review.
4. Conduct your own correlational or experimental research study. Be sure to address all ethical issues. Write a research paper (4-6 pages in body), presented in APA style, that includes a literature review of related empirical research, your own conclusions, with a minimum of three references. For example, conduct research to investigate if exposing people to accurate information regarding mental disorders reduces the societal stigmas associated with those disorders. Assignment guidelines are made available through CMS (e.g., Canvas) assignment link and assignments are submitted by students to this link.
5. Pick an abnormal psychology topic (etiology of phobias, behavioral treatments for depression, diagnosis of schizophrenia or bipolar disorder, etc.). Write a paper (3-5 pages in main body), including your own conclusions and a minimum of three scholarly peer reviewed references. Assignment guidelines are made available through CMS (e.g., Canvas) assignment link and submitted by students to this link.
6. Tour a psychiatric facility, such as Patton State Mental Hospital. Write a response paper (3-5 pages in main body), including your own impressions, thoughts, emotional responses, and impact this tour had on you. Assignment guidelines are made available through CMS (e.g., Canvas) assignment link and assignments are submitted by students to this link.
7. Design materials for a mental health awareness campaign organized around a topic addressed in abnormal psychology. For example, mood, anxiety or substance-related disorders including ways to manage one's symptoms and triggers, or possible self-care steps that can be taken to avoid relapse. A minimum of three peer reviewed research articles should be reviewed to inform the content and design of this assignment. Assignment guidelines are made available through CMS (e.g., Canvas) assignment link and submitted by students to this link.

### **Evaluation of Honors Course Assignments:**

Honors students will be evaluated on the basis of successful completion of regular course work and honors supplemental assignments.

1. Literature reviews, and other empirical based writing assignments, will be analyzed based on accuracy with which the research is summarized, relevance and integration of references, the scope with which multiple sources representing varied perspectives are integrated, accuracy of content, insight and originality of the work, the synthesis of information and the critical analysis of the relationships between sources, and accordance with APA formatting guidelines. Furthermore, consideration should be given to the quality of the writing to ensure that it meets standards of college level writing. Instructor feedback (i.e., comments) and assignment grades will be posted using the CMS software (e.g., Canvas).
2. Correlational and experimental studies will be assessed according to the quality of the hypothesis, execution of the research, and adherence to APA in the presentation of the research proposal and/or findings. Instructor feedback (i.e., comments) and assignment grades will be posted using the CMS software (e.g., Canvas).
3. Applied activities (e.g., awareness campaigns, tours of facilities and the like) will be assessed based on the proper application of theory, insight and originality of the work, and critical analysis of how those issues affect other areas of psychological functioning. Instructor feedback (i.e., comments) and assignment grades will be posted using the CMS software (e.g., Canvas).

4. Presentations and papers will be assessed for clarity, quality of writing, depth and accuracy of content, organization, and relevance to psychological functioning. Instructor feedback (i.e., comments) and assignment grades will be posted using the CMS software (e.g., Canvas).
5. Papers and presentations on either interviews of psychological professionals, or visits to related psychological institutions or exhibits, will be assessed based on the depth to which the content was explained and connected back to theories, concepts, or related careers within the field of abnormal psychology. Instructor feedback (i.e., comments) and assignment grades will be posted using the CMS software (e.g., Canvas).

**Additional Methods of Instruction:**

Over and above the various instructional methods used in the Psychology 108 course, honors students will have additional interactions with faculty to enhance the depth of their understanding of the subject and/or field of abnormal psychology, and its application and relevance to everyday life and experiences.

1. Professor and student meetings will occur on a regular basis, and at least monthly. Meetings can be with an individual honor student, or can include group meetings with all honor students in that class. Meetings can discuss the specifics of the class, such as the various required honors and course assignments. The meetings can also address any and all issues pertinent to the student and college life, including career options, university transfer information, or other relevant discussions.
2. Instructor may also consider integrating field trips aimed at exploring exhibits or labs which are researching or applying theories and concepts related to abnormal psychology, or other related issues such as mental wellness. Example field trips include, visiting a Mental Health Organization within the community with an analysis of how the resources provided may aid mental health, successful living and well-being, touring an eating disorder clinic, or observing an open group support meeting like Alcoholics Anonymous, Al-Non, or similar.

**Mt. San Jacinto College  
Honors Course Outline Addendum**

<b>Submitted by:</b>	<b>Nick Reeves</b>	<b>Date:</b>	<b>12/14/2017</b>
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<b>Course Discipline:</b>	<b>Biology</b>
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<b>Course Number:</b>	<b>BIOL 151H</b>
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Honors Courses End in "H"

<b>Title:</b>	<b>Honors General Biology II</b>
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Must begin with "Honors"

**Honors Course Objectives:**

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| <ol style="list-style-type: none"> <li>1. Evaluate current biological research in greater depth than the regular course in one or more areas covered in Biology 151: biodiversity, plant and animal structure and function, ecology, and evolution.</li> <li>2. Compare and contrast current hypotheses and/or theories in greater depth than the regular section to reveal the areas of uncertainty in modern biology.</li> <li>3. Design an independent research project.</li> <li>4. Compose a substantive research product using field specific writing and/or presentation skills.</li> </ol> |
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**Honors Course Content:**

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| <ol style="list-style-type: none"> <li>1. The topics to be covered in BIOL-151H are identical to those in BIOL-151 but students will investigate selected topics (such as the diversity of insects in chapparral ecosystems) in much more depth than the regular section.</li> <li>2. The honors students will use and understand the scientific method to develop their research project and complete the honors assignments.</li> <li>3. Honors assignments will cover specific issues in biology (such as the validity of DNA barcodes to catalog and document all diversity of life on earth) related to the research project topic that the honors student chooses to investigate.</li> </ol> |
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**Honors Course Assignments:**

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| <ol style="list-style-type: none"> <li>1. Honors students will be expected to complete all regular BIOL-151 assignments.</li> <li>2. The honors student and the instructor will collaboratively develop a specific topic for the honors research project by initially reviewing the topics covered in the regular section of BIOL-151 and then developing the interests of the honors student in light of the training and background of the instructor to construct research questions around a topic that delves deeper into the regular course material. It is recommended that the honors student submits a one to two page written proposal of the research project topic with background information about the topic and a description of the research to be conducted. Examples of successful honors research projects are listed below:             <ul style="list-style-type: none"> <li>o A study of allelopathy in local plants. Honors students collected naturally growing plants from undeveloped local areas. Using a mortar and pestle, the honors students made an extract of each plant (independent variable). These extracts were added to <i>Brassica</i> fast plant germination cultures. The germination rates of the <i>Brassica</i> fast plants was measured (dependent variable). Stastical tests were used to compare the control germination cultures to the experimental germination cultures to determine whether the plant extracts had an affect on germination. Reduced germination as compared to the control might indicated that a plant produces secondary allelopathic compounds to compete for space in the local ecosystem.</li> </ul> </li> </ol> |
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- A study of insect biodiversity through DNA barcoding. Honors students used a Malaise trap set up in the undeveloped area of campus to collect flying insects. Insects were sorted and identified taxonomical to the level of Order. DNA barcoding was conducted on the insects by extracting DNA from the collected insects, amplifying the mitochondrial Cytochrome C Oxidase I (COI) gene, and sequence the "barcode" region of the COI amplicons. Taxonomic and barcode sequence data were used to create a barcode entry on the Barcode of Life Database (BOLD) website. This type of discovery science helps students see how the techniques they are using can contribute new data to large collaborative projects.

3. Students will create one or more of the following final substantive products for the honors research project:

- A final report of at least six pages in length in standard scientific writing format (e.g. introduction, methods, results, and discussion sections) that should reference four or more outside sources of acceptable quality and rigor subject to instructor approval.
- A poster or oral presentation of their findings that reflects the format of standard scientific writing (e.g. introduction, methods, results, and discussion sections). This assignment should reference four or more outside sources of acceptable quality and rigor subject to instructor approval. If this option is chosen then additional methods of instruction will need to be utilized that require the honors students to produce a total of six pages of written work.

### **Evaluation of Honors Course Assignments:**

1. To receive honors credit, the student must successfully complete the regular coursework for Biology 151, the honors research project and any additional methods of instruction.
2. Final research reports will be assessed on clarity, organization, thoroughness of content, depth of analysis, the number and kind of sources, appropriateness of statistics if used for analysis, grammar and spelling.
3. Final research project posters and oral presentations will be assessed on clarity, organization, thoroughness of content, depth of analysis, the number and kind of sources, appropriateness of statistics if used for analysis, effectiveness of presentation, grammar and spelling.
4. Additional methods of instruction should be evaluated. The appropriate process of evaluation for any additional methods of instruction should be determined by the instructor of record for the honors section. Examples of evaluation criteria to consider for additional methods of instruction include clarity, organization, thoroughness of content, depth of analysis, the number and kind of sources, appropriateness of statistics if used for analysis, effectiveness of presentation, grammar and spelling.

### **Additional Methods of Instruction:**

- Honors students will participate in at least three or more regular meetings with the instructor during the semester. These meetings may be group meetings with other honors students in honors sections.
- To further enhance the honors experience it is recommended that students participate in one or more of the following if possible:

- Discuss and write an annotated bibliography and/or critical summaries of articles, reviews, and/or books that they read.
- Attend seminars on their topic of interest and or related topic and report on the most recent findings in the field.
- Participate in field trips to research sites, museums, and/or other relevant locations.



**Mt. San Jacinto College  
Honors Course Outline Addendum**

<b>Submitted by:</b>	Rebecca Coleman	<b>Date:</b>	12/13/2018
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<b>Course Discipline:</b>	Literature
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<b>Course Number:</b>	LIT 231H
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Honors Courses End in "H"

<b>Title:</b>	Honors English Literature: 1775 to Present
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Must begin with "Honors"

**Honors Course Objectives:**

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. Analyze a wide breadth of literary texts and historical context of English literature from 1760 to the modern era.</li> <li>2. Survey literary criticism, theories, and/or cultural and historical contexts to develop a more nuanced theoretical understanding of the cultural, historical, and literary movements of the time period.</li> <li>3. Apply theoretical concepts to course literature through written and/or oral discourse.</li> <li>4. Compose analytic writing that demonstrates advanced knowledge of English literature, society, history, and culture from 1775 to the modern era.</li> </ol> |
|---|

**Honors Course Content:**

<p>The topics to be included in the honors component of the course are the same as those covered in the regular section of LIT 231; however, honors students will be required to study additional topics and/or primary texts and will be expected to examine topics and texts in greater depth, with more originality, and with greater written facility and correctness. Students will also be required to conduct research and to responsibly locate, integrate, and cite primary and secondary sources. Honors students may also be required to read and apply contemporary criticism and theories to additional texts and/or texts covered in the regular section to deepen their understanding of English literature and culture from 1775 to the modern era. To promote critical thinking and hone writing skills, students will be exposed to a more sophisticated, in-depth, and theoretical understanding of the literature of the era and the history of the culture in which the text was written.</p>
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For example, topics such as what follows may be covered in addition to topics covered in the regular section of LIT 231:

- The impact of Enlightenment philosophy in 19th century English literature
- Emerging feminist writers in 18th and 19th century England
- The impact of the World Wars on English literature
- The literature of the English colonies
- English modernism
- Medievalisms in 19th century English literature

**Honors Course Assignments:**

Students will complete the requirements for the regular section of the course and earn grades based on the same criteria used for all students in the class. In addition, to receive honors credit students will complete the assignment under area A and one of the options under area B:

A. Students will present their research to the regular class. This presentation will be a conference-style presentation of fifteen to twenty minutes in length and may include a Q and A session. It may be presented via video, slides, lecture, or in a variety of other forms determined via instructor and student conference.

B. Students will also compose an original paper, such as one of the following:

1. Write an additional research paper, a minimum of 8 pages in length, that develops an original, analytical, persuasive argument based on a text of interest that is not assigned to the class as a whole and that is selected or approved by the instructor; for instance, a student might read Conrad's *Heart of Darkness*, conduct research on English colonialism, and write an essay analyzing Conrad's argument about colonialism in the text.
2. Expand one required paper by at least 8 pages by conducting research and incorporating at least 5 additional sources to develop the original ideas into a more sophisticated argument; for instance, a student might revise a term paper on social class criticism in Wilde's *The Importance of Being Earnest* and conduct research to further develop and support an argument about class being made in the text.
3. Write an additional paper of at least 8 pages that delves deeper into an instructor approved topic and includes literature from the period; for instance, a student might examine the depiction and function of monsters, monstrosity, and/or the monstrous in a variety of Victorian English texts, or apply literary theory, such as Foucault's theory of Panopticism, to an English text or texts, such as Orwell's 1984.

Whichever option the student chooses, the Honors paper must include at least five secondary sources and the paper must present an original argument. Honors students must submit a draft of the paper based on an interpretation of the primary text alone before revising the paper to include secondary source information.

**Evaluation of Honors Course Assignments:**

To receive honors credit, students must successfully complete regular course and honors enrichment assignments (including but not limited to participation in out-of-class discussions, essays, and research). The enrichment assignments will be assessed according to standards for LIT 231 students. In addition, the instructor will evaluate the honors students' work based on the depth of analysis and insight, the types and utilization of outside sources, and the effectiveness of communication, displayed through sophisticated writing. Students will also be evaluated on their performance in the required meetings and during the presentation. The presentation will be evaluated for nuance and sophistication of argument, audio-visual presentation of the argument and research, organization and coherence, and quality of research. Meetings with the instructor will be evaluated based on preparedness and participation.

**Additional Methods of Instruction:**

**Method:** Meetings with the Instructor (Required)

Integration: Students will meet with the instructor a minimum of three times, individually or as a small group of Honors students, to discuss course readings, present research and hone arguments, and/or discuss enrichment assignments. Students will meet with the instructor at least three times during the semester.

**Method:** Small-Group Discussion

**Integration:** Guided small group discussions in the honors course will enable students to analyze and interpret assigned readings to gain a deeper understanding of English literature and culture from 1775 to the modern era. For sections with only one student, these discussions can be conducted with the instructor. These discussions can also cover student progress on research projects and peer-reviews of assignments related to the research project.

**Method:** Oral Presentations

**Integration:** Oral presentations will provide honors students the opportunity to present their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.

# ADT (AA-T/AS-T) Information

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**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

1102 Q STREET, SUITE 4554  
SACRAMENTO, CA 95811-6549  
(916) 445-8752  
<http://www.cccco.edu>



October 6, 2014

AA 14-09  
VIA E-MAIL

TO: Chief Instructional Officers  
Articulation Officers  
Curriculum Chairs

FROM: Pamela D. Walker  
Vice Chancellor, Academic Affairs

SUBJECT: **Strategies for Meeting Associate Degree for Transfer (ADT) Goal**

With the impending Fall 2014 deadline of the 100% Goal for ADTs, the following guidance is presented as potential strategies for meeting the commitment.

**Background**

The 100% ADT Goal states that by Fall 2014, each college will have ADTs in 100% of the majors they offer in which there is a Transfer Model Curriculum (TMC).<sup>1</sup> Each California Community College (CCC) certified their commitment to developing ADTs on their "AA-T & AS-T 100% Goal Certification Form."<sup>2</sup> To date, the CCCs collectively have met 91% of the overall CCC system goal, with more than half of the CCCs at—or exceeding—their individual goal.

With the deadline fast approaching and some CCCs not yet at 100%, the System Advisory Committee on Curriculum (SACC) recommended that California Community Colleges Chancellor's Office (CCCCO) provide guidance on the options available to all CCCs that could help them reach their goal.

**Strategies for Colleges to Consider**

Attached are options that have been successfully implemented at other CCCs. Please work with the CCCCCO reviewer to determine if any of these options will work for the college. Send questions regarding ADTs to [curriculum@cccco.edu](mailto:curriculum@cccco.edu), so that they may be routed to the appropriate staff person.

cc: Academic Affairs Division Staff, CCCCCO  
System Advisory Committee for Curriculum (SACC)  
Jeff Spano, CCCCCO  
Bob Quinn, CCCCCO

<sup>1</sup> Board of Governor's adopted goal, May 2012

<sup>2</sup> Academic Affairs memo, November 21, 2012

## STRATEGIES FOR MEETING THE ASSOCIATE DEGREE FOR TRANSFER 100% GOAL

ISSUES	STRATEGIES
Ensuring a faster review...	<ul style="list-style-type: none"><li>• Start a draft proposal in the Curriculum Inventory – this is a head start in preparing the record for submission, as well as indicates to the CCCCCO that an ADT is in development.</li><li>• Contact a CCCCCO reviewer if the CCC is struggling with the double-counted units.</li><li>• Submit a complete proposal:<ul style="list-style-type: none"><li>○ Narrative – Items 1 &amp; 2 are required, Item 3 is optional.</li><li>○ ADT Template – GE Areas are complete, omit extraneous text.</li><li>○ ASSIST Reports – attach the correct type (AAM/BCT/GECC).</li><li>○ Course CORs – ensure all CORs entered on the TMC Template are attached and selected in the Course Report section.</li></ul></li><li>• Address all of the items that the CCCCCO Reviewer has indicated:<ul style="list-style-type: none"><li>○ Scroll through the comments window to ensure all of the feedback from the CCCCCO reviewer is in view.</li></ul></li></ul>
Meeting the 60-unit requirement...	<ul style="list-style-type: none"><li>• Revise the high unit courses – align the local course unit value with the TMCs course unit value. If the CCC offers a 4 or 5 unit version of a course, the CCC can submit a substantial change and create a 3-unit version of the course.</li><li>• Increase the double-counted units:<ul style="list-style-type: none"><li>○ Increase the articulated units for the discipline.</li><li>○ Utilize courses that fulfill the CSU GE/IGETC area.</li></ul></li><li>• Weigh the benefits and drawbacks of offering only one GE pattern. Though the CCCCCO recommends that both patterns be available to the student, the CCC may find that the ADT will only meet the 60-unit requirement under either the CSU GE or the IGETC pattern. Note that this option will require clear guidance for the student on which pattern to take in order for the ADT to be awarded.</li></ul>
Reassessing courses not submitted to C-ID or do not have a valid C-ID status...	<ul style="list-style-type: none"><li>• Consider whether the course that has not been submitted to C-ID or does not have an approved C-ID status is necessary for the program at this time. If it is not necessary, the course can be omitted from the proposal and then added (via a nonsubstantial change) after it has been approved in C-ID.</li><li>• Move the non-approved C-ID course to a section of the template that requires an ASSIST Report (AAM/GECC/BCT).</li></ul>
Reevaluating the college ADT goal...	<p>Some CCCs overestimated the number of ADTs that could be developed, while others reported AA/AS degrees in majors they did not offer. To more accurately reflect the CCC's curricula, consider resubmitting a 100% Goal Certification Worksheet located at:</p> <p><a href="http://extranet.cccco.edu/Portals/1/AA/Credit/AATASTCertificationFormCorrected.docx">http://extranet.cccco.edu/Portals/1/AA/Credit/AATASTCertificationFormCorrected.docx</a></p>

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January 28, 2015

AA 15-04  
VIA E-MAIL

TO: Chief Instructional Officers  
Chief Student Services Officers  
Academic Senate Presidents  
Curriculum Chairs  
Articulation Officers

FROM: Pamela D. Walker  
Vice Chancellor, Academic Affairs

SUBJECT: **Update on C-ID Verification for Associate Degrees for Transfer (ADT)**

Last Spring, California Community Colleges Chancellor's Officer (CCCCO) extended the C-ID verification timeline to allow more time for the C-ID approval process to catch up with the demand. In light of the challenges that continue to hinder the review and approval of courses in C-ID, **the CCCCCO will not be deactivating previously approved ADTs** that include courses without a C-ID status of "Approved" by June 30, 2015. California Community Colleges (CCCs) may continue to submit ADT proposals where courses with C-ID descriptors in the Required Core and List A reflect any of the following C-ID statuses: Approved, Conditional Approval, Submitted, In-Progress, or Resubmitted. However, **effective July 1, 2015**, all ADT proposals (new, substantial and nonsubstantial change), submitted to the CCCCCO for review must:

- 1) Have a C-ID status of "Approved" for **all** courses entered on a TMC Template where a C-ID descriptor is listed. That is, any course listed on a TMC Template next to a C-ID descriptor in the Required Core, List A, List B, or List C sections, must appear in C-ID.net with an "Approved" status for that descriptor. One exception is that if the TMC Template indicates that an ASSIST Articulation Agreement by Major (AAM) is accepted in addition to the C-ID descriptor, then a valid AAM will be accepted in lieu of the "Approved" C-ID status, and
- 2) Include all the correct required attachments (Narrative, Template, Course Outline of Records, if applicable: ASSIST Reports, Advisory Board Minutes, Labor Market information and all attachments must include the required information).

Please send all inquiries to [curriculum@cccco.edu](mailto:curriculum@cccco.edu).

cc: Denise Nolan, Vice Chancellor of Student Services and Special Programs  
Cris McCullough, Dean of Curriculum and Instruction  
Academic Affairs Division Staff  
David Morse, President of Academic Senate for California Community Colleges (ASCCC)  
System Advisory Committee on Curriculum (SACC)

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February 27, 2015

AA 15-05  
VIA E-MAIL

TO: Chief Instructional Officers  
Curriculum Chairs  
Articulation Officers  
Chief Student Services Officers  
Academic Senate Presidents

FROM: Pamela D. Walker  
Vice Chancellor, Academic Affairs

SUBJECT: SB 440 Associate Degree for Transfer Requirement

The Student Transfer Achievement Reform Act (SB 1440, Padilla, 2010), amended by SB 440 (Padilla, 2013), requires that before the start of the 2015-16 academic year, California Community Colleges (CCC) must create Associate Degrees for Transfer (ADT) in Transfer Model Curriculum (TMC) disciplines that were finalized prior to the commencement of the 2013-14 academic year.

The following criteria were used to identify the programs in each CCC's Curriculum Inventory as of February 25, 2015, that are included in the SB 440 ADT development requirement:

1. The existing AA or AS degree program matches any of the following twenty-four ADT disciplines (or the designated similar CSU majors identified on the TMC Template) finalized before the start of the 2013-14 academic year:
 

• Administration of Justice	• English	• Philosophy
• Anthropology	• Geography	• Physics
• Art History	• Geology	• Political Science
• Business Administration	• History	• Psychology
• Communication Studies	• Journalism	• Sociology
• Computer Science	• Kinesiology	• Spanish
• Early Childhood Education	• Mathematics	• Studio Arts
• Elementary Teacher Education	• Music	• Theatre Arts
  
2. The existing AA or AS degree program TOP Code is the same as the TOP Code for one of the associated finalized ADT disciplines.
  
3. The existing AA or AS degree program is "Active".



SB 440 Associate Degree for Transfer Requirement

February 27, 2015

Page 2

Based on the data retrieved from the CCC Curriculum Inventory (<http://curriculum.cccco.edu/>), the attached ADT report identifies each CCCs SB 440 obligation (highlighted in green on the attached ADT report). CCCs should focus on developing and submitting proposals to meet the SB 440 obligation in the 24 finalized ADT disciplines. If the data in the CCC's Curriculum Inventory is outdated or otherwise does not accurately reflect the programs on campus, please email [curriculum@cccoco.edu](mailto:curriculum@cccoco.edu) identifying why the data is inaccurate. CCCCO will determine if the ADT report requires updating. CCCs requiring technical assistance in meeting their legal requirement should contact the Academic Affairs Division through an email request to [curriculum@cccoco.edu](mailto:curriculum@cccoco.edu).

Regardless of the SB 440 requirement, all colleges are still required to create ADTs in every major and area of emphasis offered by that college for any TMCs approved *after* the 2013-14 academic year (California Education Code Section 66746(b)(1)(C)). Please note that CCCs have 18-months after the approved [TMC Template](#) is posted on the CCCCO website to create these ADTs (highlighted in yellow on the attached ADT report).

Please send all curriculum inquiries to [curriculum@cccoco.edu](mailto:curriculum@cccoco.edu).

cc: Cris McCullough, Dean Curriculum and Instruction  
Academic Affairs Division Staff  
Denise Nolan, Interim Vice Chancellor of Student Services and Special Programs  
David Morse, President of Academic Senate for California Community Colleges (ASCC)  
System Advisory Committee on Curriculum (SACC)

# Associate Degree for Transfer (ADT/A.A.-T/A.S.-T)

Beginning in Fall 2011, community colleges were required by Senate Bill (SB) 1440 (Padilla) and California Education Code section 66746(a) to develop and offer “associate degrees for transfer” (ADTs) that require students to meet both of the following requirements:

- (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
  - (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
  - (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
- (2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is acceptable if pass is defined as a grade of C or better.

In addition, Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these requirements, for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer (A.A.-T or A.S.-T). Title 5, section 55002(b), describes such courses as “nondegree-applicable credit courses.”

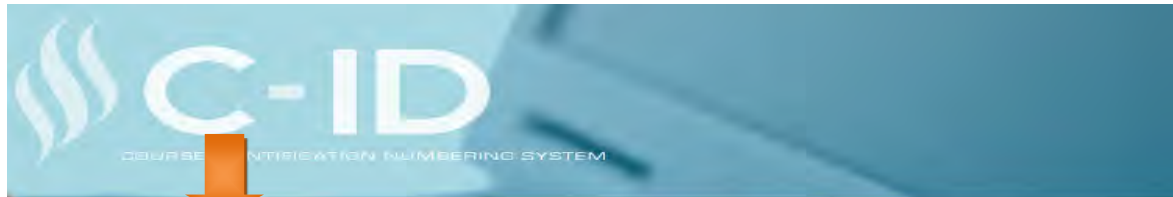
Associate Degree for Transfer (ADT) (aka Transfer Model Curriculum (TMC) aka A.A.-T/A.S.-T aka SB 1440) information can be found in a variety of locations at the CA Chancellor’s Office - Academic Affairs, CCC Statewide Academic Senate website, and via C-ID website. Below you will find snapshots with detailed descriptions of this legal mandate and associated web links for the most current information available as you pursue curriculum and awards for Mt. San Jacinto College.

***This is not a program or process that MSJC’s Curriculum Committee can change.*** Further legal madate is to have 100% (ADT) SB-1440 degrees created and submitted as mandated by SB 440. [http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb\\_0401-0450/sb\\_440\\_bill\\_20130221\\_introduced.htm](http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0401-0450/sb_440_bill_20130221_introduced.htm)

For the most current version of the CCCC Program and Course Approval Handbook (PCAH):  
[http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook\\_5thEd\\_BOGApproved.pdf](http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGApproved.pdf)

For specific information explaining the C-ID project with state approved course descriptors:  
[https://c-id.net/view\\_final.html](https://c-id.net/view_final.html)

Community Colleges are required to align curriculum to the C-ID Academic Senate approved course descriptors in order to create and submit the ADT (SB-1440) degrees. Failure to update, align courses to these descriptors and have submission and/or full approval is an automatic denial of the degree. To find information on C-ID descriptors, go to the URL above and follow the arrows as indicated below:



- Home
- Descriptors**
- Course Review
- Courses
- TMC
- Resources
- Art. Officers

### C-ID Descriptors

The categories below reflect different stages in the finalization of C-ID Descriptor Documents. The descriptors are offered to encourage wider articulation and to expand the lower division curricular offerings and thereby increase the variety—and ensure the rigor—of our many Community College courses.

[Click here](#) to view the C-ID policy regarding the development of descriptors included in a TMC.

PLEASE CHOOSE:

#### COMMENT ON DESCRIPTORS

These are the descriptors currently open for your comments. You will need to log in or register to comments on available draft descriptors in your discipline.

#### VIEW DRAFT DESCRIPTORS

These descriptors are currently closed for comments but you can view the drafts. No login is required to view.

#### VIEW FINAL DESCRIPTORS



#### Finalized descriptors:

Political Science (6)

POLS 110: Introduction to American Government and Politics

At the drop-down menu, select the discipline and select the course outline for review.

For specific information explaining the C-ID project with state approved TMC for A.A./A.S.-T degrees in the actual CCCCO degree submission format:

<http://www.c-id.net/degreereview.html>



- Home
- Descriptors
- Course Review
- Courses
- TMC**
- Resources
- Art. Officers

## Transfer Model Curriculum Information

In response to Senate Bill 1440 (Padilla, 2010), the Academic Senates for California Community Colleges and California State University decided to develop a faculty-led, state-wide, concerted effort to identify the course content for new **associate degrees for transfer**, which simultaneously award students an associate degree and prepare them for special benefits/guarantees upon transfer to CSU. The C-ID infrastructure is being used to develop and vet the transfer model curriculum (TMC) in each of the most common transfer majors. Further, C-ID is being used to develop “descriptors” for all the courses in the TMCs, providing assurances to students and faculty that courses offered at one institution are comparable to those elsewhere, provided they have the same C-ID number. Once a TMC has been drafted by intersegmental discipline faculty, it is vetted on the C-ID site where feedback is posted by a wider sampling of faculty. Once finalized, TMCs become available for community colleges to use as they develop their associate degree for transfer.

Associate degrees for transfer are either AS-T degrees (for STEM and CTE programs) or AA-T degrees (for all other programs).

Please look below for the finalized TMCs.

Be sure to sign up on our [list serv page](#) not miss announcements related to your discipline.

The Chancellor’s Office has posted examples of AA-T and AS-T degrees that they have approved. You can view these examples by visiting their website. [Click here.](#)

### Finalized TMCs

### Resources

- [TMC Overview \(pdf\)](#)
- [TMC Launch Cover Letter \(doc\)](#)
- [TMC Calendar and Training Schedule \(doc\)](#)
- [TMC Training Webinars dates and access information \(pdf\)](#)
- [Transfer Degree Task List \(doc\)](#)
- [FAQs regarding SB 1440, click here.](#)

Below is the Academic Senate approved degree model that is submitted to CCCC:

### Finalized TMCs

Transfer Model Curriculum	Date Approved
<a href="#">Administration of Justice/Criminal Justice</a>	May 17, 2011 <b>(Updated December 4, 2012)</b>
<a href="#">Anthropology</a>	September 20, 2012 <b>(Updated December 4, 2012)</b>
<a href="#">Art History</a>	June 19, 2011 <b>(Updated December 4, 2012)</b>

Look at the Table located on this page and select the degree you wish to pursue and identify the C-ID descriptors and how they are mapped. If we are missing “core” courses for the degree, these courses will need to be created. If courses are required in the degree “outside” your specific discipline, you must contact the appropriate

department to confirm course currency and availability in order to create the degree. This should be done before beginning the degree/program submission in MSJC's CurriUNET system.

This information is from *LEGISLATIVE MANDATE* and completely run through the California Community College Academic Senate (with statewide discipline faculty input) and enforced via the CCC Chancellor's Office-Academic Affairs. The rules and regulations change frequently within the PCAH, which means you may be asked to make changes a number of times during the C-ID course submission process and during creation of the A.A.-T/A.S.-T degree.

Updated 06/13/16

# Help Information

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# FREQUENTLY ASKED CURRICUNET QUESTIONS

**I CANNOT REMEMBER MY PASSWORD. WHAT SHOULD I DO?**

**CURRICUNET WILL NOT LET ME SUBMIT MY COURSE. WHAT AM I DOING WRONG?**

**WHY DID I GET AN ERROR MESSAGE WHEN I HIT THE SUBMIT BUTTON?**

**HOW DO I FIND THE COURSE I WANT TO REVISE?**

**HOW DO I GET TO THE AGENDA FORMS?**

**I HAVE FEEDBACK THAT I NEED TO MAKE CHANGES, BUT THE SYSTEM WILL NOT LET ME MAKE ANY CHANGES. WHY NOT?**

**THE “ADDITIONAL LIBRARY” AREA IS BLUE, BUT I DO NOT HAVE ANY ADDITIONAL LIBRARY NEEDS. WHAT DO I DO?**

**I HAVE MADE CHANGES REQUESTED BUT I AM NOT ABLE TO SUBMIT MY COURSE AGAIN. WHY NOT?**

**I RECEIVED AN EMAIL SAYING I HAD TO MAKE CHANGES. WHAT DO I DO NOW?**

**WHY AM I GETTING AN ERROR MESSAGE WHEN I TRY TO ADD MINIMUM QUALIFICATIONS?**

**CURRICUNET WILL NOT ALLOW ME TO CREATE A NEW COURSE. WHAT AM I DOING WRONG?**

**I WANT TO REVISE THE DE METHODS OF INSTRUCTION (OR THE DE METHODS OF EVALUATION), BUT I DO NOT HAVE THE PENCIL ICON. WHAT DO I DO?**

**I AM GETTING AN ERROR MESSAGE OR FINDING THAT CURRICUNET DOES NOT DO WHAT THE BEST PRACTICES HANDBOOK SAYS IT SHOULD DO. I HAVE TRIED SEVERAL DIFFERENT WAYS TO RESOLVE THE ISSUE WITH NO LUCK. WHAT DO I DO?**

**MY APPROVALS FEEDBACK SAYS TO LOOK AT AN ATTACHMENT, BUT I DO NOT SEE ONE. WHERE CAN I FIND IT?**

**HOW CAN I SEE WHERE MY COURSE IS IN THE APPROVAL PROCESS?**

## **I CANNOT REMEMBER MY PASSWORD. WHAT SHOULD I DO?**

Contact the curriculum email (curriculum@msjc.edu). You will get a reply within 48-72 hours (excluding weekends and holidays). In the future, please write your password somewhere so that you can remember it. You might want to use the same password you have for your MSJC email; because this is a different system, there will not be a conflict.

[Return to top](#)

## **CURRICUNET WILL NOT LET ME SUBMIT MY COURSE. WHAT AM I DOING WRONG?**

If you do not get a submit button, you have not completed all sections of the course outline. Look to see what areas are not green and complete them. When all areas of that screen are complete, hit "Finish." This should make the area green. If all areas are completed, the submit button will appear.

If you are making changes within the approval process, however, you will no longer get a submit button. After that, if you make changes requested, you will take action to submit the course back to the process for review. To do this, go to Track>My Approvals. Select the role of Course Author (unless you are doing this as department chair or another function) and click on the red ACTION button. Click "Requested Changes Made" and hit Save. Please note that once you take action, you will not have access to make further changes to your course until the course gets returned to you again.

Be sure you do not send the course back into the approval process without making all of the requested changes as the course will have to wait for all approvers to look at your course and disapprove again before the course will be returned to you.

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## **WHY DID I GET AN ERROR MESSAGE WHEN I HIT THE SUBMIT BUTTON?**

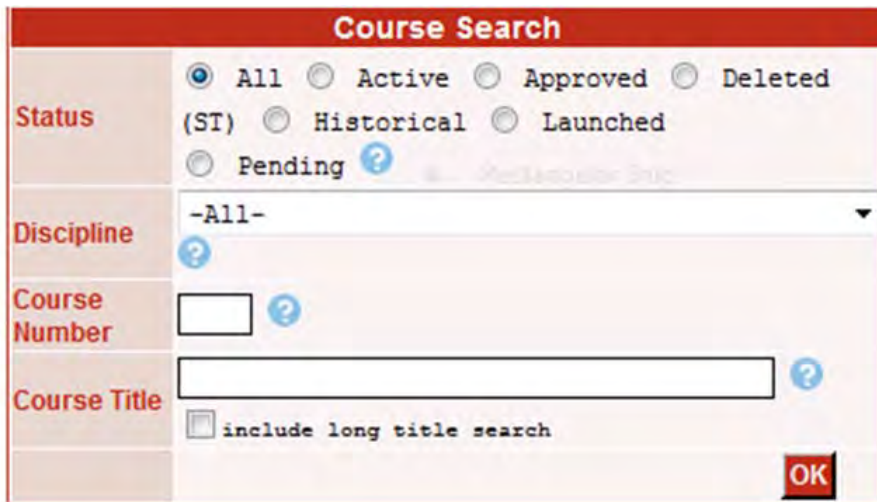
Most likely, you have received this error because you left an area of the course outline blank, probably one of the rationale or justification sections. Check to be sure you have completed each box in each area.

[Return to top](#)



## HOW DO I FIND THE COURSE I WANT TO REVISE?

After you log in, go to Build>Courses. Go to Courses>Course Modification. You will see a box that looks like this:



The screenshot shows a dialog box titled "Course Search" with a red header. It contains several search criteria sections:

- Status:** Radio buttons for "All" (selected), "Active", "Approved", "Deleted", "(ST)", "Historical", "Launched", and "Pending". A blue question mark icon is next to "Pending".
- Discipline:** A dropdown menu currently showing "-All-". A blue question mark icon is below it.
- Course Number:** An empty text input field with a blue question mark icon to its right.
- Course Title:** An empty text input field with a blue question mark icon to its right.

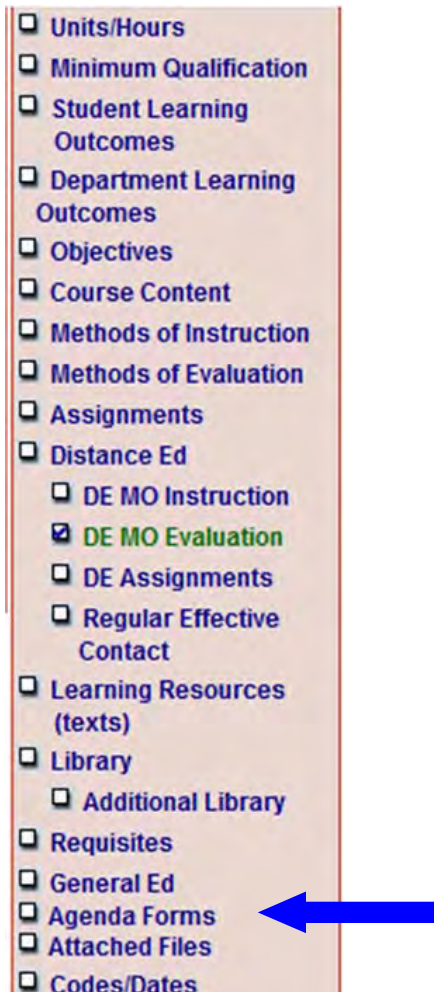
At the bottom left, there is a checkbox labeled "include long title search". At the bottom right, there is a red "OK" button.

Scroll down to the discipline and type in the course number. Then hit OK. Remember to make a copy of the course before revising it. For more information on making a copy of a course, see the Best Practices Handbook.

[Return to top](#)

## HOW DO I GET TO THE AGENDA FORMS?

On the right-hand side of the course checklist, there is a line that reads “Agenda Forms.” If you click on this, you will be able to view these forms and make changes as necessary.



[Return to top](#)

## I HAVE FEEDBACK THAT I NEED TO MAKE CHANGES, BUT THE SYSTEM WILL NOT LET ME MAKE ANY CHANGES. WHY NOT?

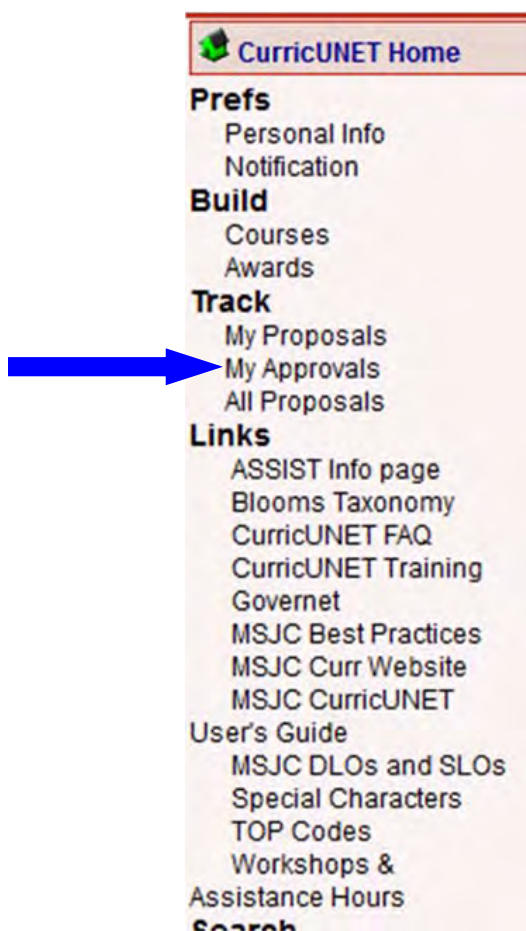
Once you have launched your course (hit the “submit” button), you will not be able to make changes until your course gets returned to you to make the requested changes. There are several steps where this can happen: after department chair review, after articulation officer/librarian/assessment coordinator review, after tech review (which includes Curriculum Analyst review, pedagogical review, and Distance Ed review). You will receive an email from CurricUNET when your course has been returned to you for changes. Until all members of the tech review have posted their comments, your course will not be returned to you. Emailing the curriculum chair or the curriculum email will not speed up this process, so please be patient.

**THE “ADDITIONAL LIBRARY” AREA IS BLUE, BUT I DO NOT HAVE ANY ADDITIONAL LIBRARY NEEDS. WHAT DO I DO?**

Go to that area and click on “Finish.” That should make the area green on the right-hand side and allow you to submit your course (provided that all other areas are complete).

**I HAVE MADE CHANGES REQUESTED BUT I AM NOT ABLE TO SUBMIT MY COURSE AGAIN. WHY NOT?**

Courses get submitted through the submit button only at the very beginning of the process. After that, if you make changes requested, you will take action to submit the course back to the process for review. To do this, go to Track>My Approvals.



Select the role of Course Author and click “Next.”

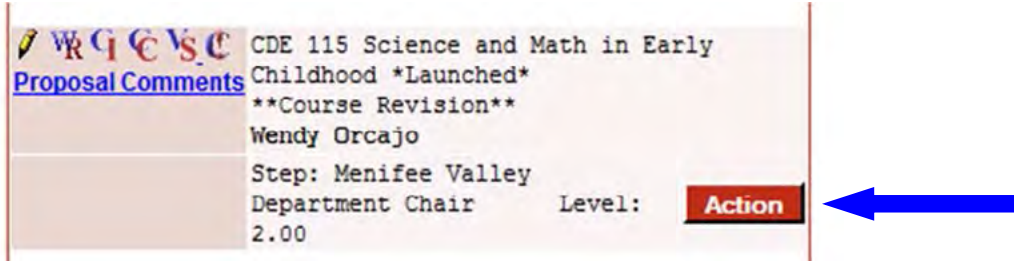


**Approval Process**

Select Role: Course Author

Next

You will then need to click on the red ACTION button.



**Proposal Comments**

CDE 115 Science and Math in Early Childhood \*Launched\*

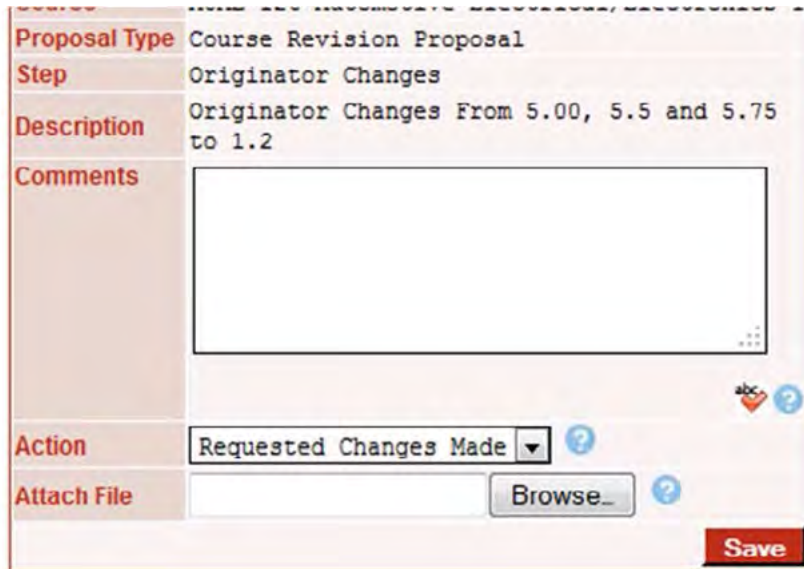
\*\*Course Revision\*\*

Wendy Orcajo

Step: Menifee Valley Department Chair Level: 2.00

Action

Under “Action” scroll down to “Requested Changes Made” and then hit Save.



**Proposal Type** Course Revision Proposal

**Step** Originator Changes

**Description** Originator Changes From 5.00, 5.5 and 5.75 to 1.2

**Comments**

**Action** Requested Changes Made

**Attach File** Browse...


Save

Please note that once you take action, you will not have access to make further changes to your course until the course gets returned to you again.

Be sure you do not send the course back into the approval process without making all of the requested changes as the course will have to wait for all approvers to look at your course and disapprove again before the course will be returned to you.

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## I RECEIVED AN EMAIL SAYING I HAD TO MAKE CHANGES. WHAT DO I DO NOW?

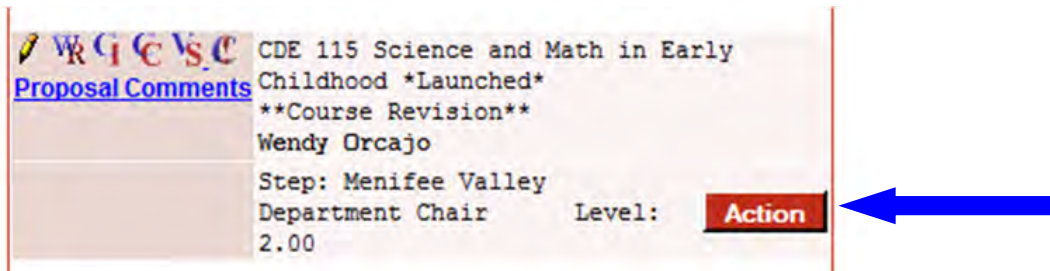
Go to Track>My Approvals. Select the role of Course Author from the drop-down menu. Choose the Comments icon which looks like this . This area gives you a record of all comments made about your course and looks like this:


<b>Assessment Coordinator Review</b>	<b>5 (optional)</b>
Assessment Coordinator	Action
<b>Technical Review CSI</b>	<b>5 (optional)</b>
Class Scheduling and Info Specialist	Action
<b>Student Services</b>	<b>5 (optional)</b>
Student Services	Action
<b>Hold</b>	<b>5 (required)</b>
Student Services	Action
<b>Honors Review</b>	<b>5 (optional)</b>
Honors	Action
<b>Technical Review Ped</b>	<b>5 (optional)</b>
Technical Review Committee	Action
<b>Technical Review Approval</b>	<b>5 (required)</b>
Curriculum Committee Chair	Action
<b>Technical Review CCS</b>	<b>5 (optional)</b>
Curriculum Specialist	Action

Under each of these areas, you will see whether your course was Approved (no changes or only minor changes required) or Disapproved (changes required). Please note that Student Services reviews rather than approves the courses, but their input is important in the process. Also, Honors approval is necessary for Honors courses only. For more information on these levels and what the various actions mean, see the Best Practices Handbook.

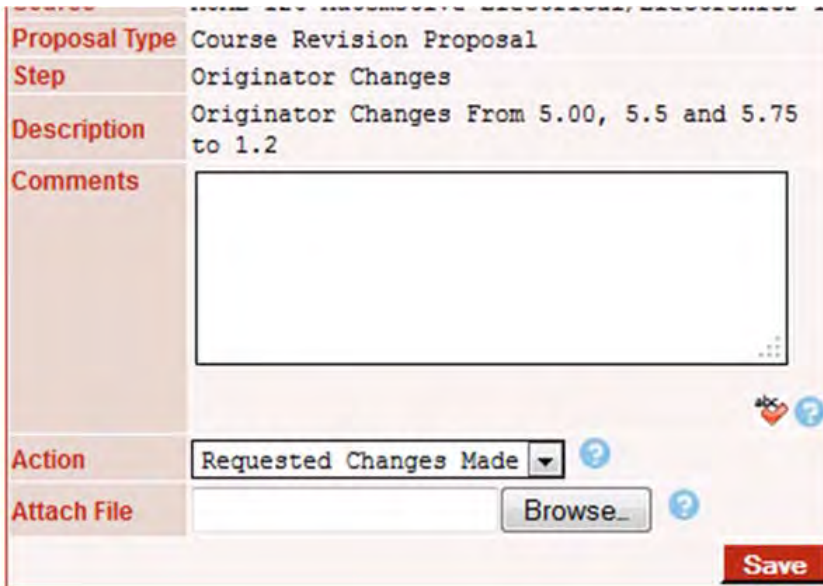
You need to address all of the concerns noted for your course. To do so, click on the pencil icon and make the changes. If you have questions about "Technical Review Ped" or cannot open the attachment (if an attachment is noted), you should contact the Pedagogical Reviewer for more assistance (this will be the faculty member assigned to your course). If you have questions regarding comments by Angela Seavey, please contact her. Until all of these issues are addressed, your course cannot proceed to department chair approval. Once you have made the changes and saved them.

You will then need to click on the red ACTION button.



	CDE 115 Science and Math in Early Childhood *Launched*
<a href="#">Proposal Comments</a>	**Course Revision**
	Wendy Orcajo
	Step: Meniffee Valley Department Chair
	Level: <b>Action</b>
	2.00

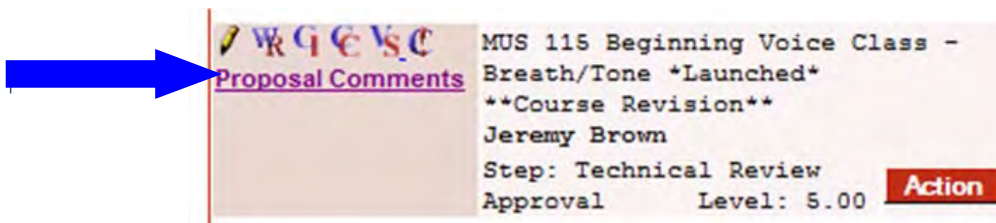
Click "Requested Changes Made" and click Save.

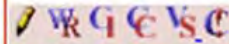


<b>Proposal Type</b>	Course Revision Proposal
<b>Step</b>	Originator Changes
<b>Description</b>	Originator Changes From 5.00, 5.5 and 5.75 to 1.2
<b>Comments</b>	<div style="border: 1px solid black; height: 80px;"></div>
<b>Action</b>	Requested Changes Made
<b>Attach File</b>	<input type="text"/> <input type="button" value="Browse..."/>
	<input type="button" value="Save"/>

Please note that once you take action, you will not have access to make further changes to your course until the course gets returned to you again.

If you want to print a copy of the requested changes to make revision easier, click on the "Proposal Comments" link (please note that you cannot open or see any attachments from this view):



	MUS 115 Beginning Voice Class - Breath/Tone *Launched*
<a href="#">Proposal Comments</a>	**Course Revision**
	Jeremy Brown
	Step: Technical Review Approval
	Level: 5.00 <b>Action</b>

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## WHY AM I GETTING AN ERROR MESSAGE WHEN I TRY TO ADD MINIMUM QUALIFICATIONS?

Courses should specify the Minimum Qualifications needed to teach this course. Most courses have come over from the initial download as not having minimum qualifications which is not, in fact, the case. Check previous course outlines of record to see which minimum qualifications were in place and add them. If you are making any changes to the minimum qualifications, be sure you justify that on the A1 form.

To add a minimum qualification, find the appropriate listing from the drop down list and hit "Add."



Minimum Qualification	
No Minimum Qualifications For this Course	
Add Minimum Qualification	
Discipline:	Art (Masters Required)
Condition:	
<input type="button" value="Add"/> <input type="button" value="Finish"/>	

If there are multiple qualifications for teaching the course, be sure you specify in the "Condition" dropdown "and" (which means EVERY ONE is required for teaching the class) or "or" (which allows for alternative degrees or backgrounds for teaching the course.) When you are done, click "Finish."

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## CURRICUNET WILL NOT ALLOW ME TO CREATE A NEW COURSE. WHAT AM I DOING WRONG?

Faculty do not have access to create new courses through CurricUNET. We have a process for conceptually approving new curriculum in a faculty-driven process that still ensures faculty are not needlessly spending time creating a course in CurricUNET that we cannot offer (because it is upper-division or graduate level) or that we already offer (perhaps through another department). Provided that the department's curriculum is all in compliance, a faculty member completes an A9 form for a credit course or an A10 form for a noncredit course. The forms can be found on the N: drive as well as on the Curriculum Committee website. Faculty will complete the form giving conceptual background of the course, including plans for Course Learning Outcomes, prerequisites, units, DE or Honors addendum, and the rationale for adding the new course. (Please see information on the A9 and A10 forms in the Best Practices handbook.) The faculty member or a representative will attend a curriculum meeting and discuss the proposed new course. After the proposed curriculum is approved conceptually, a shell for the course will be created, and the course can be submitted via CurricUNET. Please see the appendix for a sample A9 and A10 form.

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

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

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### **I WANT TO REVISE THE DE METHODS OF INSTRUCTION (OR THE DE METHODS OF EVALUATION), BUT I DO NOT HAVE THE PENCIL ICON. WHAT DO I DO?**

In this area since the Methods pull from the regular course, revising needs to be done a bit differently. To edit a particular integration, highlight the integration information and use the CTRL C command. Then use the scissors to delete the method. Next you can re-add the method by clicking “ADD” which will give you access to a text box where you can paste the information that you copied. You will then be able to edit the integration.


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### **I AM GETTING AN ERROR MESSAGE OR FINDING THAT CURRICUNET DOES NOT DO WHAT THE BEST PRACTICES HANDBOOK SAYS IT SHOULD DO. I HAVE TRIED SEVERAL DIFFERENT WAYS TO RESOLVE THE ISSUE WITH NO LUCK. WHAT DO I DO?**

Unfortunately, sometimes CurricUNET does things it is not supposed to do or does not do what it is supposed to do. If you have looked through the Frequently Asked Questions, the Best Practices handbook, and the Help information in CurricUNET and still cannot determine what is going on, you will need to do the following: Send an email to the curriculum email ([curriculum@msjc.edu](mailto:curriculum@msjc.edu)) with your issue. Be very specific in describing what is happening (what is the error message? What won't it do? What area were you working on? What were you trying to do?). The Curriculum Clerical Support will trouble shoot the issue but without specifics, she cannot do this. Please do NOT submit the course or take action on it until the issue is solved.

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### **MY APPROVALS FEEDBACK SAYS TO LOOK AT AN ATTACHMENT, BUT I DO NOT SEE ONE. WHERE CAN I FIND IT?**

The Pedagogical Reviewers typically attach an Excel grid that is used to standardize tech review feedback. It cannot be accessed from the “Proposal Comments” area, however. Instead, go to the “My Approvals” area, and click on the Comments icon which looks like this .

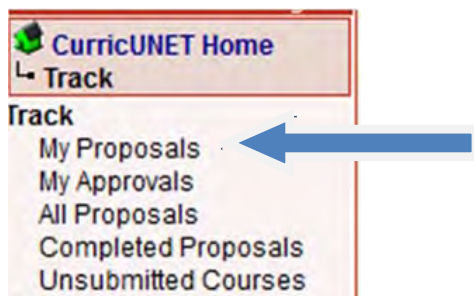
Under the Pedagogical Review section, you will find an attachment that you can open for comments.



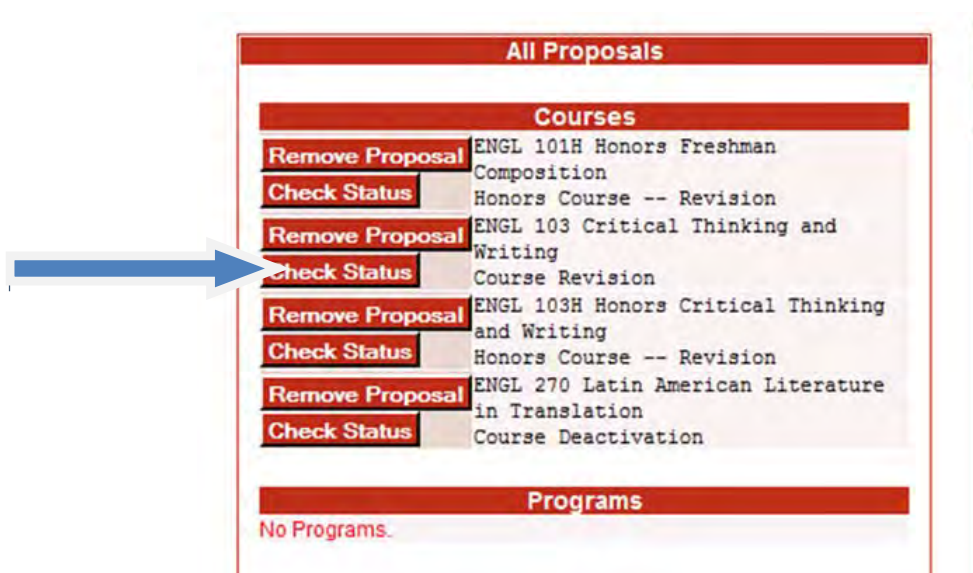
## HOW CAN I SEE WHERE MY COURSE IS IN THE APPROVAL PROCESS?

You can determine where your course is with the following steps:

1. Go to “My Proposals” in CurricUNET



2. Click on the Check Status button



3. The red will show you where your course is in the process. Several scenarios are given below.

COURSE AWAITING CHANGES FROM ORIGINATOR (COURSE AUTHOR):

format, change repeatability to 4, change TOP code from 1103.10 to 1103.99, change to Pass/No Pass Only, course capacity changed from 30 to 33. cross disciplined with BIOL, etc. Please see page 93 of the Curriculum Best Practices Handbook for a sample of the Rationale and Summary of changes.

<b>Technical Review Approval</b>	<b>5 (required)</b>
Michelle Stewart	Done 10/17/2011
Action: Hold For Changes Please see changes requested by Angela, Debbie, and Rhonda (the latter available through C!)	<b>NEXT LEVEL</b> Originator Changes
<b>Menifee Valley Department Chair Final Review</b>	<b>5.5 (required)</b>
Menifee Valley Department Chair	<b>Action</b>
<b>San Jacinto Dean Review</b>	<b>5.75 (required)</b>
San Jacinto Division Dean	<b>Action</b>





OR

Originator	<b>Action</b>
Originator Changes	<b>1.2 (required)</b>

COURSE AWAITING REVIEW BY ARTICULATION OFFICER:

Action: Supported	05/21/2012
<b>Library Review</b>	<b>3 (required)</b>
Monica Flores	Done 05/22/2012
Action: Supported	
<b>Articulation Officer</b>	<b>3 (required)</b>
Articulation Officer	<b>Action</b>

COURSE AWAITING REVIEW OR RE-REVIEW BY TECHNICAL REVIEW:

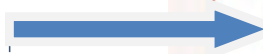
	<b>Assessment Coordinator Review</b> Brandon Moore Action: Approve Assessment Coordinator	<b>5 (optional)</b> Done 05/10/2012 <b>Action</b>
	<b>Student Services</b> Student Services	<b>5 (optional)</b> <b>Action</b>
	<b>Technical Review Ped</b> Leslie Greer Action: Disapprove  Leslie Greer Action: Disapprove Please use "Curriculum Best Practices" to help you. Don't hesitate to contact me if you still have problem with it. Thank you, Leslie Technical Review Committee	<b>5 (optional)</b> Done 05/16/2012 <a href="#">Attachment</a> Done 05/10/2012 <a href="#">Attachment</a> <b>Action</b>
	<b>Technical Review CSI</b> Angela Seavey Action: Disapprove Need to add to agenda form (A1) - course	<b>5 (optional)</b> Done 05/21/2012

COURSE AWAITING CHAIR FINAL APPROVAL:

	<b>San Jacinto Department Chair Final Review</b> San Jacinto Department Chair	<b>5.5 (required)</b> <b>Action</b>
	<b>Menifee Valley Department Chair Final Review</b> Menifee Valley Department Chair	<b>5.5 (required)</b> <b>Action</b>

COURSE AT FIRST READ:

<b>Menifee Valley Department Chair Final Review</b>	<b>5.5 (required)</b>
Rickianne Rycraft	Done
Action: Approve	05/18/2012
<b>San Jacinto Dean Review</b>	<b>5.75 (required)</b>
Nancy Napolitano	Done 05/21/2012
Action: Approve	
<b>Menifee Valley Dean Review</b>	<b>5.75 (required)</b>
Richard Rowley	Done
Action: Approve	05/21/2012
<b>Curriculum Committee Chair First Reading</b>	<b>6 (required)</b>
Curriculum Committee Chair	<b>Action</b>
<b>Curriculum Chair First Read Approval</b>	<b>6.1 (required)</b>
Curriculum Committee Chair	<b>Action</b>



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PLEASE PLAY AROUND WITH THE FORM AND THE VARIOUS AREAS AND SEE IF YOU CAN SOLVE THE PROBLEM YOURSELF BEFORE CONTACTING THE CURRICULUM EMAIL OR ANGELA SEAVEY OR MICHELLE STEWART. THIS IS A USER-FRIENDLY SYSTEM, AND VERY OFTEN YOU CAN FIND WHAT YOU ARE LOOKING FOR IF YOU TAKE A FEW MINUTES TO TRY DIFFERENT AREAS OF THE SYSTEM.

IF YOU MUST CONTACT US, PLEASE SEND ALL EMAILS TO [CURRICULUM@MSJC.EDU](mailto:CURRICULUM@MSJC.EDU). YOU WILL GET A REPLY WITHIN 48-72 HOURS EXCLUDING WEEKENDS AND HOLIDAYS.

Last updated 07/24/17

# Requesting Help


In those instances in which the Best Practices cannot resolve issues you are having with CurricUNET or the approval process or committee expectations, you have several avenues to get assistance.

## Help buttons in CurricUNET

The blue question marks in CurricUNET provide help with regard to specific areas, and the Help area (on the lower right hand side) will also provide explanations. If any of those areas is blank, email Michelle Stewart to inform her.

## Curriculum email

You can send an email to [curriculum@msjc.edu](mailto:curriculum@msjc.edu) asking for assistance. The more specific you are in your request (e.g., What course or award were you working on? What screen/area were you working on? What did or did not happen?), the better as it allows us to determine whether this is a CurricUNET issue or something related to what you are or are not doing.

If you have the Snipping Tool , we encourage you to use it to provide screen shots of what you were doing at the time. To use the Snipping Tool (typically found through the Start button), click on the icon and a box will open. Select “New” and you will get a cursor that allows you to highlight the area of the screen you want to send to us. Use the highlight or pen icons on the menu to highlight or circle anything you want to point out. You can either save the image and add it as a picture or use Control-V in your email.

## Curriculum mentors

If you would like to work one-on-one with a faculty member, you may either contact someone on the curriculum committee that you know and are comfortable working with (see the list of committee members at the beginning of the manual; their extensions are provided), or you may contact Michelle Stewart at [mstewart@msjc.edu](mailto:mstewart@msjc.edu) or 639-5645 and request a mentor or set up a meeting to work with her. Over the past year, many faculty who struggled with curriculum and/or CurricUNET found individualized assistance alleviated their frustration and helped to make clear what the committee was looking for and how to get the courses and/or awards through the approval process successfully. You may also contact via email any of the people working on the technical review of your course(s) for further clarification. We want you to be able to move your courses through the process in a timely manner and with minimal frustration, so please contact someone when you are unsure about what is being asked of you. Please realize, however, that all of us who work on the curriculum committee have a number of courses and faculty we are working with at any given time, and we also have additional duties related to our positions at the college so that we cannot devote as much time as we would like to assisting faculty. Please be patient.

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# Appendices

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# Regional Consortium Information

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## Introduction

If you are you a CTE faculty member who has been tasked with developing a new CTE certificate or degree (program) for your college, you will need to secure regional consortium recommendation from the Inland Empire/Desert Regional Consortium (IE/DRC) before you submit your program approval documents to the State Chancellor's Office for formal approval (chaptering).

Your college CTE Dean can advise you on the regional recommendation process and your college's own curriculum approval process. You should also consult your college's curriculum committee chair (or designee) early in the development process.

## The Inland Empire/Desert Regional (CTE) Consortium

The Inland Empire/Desert Regional Consortium is comprised of the 12 community colleges in Riverside and San Bernardino counties. The California Community College Chancellor's Office requires that all requests for new CTE program approvals include a recommendation from the "appropriate CTE Regional Consortium" (PCAH 6th Edition, page 17). This recommendation ensures program offerings meet regional labor market needs and do not unnecessarily duplicate programs.

The IE/DRC vested responsibility for recommending new programs, program revisions, and other program matters with its CTE Deans subcommittee (for information on IE/DRC Governance go to <https://desertcolleges.org/docs/governance-document-revised-05-08-2017.pdf>).

Regional recommendation should occur at the **beginning** of new program development. Colleges seeking regional recommendation must submit their request online at [RegionalCTE.org](http://RegionalCTE.org). The process is described below.

## Guiding Principles for IE/DRC Recommendation

- **Format for Submitting a Request:** Colleges seeking regional recommendation of new or substantially changed programs must do so by completing the online request form. Before submitting the request form, they must obtain LMI information from the region's Center of Excellence (COE).
- **Timeline:** The region is committed to review and act on all requests for regional recommendation within 30 days, provided the request is complete at the time it is submitted. CTE Deans hold regular monthly meetings between September and May. Meeting dates, meeting format (online or in-person) and agendas can be found on the IE/DRC website under "[Meetings](#)". Requests received after the May meeting and before the September meeting will be reviewed electronically in order to honor the 30-day turn-around.
- **Voting:** A vote to recommend a new or substantially changed program will occur at the CTE Deans meeting. Each college present at the meeting will receive one vote. The college's CTE dean (or their designated representative) will place the vote for their college. A minimum of eight colleges must participate in any meeting where a vote is to be taken. Seven votes are

required to pass any action. The college requesting recommendation should be present at the CTE Deans meeting in order to discuss their request. College faculty responsible for the development or revision of the program are also encouraged to attend the meeting.

- **Minutes:** Minutes will be reviewed and approved at the conclusion of each meeting and will be posted to the IE/DRC website within five (5) business days. The outcome of the vote, along with any discussion, including any substantive comments or concerns voiced by the CTE Deans, will be recorded in the meeting minutes. The college's CTE dean is responsible for communicating those comments and/or concerns to their college's appropriate program personnel. Minutes for the current academic year can be found on the IE/DRC website under "[Meetings](#)". Archived minutes can be found under the Home dropdown menu in the Archive section titled "[CTE Deans Meeting](#)".

## Submission Process

### Step 1: Request Labor Market Information from the Center of Excellence (COE)

[LMI Request Form](https://desertcolleges.org/cte/lmi.php) can be found at <https://desertcolleges.org/cte/lmi.php>

The PCAH 6th Edition (page 86) states: "Pursuant to Education Code section 78015 Labor Market Information (LMI) data is specifically required for all new CTE program proposals, where available. Current LMI and analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum."

The IE/DRC relies on consistent LMI data provided by the region's COE in order to make a recommendation for program approval. At their discretion, colleges may submit other LMI data *in addition to* the LMI provided by the COE.

### Step 2: Complete the "Request for Regional Recommendation" Online

[Regional Recommendation Request Form](https://www.regionalcte.org/) can be found at <https://www.regionalcte.org/>

In addition to general program information, you will provide a narrative response to the topics listed below. These narrative responses should be the SAME responses you will provide to the CCCC when you are ready to submit your program for formal approval (chaptering).

- **Program Goals and Objectives** – must address a valid workforce preparation purpose and may address transfer preparation.
- **Catalog Description** – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal.



- **Program Requirements** – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table.
- **Enrollment and Completer Projections** – projection of number of students to earn degree annually.

In addition to the narrative responses above, you will also attach the following to your submission:

- **LMI Report** – provided by the COE.
- **Advisory Committee Minutes** – indicating a recommendation of the program/program changes.

The region is committed to review and act on all requests for regional recommendation within 30 days, provided the request is complete at the time it is submitted. CTE Deans hold regular monthly meetings between September and May. Meeting dates can be found on the IE/DRC website [Meeting's page](#). Requests received after the May and before the September meeting will be reviewed electronically in order to honor the 30-day turn-around.

<b>CTE Dean's Meeting Date</b>	<b>Last Day to Submit a Program</b>
August 19, 2019	August 14, 2019 11:59 pm
September 23, 2019	September 19, 2019 11:59 pm
October 14, 2019	October 10, 2019 11:59 pm
November 18, 2019	November 14, 2019 11:59 pm
December 16, 2019	December 12, 2019 11:59 pm
January 13, 2020	January 9, 2020 11:59 pm
February 3, 2020	January 30, 2020 11:59 pm
March 16, 2020	March 12, 2020 11:59 pm
April 13, 2020	April 9, 2020 11:59 pm
May 11, 2020	May 7, 2020 11:59 pm

# ARTICULATION AND COMPARABLE COURSE SEARCH INSTRUCTIONS

## REVISIONS AND NEW COURSE DEVELOPMENT

PLEASE NOTE: ASSIST is undergoing an upgrade. At this time, articulation information is organized by department rather than by course as it was in the past, and most of the information is from 2016-17 (if not older). Because of that, the information below will provide several ways to obtain information related to course articulation or comparable lower-division courses for that area of CurricUNET as well as to include on A9 forms. As the roll-out to the new ASSIST develops, we will provide updated information as it becomes available.

For this area of CurricUNET/A9 forms, you are searching for similar coursework that is taught at the lower-division at CSU or UC campuses. Provide at least three examples if they are available. You will need to verify from the current online catalogs for each CSU/UC you list that the courses still exist at that numbering scheme. Include the information as an attachment in the Attached files area. Note that not all systems use the same numbering schema.

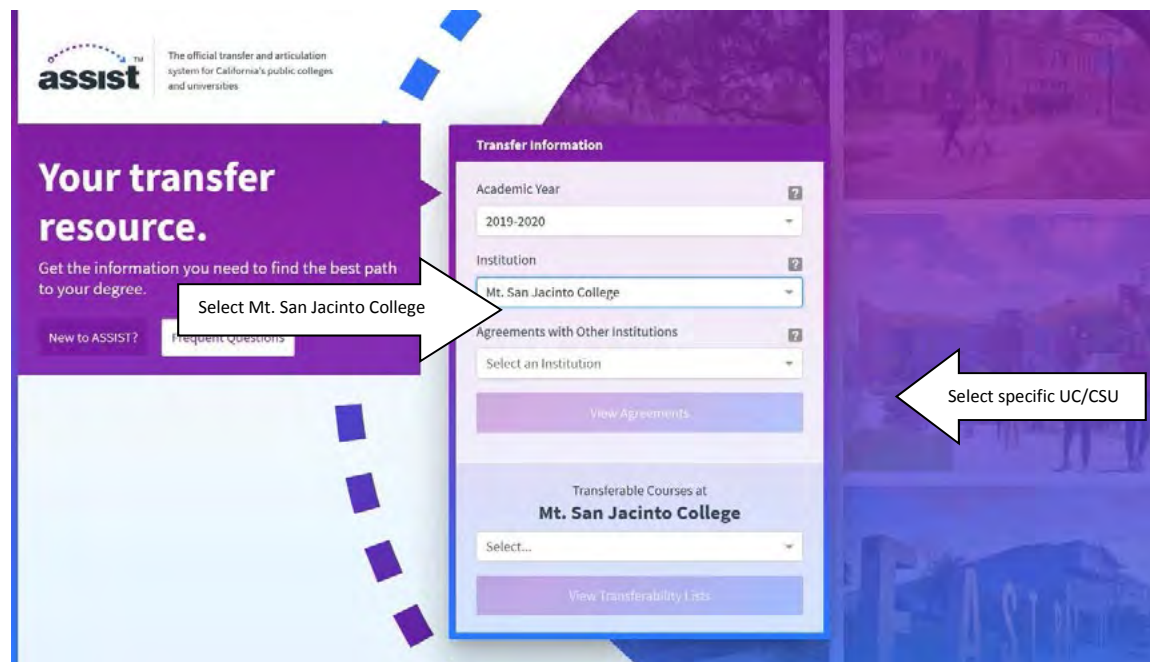
### METHOD 1: using assist.org

Go to <https://assist.org>

From the second drop-down, select Mt. San Jacinto College

From the third drop down, select the specific UC or CSU you wish to search.

Click on View Agreements



From the screen below, click on the major you want (in this example, I clicked "Global Studies")

And then click the blue button to View or Download the agreement

The screenshot displays the ASSIST website interface. On the left, the 'Transfer Information' section is highlighted with a blue border. It includes fields for 'Academic Year' (2015-2016) and 'Institution' (To: California State University, San Marcos). A white arrow points to the 'Institution' dropdown menu with the text 'Select the major you want'. Below these fields is a purple 'View Agreements' button. Further down, there is a section for 'Transferable Courses at Mt. San Jacinto College' with a 'Select...' dropdown and a 'View transferability data...' button.

In the center, a purple header reads '2015-2016 to California State University, San Marcos from Mt. San Jacinto College'. Below this is a 'View Agreement by:' dropdown menu set to 'Major'. A search bar is also present. A list of majors is shown with radio buttons: Environmental Studies, B.A.; Global Studies (selected with a blue dot and a right-pointing arrow); History; History Major Option - Single Subject Preparation in the Social Sciences; Human Development; Kinesiology; Liberal Studies; and Liberal Studies - Border Studies.

On the right, a white panel titled 'Agreement by Major' shows 'Global Studies' selected. It includes the text 'To: California State University, San Marcos | From: Mt. San Jacinto College' and 'ACADEMIC YEAR 2015-2016'. Two blue buttons, 'View Agreement' and 'Download Agreement', are displayed. A white arrow points to these buttons with the text 'Click on view or download'. Below the buttons are two asterisked notes: '\* For UC campus and major information not currently available, visit the UC Admissions website.' and '\* For CSU campus and major information not currently available, visit the CSU Updates website.' At the bottom of this panel is a disclaimer: 'ASSIST does not take the place of a counselor on your campus. It is intended to help students and counselors work together to establish an appropriate path toward transferring from a public California community college to a public California university.'

You will get a report that looks something like this:

Articulation Agreement by Major					
Effective during the 15-16 Academic Year					
To: CSU San Marcos		From: Mt. San Jacinto College			
15-16 General Catalog		Semester		15-16 General Catalog Semester	
====Global Studies====					
All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better.					
<b>PREPARATION FOR THE MAJOR</b>					
GBST 100	Introduction to Global Studies	(3)	No Equivalent		
ECON 202	Principles of Macroeconomics	(3)	ECON 201	Principles of Macroeconomics	(3)
			OR		
			ECON 201H	Honors Principles of Macroeconomics	(3)
HIST 102	World Civilizations from 1500 to the Present	(3)	HIST 104	History of World Civilization: Since 1500	(3)
			OR		
			HIST 104H	Honors History of World Civilization: Since 1500	(3)
GEOG 201	World Regional Geography	(3)	GEOG 108	World Regional Geography	(3)
<b>END OF MAJOR</b>					

This page shows that in 2015-2016, a student at Mt. San Jacinto College who plans to major in Global Studies and transfer to CSUSM can earn a total of 9 units if they take ECON 201/201H, HIST 104/104H, and GEOG 108. We do not have a course equivalent to CSUSM's GBST 100. If the right-hand column says "No equivalent," "No comparable course," or "No articulation," that means CSUSM has a course that is used for major preparation, but MSJC does not have that course or, if we do, it does not articulate to CSUSM.

You will need to go to the online catalog for CSU San Marcos to ensure that the courses listed in the left-hand column are active in the current catalog with that same number. You will put that information in CurricUNET or the A9. Do this for three courses.

Please note: some universities may not have information available through this method; if that is the case, you can click on the purple links to see if you can find information available there:

## Agreement by Major

# Anthropology

To: California State University, San Marcos | From: Mt. San Jacinto College  
ACADEMIC YEAR 2016-2017

[View Agreement](#)

[Download Agreement](#)

\* For UC campus and major information not currently available, visit the [UC Admissions website](#).

\* For CSU campus and major information not currently available, visit the [CSU Updates website](#).

**i** ASSIST does not take the place of a counselor on your campus. It is intended to help students and counselors work together to establish an appropriate path toward transferring from a public California community college to a public California university.

Click to view UCs

Click to view CSUs

This will take you to a list of UCs or CSUs that you can click on that in many cases lists articulation by department or major for more recent years. For example, if one were to click on CSU San Bernardino and then click on Mt. San Jacinto College, one would find the following articulation information for Accounting for 2017-18:

Agreement Preview	
Articulation Agreement by Department	
<i>Effective during the 2017-2018 Academic Year</i>	
To: California State University, San Bernardino 2017-2018 General Catalog, Quarter From: Mt. San Jacinto College 2017-2018 General Catalog, Semester	
ACCOUNTING	
ACCT 211 - Introductory Accounting I (4.00)	← ACCT 124 - Financial Accounting - Principles of Accounting I (3.00) --- Or --- ACCT 124H - Honors Financial Accounting - Principles of Accounting I (3.00)
ACCT 212 - Introductory Accounting II (4.00)	← ACCT 125 - Managerial Accounting - Principles of Accounting II (3.00) --- Or --- ACCT 125H - Honors Managerial Accounting - Principles of Accounting II (3.00)
END OF AGREEMENT	

The MSJC courses on the right are articulated with the CSU San Bernardino courses on the left. If it says "No course articulated," then we do not have an articulation agreement for that course with that university.

**METHOD 2: using comparable courses information from the last course revision (for course revisions only)**

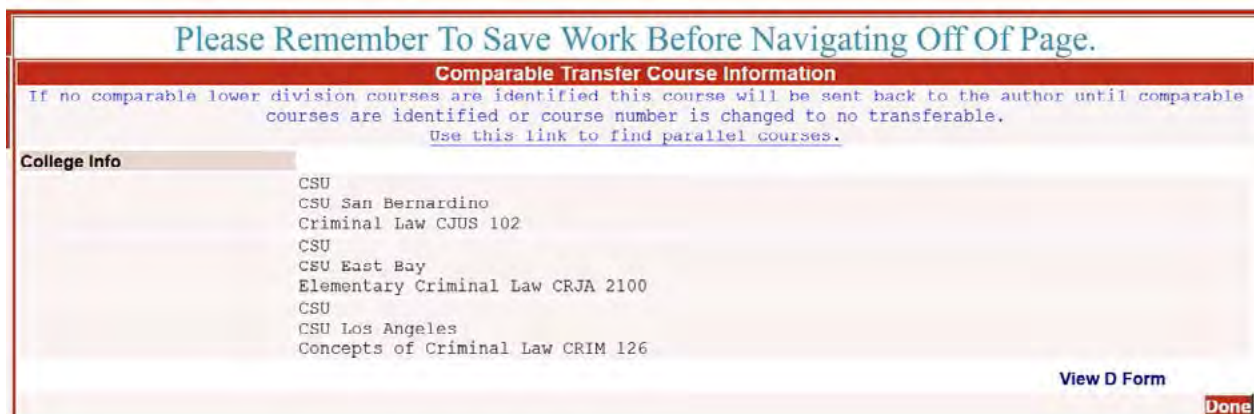
An alternate way to get comparable transfer course information for course revisions is to begin with the information you used the last time you did a complete course revision (this information will not be available on a 2-year review). To do this, go to CurricUNET and log in. Under "Track," select "All Proposals" and then select "Completed Proposals." This will give you a list of every course that has gone through the approval process.



Find the course you are revising; be sure you are looking for one that says "Course Revision." If there is more than one version of that course (and there likely will be), you will have to check each one to see which is the most current (look at the date of submission of the proposal at the top right):



Click on the pencil icon, and you will see the information from the last time the course was revised. Click on "Comparable Transfer Courses" in the right-hand menu, and you will see a screen that looks something like this:



Using the course information listed, you can then go to the current online catalogs for each university to determine whether the courses still exist with the same course number (lower-division comparable courses required). If all three courses that were

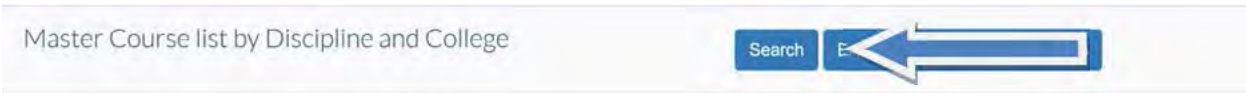
on the previous comparable transfer course information still exist (with the same number), you can include them on the Comparable Transfer Course Information screen in CurricUNET. If any no longer exist or have been moved to upper division, you will have to look for other comparable courses at that university or another CSU/UC to include.

**METHOD 3: using C-ID course alignment (for courses with C-ID descriptors only):**

If the course you are revising or creating has a C-ID descriptor that is aligns to or that you are revising it to align to, you can see which CSUs have a course with the same C-ID descriptor. Go to [www.c-id.net](http://www.c-id.net). Select “Courses” from the top bar:



Click on the blue “search” button towards the bottom of the screen:



Under “School Type,” select “California State University.”

Under “School,” leave “All.”

Under “Discipline,” select your discipline.

### Courses with a C-ID Designation

[Download Results](#)

Search Criteria

School Type	California State University	Active From	mm / dd / yyyy
School	All	Active To	mm / dd / yyyy
Discipline	All	Department Name <small>(formerly "Course Prefix")</small>	
C-ID #		Department Number <small>(formerly "Course Number")</small>	
Course Title			

[Clear Filters](#)

Once you've selected a Discipline from the drop-down menu, you will get another box labeled "Descriptor":

### Search Criteria

**School Type**

**School**

**Discipline**

**Descriptor**

**C-ID #**

**Course Title**

Find the name of the descriptor of the course you are searching for. Once you've put that in, scroll down past the "Clear Filters" button, and you will see a list of CSU courses that match the descriptor. For example, under the "Administration of Justice" discipline, with the "Introduction to Criminal Justice" descriptor, the following list of courses comes up (note: this is just the first few courses on the list):

Show 10 entries

C-ID #	C-ID Name	School	Course(s)	Course Title	COR Effective Term
AJ 110	Introduction to Criminal Justice	California State University, Chico	POLS 250	Introduction to Criminal Justice	N/A; field update needed
AJ 110	Introduction to Criminal Justice	California State University, Fresno	CRIM 2	Administration of Justice	N/A; field update needed
AJ 110	Introduction to Criminal Justice	California State University, Los Angeles	CRIM 1010	Introduction to Administration of Justice	N/A; field update needed
AJ 110	Introduction to Criminal Justice	California State University, Long Beach	CRJU 101	The Criminal Justice System in Society	N/A; field update needed
AJ 110	Introduction to Criminal Justice	California State University, Stanislaus	CJ 2250	Introduction to Criminal Justice	N/A; field update needed

This list shows that CSU Chico, CSU Fresno, CSU Los Angeles, CSU Long Beach, and CSU Stanislaus (among others) have courses that match the AJ 110 descriptor for "Introduction to Criminal Justice." You can then go to the current online catalog for three of these schools and verify that the course number listed in the fourth column still exists in the current catalog. As long as it does and the course is lower division, you can include it in the Comparable Transfer Course Information area of CurricUNET.



#### METHOD 4: using a Google search

A final method for looking for comparable transfer courses is to search by the course name in Google along with the words “California State University” or “University of California.” This sometimes brings up courses with similar titles. Be sure, however, that the course listed can be found in a current university catalog at that same number scheme and that the number represents a lower-division course at the university.



July 23, 2019

General Education Area Definitions/General Education Learning Objectives	
<p><b>NOTE: for a course to be assigned to a General Education, the GE area definition must be the focus of the course</b></p>	
GE Area	General Education Learning Objectives
<b>Area A: Natural &amp; Physical Sciences (3 units)</b>	
Students completing courses in this category will demonstrate an ability to:	<b>Courses approved for this area must examine the physical universe, its life forms, and its natural phenomena. Courses must emphasize experimental methodology, the testing of hypothesis, and the power of systematic questioning and encourage an understanding of the relationship between science and other human activities.</b>
GELO1	Examine complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.
GELO2	Analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate.
GELO3	Analyze and evaluate alternative points of view and accurately interpret evidence, statements, graphics, questions etc.
GELO4	Analyze and explain issues in quantitative terms using college-level mathematical concepts and methods, where appropriate.
GELO5	Apply their knowledge and skills to new and varied situations.
GELO6	Apply technology competently, selecting and using tools appropriate to the task
<b>Area B1: Social &amp; Behavioral Sciences (3 units)</b>	
Students completing courses in this category will demonstrate an ability to:	<b>Courses approved for this area must ensure students acquire knowledge and skills that will help them to comprehend the workings of American Democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens. Comprehensive study of American History and American Government including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution and the processes of state and local government (CA).</b>
GELO1	Analyze the historical and philosophical foundations of the United States and California constitutions.
GELO2	Analyze and critique the theory and practice of the politics and government of the United States and California.
GELO3	Analyze and critique current political topics and issues.
GELO4	Examine the historical development of issues pertaining to race, gender, and immigration; and explain the legislative actions taken in response to them at the federal and state level.
GELO5	Analyze how historical developments have affected the rights, responsibilities, and choices of modern US citizens.

<b>Area B2 Social &amp; Behavioral Sciences (3 units)</b>	
Students completing courses in this category will demonstrate an ability to:	Courses approved for this area must deal with human behavior in relation to human social, political and economic institutions. The courses will ensure opportunities for students to develop understanding of the perspectives and methods of the disciplines. Problems and issues in these disciplines should be examined in their contemporary historical, and geographical settings.
GELO1	Examine complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.
GELO2	Analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate.
GELO3	Evaluate information by selection and using appropriate research methods and tools.
GELO4	Develop individual responsibility, personal integrity, and respect for diverse people and cultures.
GELO5	Examine ethical issues that will enhance their capacity for making sound judgments and decisions.
<b>Area C: Humanities (3 units)</b>	
Students completing courses in this category will demonstrate an ability to:	Courses approved for this area must deal with the cultural and artistic expression of human beings. The courses will ensure opportunities for students to develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help students develop aesthetic understanding and an ability to make judgments.
	<i>NOTE: Skills-based courses in the arts will not be counted for Humanities in Option A. Second year world languages courses, excluding courses in conversation, composition, linguistics, and grammar, will be counted for Humanities for Option A provided they demonstrate sufficient Humanities content. First year world languages courses will be included in area C if they meet the following criteria: (1) Course is approved for CSU GE Area C2 and IGETC Area 6A or 3B; and (2) Course is C-ID approved (where a course descriptor is available).</i>
GELO1	Develop an awareness of cultural and artistic expression of diverse people and culture throughout the ages.
GELO2	Examine complex issues and discover the connections and correlations among ideas to advance toward a conclusion demonstrating depth of knowledge and insight.
GELO3	Apply their knowledge and skills to new and varied situations through written expression.
GELO4	Discover and evaluate information using appropriate research methods and tools.
GELO5	Compose, perform and evaluate works of artistic and creative expression.
<b>D1: Language and Rationality - English Communication (3 units)</b>	

Students completing courses in this category will demonstrate an ability to:	Courses approved for this category must be composition courses that emphasize active student participation in writing and speaking assignments, including accurate reporting and evaluation of information, as well as advocating points of view in a logical, well-organized, and clear manner.
GELO1	Assess many different situations, involving diverse people and viewpoints, and compose appropriate responses in writing and speaking.
GELO2	Analyze the substance of others' comments through active listening.
GELO3	Evaluate and analyze texts through active reading, writing, and discussion.
GELO4	Locate and evaluate information by selecting and using appropriate research methods and tools.
<b>D2: Language and Rationality - Communication &amp; Analytical Thinking (3 units)</b>	
Students completing courses in this category will demonstrate an ability to:	Courses approved for this category must ensure opportunities for students to develop the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication.
	<i>NOTE: Courses in computer programming languages will be counted in area D2 of Option A, but not general computer classes.</i>
GELO1	Propose solutions to problems by thinking logically and critically; explaining conclusions; and evaluating, supporting, or critiquing the thinking of others.
GELO2	Identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses.
GELO3	Compose an understandable, organized and supported written or spoken explanation of ideas, feelings, and conclusions.
<b>Area E: Healthful Living and Self-Development (3 units)</b>	
Students completing courses in this category will demonstrate an ability to:	Courses approved in this category prepare students to understand themselves as physical, social, and psychological beings and include an emphasis on self-development and lifelong learning throughout life's stages.
GELO1	Exhibit and value the impact of lifestyle behaviors on human health and wellness.

GELO2	Communicate effectively how lifestyle behaviors affect various disease states and self-development.
GELO3	Develop a plan to meet their own personal health and wellness goals and/or the goals of others.
<b>Area F: Diversity Requirement (3 units, can also be counted in A-D)</b>	
Students completing courses in this category will demonstrate an ability to:	<b>This category is unique in that it is not meant to add any units to the degree. Students are encouraged to choose a course that is included in one of the above areas as well as here. For example, a basic literature course would not be included here, but a student could choose women's literature or African-American literature to meet the requirements in both Area C and Area F. The Diversity requirement provides an opportunity for students to analyze and compare alternative political, historical, religious, ethnic, and cultural viewpoints. Courses included in this category must deal primarily and in depth with issues regarding non-dominant groups in the United States or global cultures. Issues of race, gender, ableism, sexual orientation, and/or culture must be a central focus of the course and the course outline of record.</b>
GELO1	Analyze the uniqueness and commonalities of the roles of gender, socioeconomic class, ableism, sexual orientation, race, and/or ethnicity in diverse cultures.
GELO2	Consider the world views of people in various cultures through the perspective of gender, socioeconomic class, ableism, sexual orientation, race, and/or ethnicity.
GELO3	Demonstrate an awareness and appreciation of cultural differences and inequities.
GELO4	Validate the need for respect and understanding among and between people of diverse backgrounds and cultures to interact successfully in a culturally diverse global society.
<b>Math G: Math Competency (3 units)</b>	
Students completing courses in this category will demonstrate an ability to:	<b>Courses approved for this category must not merely require computational skills, but should encourage the understanding of basic mathematical concepts.</b>
GELO1	Develop the abilities to express themselves and reason logically regarding abstract situations.
GELO2	Synthesize ideas and generate questions in order to apply mathematical reasoning and logic to the real world.
GELO3	Set up and solve problems using arithmetic, algebraic and geometric models.

GELO4	Write mathematical information symbolically, visually and numerically.
GELO5	Develop problem solving and modeling skills.
<b>Area H: Reading Competency (no units)</b>	
Students completing courses in this category will demonstrate an ability to:	<b>Successful completion of English 101 or completed a general education pattern</b>
GELO1	Develop the ability to use contextual clues to determine meaning of vocabulary words while expanding vocabulary usage and understanding.
GELO2	Model college-level reading pace and ability.
GELO3	Improve understanding of reading materials by using appropriate comprehension strategies.
GELO4	Synthesize ideas and generate questions in order to apply reasoning and logic to material that is read.
GELO5	Construct critical meaning from readings as demonstrated through summative and analytical writing.



MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT  
 A.A./A.S. DEGREE - GENERAL EDUCATION GRADUATION REQUIREMENTS  
 2019 – 2020 Planning Guide OPTION A - Local Non-Transfer



AREA A— Natural Sciences			
<i>A minimum of 3 units required.</i>			
<i>* Asterisk indicates all lab classes – (science and non-science) Lab units require more class time.</i>			
	C	IP	N
<b>Anatomy &amp; Physiology</b> 101*, 102*, 104*; <b>Anthropology</b> 101, 111*, 201; <b>Astronomy</b> 101*, 111+; <b>Biology</b> 100*, 115*, 116*, 117, 125*, 128+, 130*, 131*, 134, 140*, 144*, 146, 150*, 151+; <b>Chemistry</b> 100*, 101*, 102*, 107*, 112*, 113*; <b>Environmental Studies</b> 100, 101, 102*, 110*, 190*; <b>Geography</b> 101, 104*, 105*, 106; <b>Geology</b> 100*, 103, 105*, 109, 110*, 111+; <b>History</b> 128+; <b>Nutrition</b> 101; <b>Physics</b> 100, 101*, 102*, 201*, 202*, 203			
AP or other courses:			

AREA B—Social & Behavioral Sciences			
<i>A minimum of 6 units required, 3 units from B1 and 3 units from B2.</i>			
<b>B1.</b>	C	IP	N
<b>History</b> 111, 112; <b>Political Science</b> 101			
AP or other courses:			
<b>B2.</b>	C	IP	N
<b>Administration of Justice</b> 101, 102, 111, 112, 117; <b>Anthropology</b> 102, 103A, 103D, 104, 115, 121+, 125; <b>Biology</b> 128+; <b>Child Development &amp; Education</b> 110, 118, 125, 140; <b>Communication</b> 108, 110, 116, 117, 120; <b>Dance</b> 100+, 133; <b>Economics</b> 201, 202, 203; <b>Education</b> 135, 136; <b>Geography</b> 102, 107, 108, 111; <b>History</b> 101, 102, 103, 104, 106, 107, 108, 109, 111, 112, 115, 117, 119, 120, 121+, 124, 125, 128+, 136+*, 140, 141, 142, 150, 151+, 160, 165+; <b>Legal</b> 100, 124; <b>Nutrition</b> 100; <b>Physical Education</b> 126; <b>Political Science</b> 101, 102, 103, 104, 105, 106, 110, 120; <b>Psychology</b> 101, 102, 103, 104, 105+, 107, 108, 112+; <b>Sociology</b> 101, 102, 103, 105+, 106, 108, 110, 112+, 115, 125; <b>Theater Arts</b> 136+*, 155+			
AP or other courses:			

AREA C—Humanities			
<i>A minimum of 3 units required.</i>			
	C	IP	N
<b>American Sign Language</b> 100, 101, 110, 201, 202, 203; <b>Anthropology</b> 145; <b>Art</b> 100, 101, 102, 103, 104, 105, 108*, 109*, 112*, 120*, 121*, 122*, 123*, 131*, 170*; <b>Child Development &amp; Education</b> 131; <b>Communication</b> 113+; <b>Dance</b> 100+, 108+, 125, 133, 201*, 225; <b>Education</b> 132+; <b>English</b> 130; <b>French</b> 101, 102, 201, 202; <b>History</b> 102, 107, 108, 117, 118, 136+*, 151+, 154+, 165+; <b>Literature</b> 106, 131+, 132+, 205, 207, 208, 225, 230, 231, 240, 255, 260, 275, 280; <b>Music</b> 100, 101, 103, 106, 107, 108, 109; <b>Philosophy</b> 101, 105, 109, 110; <b>Photography</b> 130; <b>Spanish</b> 101, 101B, 102, 201, 202, 203, 204, 141; <b>Theater Arts</b> 101, 102+, 108+, 110, 111, 113+, 123*, 135, 136+*, 137+*, 150+, 155+			
AP or other courses:			

AREA D—Language & Rationality			
<i>A minimum of 6 units is required, 3 units from D1 and 3 units from D2.</i>			
<b>D1. English Composition</b>	C	IP	N
<b>English</b> 101 ENGL__ ↔ ENGL__ ↔ ENGL__			
<b>D2. Communication &amp; Analytical Thinking</b>	C	IP	N
<b>Communication</b> 100, 103, 104, 106; <b>Computer Science Information Systems</b> 111B, 114A, 116E, 118B, 124A, 126E, 201; <b>English</b> 103; <b>Philosophy</b> 103, 112			
AP or other courses:			

AREA E— ***Healthful Living & Self Development			
<i>A minimum of 3 units required.</i>			
<i>No double counting of Area E courses allowed.</i>			
	C	IP	N
<b>Dance</b> 108+, 120*, 121A*, 121B*, 122A*, 122B*, 123A*, 123B*, 124*, 125, 126A*, 126B*, 127A*, 127B*, 128A*, 128B*, 129*, 131A*, 131B*, 135A*, 135B*, 201*, 212*, 213*, 214*; <b>Guidance</b> 100, 116, 120; <b>Health Science</b> 121, 123; <b>Leadership</b> 101, 102; <b>Nutrition</b> 100, 101; <b>Physical Education</b> 110, 112*, 112A*, 113*, 114A*, 114B*, 114C*, 119*, 119B*, 120*, 132*, 133*, 134*, 137*, 183, 195; <b>Physical Education Intercollegiate</b> 139*, 140*, 141A*, 141B*, 142*, 143A*, 143B*, 144*, 145*, 146*, 147*, 148*, 150*, 150A*, 150B*; <b>Theater Arts</b> 108+			
AP or other courses:			

AREA F—Diversity			
<i>A minimum of 3 units required.</i>			
<i>This course may be taken to fill other area requirements from A, B, or C. Units count once.</i>			
	C	IP	N
<b>American Sign Language</b> 110; <b>Anthropology</b> 102, 103A, 103D, 121+, 125; <b>Art</b> 104; <b>Child Development &amp; Education</b> 118; <b>Communication</b> 108; <b>Dance</b> 100+, 201*; <b>Literature</b> 240, 255, 260, 275, 280; <b>Geography</b> 108; <b>History</b> 107, 108, 115, 117, 121+, 140, 141, 142, 150, 151+, 160; <b>Music</b> 108, 109; <b>Political Science</b> 103; <b>Psychology</b> 104; <b>Sociology</b> 115			
AP or other courses:			

AREA G— Math Competency			
<i>A minimum of 3 units.</i>			
Math__ ↔ Math__ ↔ Math__			
	C	IP	N
<b>Mathematics</b> May be demonstrated by passing <b>Math 094 or 096 or 096B</b> or any higher-level math course with minimum grade of "C" or with an equivalent AP score or equivalent course work			

AREA H— Reading Competency			
<b>Reading</b> - Collegiate-level reading competency may be demonstrated by passing ENGL-101 or ENGL-101H with a "C" grade or better or with an equivalent AP score or equivalent course work.			

**FOOTNOTES:**  
 SPECIAL HONOR'S NOTE: MSJC Honors sections of a course may be used in lieu of the regular approved course for this pattern.  
 \*\*\*Active duty military personnel and U.S. military veterans may satisfy Area E through submission of a military transcript that demonstrates the completion of Basic Training or Recruit Training (DD214, DD295, or other military transcript).  
 \* Asterisk indicates all lab classes – (science and non-science) Lab units require more class time  
 + Plus indicates cross-listed classes. Example: DAN 100+ cross-listed as HIST 151+, please refer to catalog.



MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT  
 A.A./A.S. DEGREE - GENERAL EDUCATION GRADUATION REQUIREMENTS  
 2019 – 2020 Planning Guide OPTION A - Local Non-Transfer



- I. TOTAL UNIT REQUIREMENT – 60 degree applicable semester units**
    - A. General Education Option A = 24 unit minimum
    - B. Major or Area of Emphasis (minimum) = 18 units minimum (Refer to catalog program pages for specific major requirements).
      - 1. In a defined major (Refer to 18 unit requirement list in the general catalog)
      - 2. In an interdisciplinary group major (Refer to 18 unit requirement list in the general catalog)
        - a. Humanities
        - b. Science
        - c. Social & Behavioral Sciences
    - C. Electives (as needed to total 60 degree applicable units)
    - D. For Advanced Placement, CLEP or International Baccalaureate exam information please see charts in the current MSJC General Catalog.
    - E. For the A.A. Liberal Arts Degree with Area of Emphasis use general education patterns Options B or C. Refer to the General Education Requirements for California State University and Colleges or the Intersegmental General Education Transfer Curriculum (IGETC) patterns, refer to the current MSJC catalog and make an appointment with an MSJC Counselor. Areas of Emphasis: Arts, Humanities & Communications, Social & Behavioral Sciences, Mathematics & Science, Business & Technology
    - F. For A.A.-T/A.S.-T (ADT or SB 1440 degrees), please use general education patterns Options B or C and refer to the current MSJC catalog.
  - II. GRADE POINT AVERAGE**  
 General Education applicable courses must have a cumulative grade point average of 2.0 ("C") or better.  
 All 18 unit Major or Area of Emphasis courses must be at 2.0 ("C") or better.
  - III. ENGLISH COMPETENCY – Area D1**  
 A grade of "C" or better in: English 101, 101H or approved AP exam and score
  - IV. DIVERSITY – Area F**  
 Please read section "F" on reverse side of this form.
  - V. MATH COMPETENCY – Area G**  
 A grade of "C" or better in Math 094 or 096 or 096B or higher-level math course, Biology 201, Psychology 121 or approved AP or IB exam and score or equivalent coursework
  - VI. READING COMPETENCY – Area H**  
 Collegiate-level reading competency may be demonstrated by passing ENGL-101 or ENGL-101H with a "C" grade or better or with an equivalent AP score or equivalent course work.
  - VII. RESIDENCY UNIT REQUIREMENT for a DEGREE**  
 A student must complete at least 12 units in residence at Mt. San Jacinto College.
- NOTE:**
1. Course Numbering: Only courses numbered 070 or higher are applicable for the Local Non-Transfer AA or AS degree.
  2. For some defined majors, completion of the certificate course work will also satisfy the major requirements for the AA or AS degree.
  3. General education credit for a single course may be used in only one category A – D & E.
  4. Course work may double count for satisfaction of both the general education and major requirements, however, units may be counted only once.
  5. Honors sections of a course may be used in lieu of the regular approved course.

Comments

03-21-2019

Every effort is made to keep this information current. Please use this form as a guideline and consult with a Mt. San Jacinto College Counselor.



# Bloom's Taxonomy - Cognitive Domain

Learning Outcomes Related To Knowledge

**NOTE:** for "higher order verbs" use those in grey (right three columns)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<b>Student remembers or recognizes information or specifics as communicated with little personal assimilation.</b>	<b>Student grasps the meaning behind the information and interprets, translates, or comprehends the information.</b>	<b>Student uses information to relate and apply it to a new situation with minimal instructor input.</b>	<b>Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.</b>	<b>Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.</b>	<b>Student judges or evaluates information based upon standards and criteria, values and opinions.</b>
acquire define know identify list memorize name recall recognize record relate repeat	conclude describe discuss draw explain express identify illustrate interpret locate recognize report represent restate review tell translate	apply calculate demonstrate dramatize employ exhibit illustrate interpret operate organize practice relate restructure schedule show sketch translate	analyze appraise categorize classify compare contrast criticize debate deduce detect diagram differentiate discover discriminate dissect distinguish examine experiment inquire inspect inventory investigate probe question scrutinize separate solve survey test	arrange assemble collect combine compose construct create derive design develop document formulate generalize invent modify organize originate plan predict prepare produce propose relate set up	appraise argue assess choose compare conclude consider criticize decide deduce estimate evaluate infer judge measure rate revise score select validate value

# Bloom's Taxonomy - Psychomotor Domain\*

Learning Outcomes Related To Skills

**NOTE:** for "higher order verbs" use those in grey (right three columns)

Observe	Model	Recognize Standards	Correct	Apply	Coach
Students translate sensory input into physical tasks or activities.	Students are able to replicate a fundamental skill or task.	Students recognize standards or criteria important to perform a skill or task correctly.	Students use standards to evaluate their own performances and make corrections.	Students apply this skill to real life situations.	Students are able to instruct or train others to perform this skill in other situations.
hear identify observe see smell taste touch watch  NOTE: usually no outcomes or objectives written at this level.	attempt copy follow imitate mimic model reenact repeat reproduce show try	check detect discriminate differentiate distinguish notice perceive recognize select	adapt adjust alter change correct customize develop improve manipulate modify practice revise	build compose construct create design originate produce	demonstrate exhibit illustrate instruct teach train

\* This list of verbs should be used for performance-based courses only.

# Technical Review Checklist

## Pedagogical review:

1. Does the course meet the System Office's five criteria for establishing curriculum: (1) appropriateness to mission, (2) need, (3) curriculum standards, (4) adequate resources, and (5) compliance?
2. Is the course written in accordance with state and federal laws, including any licensing body, accrediting agency, or special funding agency?
3. Is the course title a clear indication to the student of the content of the course?
4. Is the course number appropriate for the level of study required in the course and appropriately indicates whether it articulates to the four-year university (i.e., 100 or 200 level)?
5. Are the semester hours appropriate for the content and rigor of the course?
6. Does the maximum class size make sense for the course pedagogically? If it is below 40 students for lecture units only or below 25 students for courses that have lab units, is the class size justified pedagogically?
7. Does the course have appropriate AA/AS General Education Breadth Area placement? This should be reviewed by the Curriculum Committee Counselor member as well as faculty pedagogical reviewers using the definitions and student learning outcomes on the GE breadth Area Guidelines (available in "Best Practices Handbook"). The focus of the course should reflect the GE definition and GELOs.
8. Does the catalog description clearly state the goals and outcomes a successful learner will demonstrate at the end of the course? Does it begin with the words "This course"?
9. Are the prerequisites/corequisites/recommended preparation appropriate and validated?
10. Are prerequisites/corequisites/recommended prep that will ensure student success provided?
11. Do the course objectives describe outcomes in terms of what a successful learner can demonstrate at the end of the course? Are the objectives **measurable**?
12. Do at least 50% of the course objectives reflect higher order thinking skills (for courses below 69, at least 25% of the course objectives should reflect higher order thinking)?
13. Is the course content in outline form and does it utilize subtopics to show the emphasis each topic generally receives?
14. If applicable (that is, if the course has lab units), is the lab content in outline form and does it utilize subtopics to show the emphasis each topic generally receives?
15. Do the Methods of Instruction specify what is appropriate for the specific course and align with course objectives?
16. Do the Methods of Evaluations specify procedures which are consistent with the objectives, the course content, and the scope of the course and based on demonstrated proficiency, at least in part, by means of essay, problem-solving exercises, or skill demonstrations?
17. Do the Methods of Evaluations explain *how* the methods will be evaluated (not simply *what* will be evaluated)?
18. Do the assignments listed provide examples that require students to think critically and apply the concepts from the course objectives? Are they written from the student's perspective (not "Student will . . .")? Are they **specific** assignments (not generic)? Do assignments demonstrate examples of reading, writing, and outside of class assignments?
19. Do the Learning Resources list examples of specific textbooks with copyright dates and ISBN number or other college-level materials appropriate for the course and representative of current or emerging knowledge and practice? Is at least one of the textbooks published in the current year or previous year (or noted on agenda form that a more current book is not available)?

20. Has at least one Minimum Qualification been identified in order to determine the appropriate background for someone to teach the course? If more than one Minimum Qualification has been listed, is it clear whether both Minimum Qualifications are required ("and") or whether either would be sufficient ("or") to teach the course?
21. Have the various areas of the agenda form been completed with sufficient and specific detail to clarify the need for the revision as well as its relation to program review and Program Learning Outcomes (PLOs)?
22. Is the course outline accurate, complete and integrated according to Title 5 regulations?

#### **DE Subcommittee review:**

1. If the course is Hybrid only, has the course author indicated which aspects of the course should be done in the face-to-face setting?
2. Do the DE Methods of Instruction, Evaluation, and Assignments reflect the same rigor as the face-to-face course and clearly demonstrate how the methods and assignments will be delivered via the online format? Are they tied to specific details of the course?
3. Is it clear how the DE Regular Effective Contact will be delivered to provide the same effective contact as a face-to-face course? Have sufficient methods be given to demonstrate sufficient contact?
4. Does the addendum indicate how instructors plan to address accessibility within the course?

#### **Curriculum Analyst:**

1. Are the required district forms accurate, complete, and attached?
2. Do the catalog and schedule descriptions contain complete sentences, start with "This course..." and are written in the present tense? Be sure there is no mention of need of course – GE area, Certificate, Degree, ECC reference
3. Are the catalog and brief descriptions appropriate in length (75 words and 25 characters respectively)?
4. For New Courses, is the new course number one that is not already in use or has been used in the past?
5. Are the semester hours accurate?
6. For Course Revisions, compare course title, unit value and breakdown, TOP code, repeatability, class maximum, pass/no pass only, pass/no pass allow, prerequisite, corequisite, advisory and other enrollment criteria to advise to add changes and rationale to the rationale on agenda forms or to change the information back to the original.
7. Are the prerequisites/corequisites/recommended preparation/other enrollment criteria enforceable in Colleague or will they require Instructor Consent? Are they written in the approved language format (with a grade of C or better)?
8. Is the course a stand-alone course? Has that been appropriately documented on the Course Outline of Record?
9. Is the course Program Applicable? Has that been appropriately documented on the Course Outline of Record?
10. Review current catalog for course listing in AA/AS, state certificate and ECC and advise course author if revision is required (change to course status, title and unit value requires program revision in all approved AA/AS, state certificates and ECCs). Note which

submissions are related to course submissions and when they are required to come to first read with related submissions.

11. Does the required-texts-and-supplies section list examples of specific texts with copyright dates? Is at least one of the textbooks published in the current year or previous year (or noted on agenda form that a more current book is not available)?
12. Review honors and distance ed addenda lists to advise course author that submission is incomplete without revision to addenda/addendum.
13. Confirm AA/AS degree, state certificate or ECC submission is complete and hold/monitor any program revisions to come through with related course submissions.

2019-20

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# Tech Review Feedback

Date:

Proposer:

Tech Reviewer:

Course Name and Number:

Screen	Recommended Changes	Guidelines for Achieving Approval
<b>Agenda Form</b> <i>Rationale and summary of changes</i>		Has the author summarized all changes being made to the course? For certain changes (i.e., repeatability, TOP code, class max), the change from X to Y must be specified. All specifics need not be covered (i.e., changed the wording in objective #4), but we need to see enough detail so that we have a snapshot historically of what changes were made. If this is a new course, the rationale for proposing a new course should be included. <a href="#">For more information, see Best Practices Handbook.</a>
<i>Relation to program review</i>		Has the author made specific references to the department program review? This area is <u>not</u> the same as need; it should connect to program review and should not be a generic statement.
<i>Relation to PLOs (Program Learning Outcomes)</i>		Has the author made specific references to the Program Learning Outcomes? Please note that PLOs are not the same as program review or need or Course Learning Outcomes. Has the author made specific connections between the PLOs and the specific course rather than a generic statement?
<i>Rationale behind submittal of DE addendum</i>		If there is a DE addendum, this area should give details about the change to the DE component. Is it being added (and, if so, why?) or being revised (if so, what has been revised?)
<b>Cover</b>		
<b>Department, Subject</b>		Class Analyst responsibility
<b>Course Number</b>		If 100 and above, is it transferable? If 70-99, is it non-transferable but degree applicable? If it is less than 70, is it non-degree applicable? Consider relation to other courses in program, if applicable.
<b>Full Course Title</b>		Does title clearly indicate course content?
<b>Short Title</b>		Does the title give a sense of the content (keep in mind the author has just a few letters)?
<b>Former Information</b>		Class Analyst responsibility

<b>Catalog Course Description</b>	<p>Consider content and whether it makes sense. (Word count and complete sentences will be dealt with by Curriculum Analyst.) It should begin with "This course" rather than the course name or number. Does it summarize what a successful learner can demonstrate at the end of the course? Is it in present tense? Does it contain completion requirements or other program information, such as, "the third course in the xxx series"? (If so, this needs to be removed). Does it specify what kinds of students need to take the course, such as, "this course intended for students majoring in xxx"? (If so, this needs to be removed.) Does the description reflect the objectives and content of the course?</p>
<b>Class Schedule Description</b>	<p>Should be a shorter version of catalog description. (Word count will be dealt with by Curriculum Analyst.)</p>
<b>Need for the Course</b>	<p>Be sure this is detailed and justifies need for course as this section is scrutinized by the Chancellor's Office. It should include references to degrees, certificates, and employment concentration certificates when applicable. If this is a course revision, the need should not include references to a new course.</p>
<b>Cross Listed Course</b>	<p>If the course is cross-listed, does the cross-listing make sense? Does it seem necessary?</p>
<b>Units/Hours Lecture/Lab Units</b>	<p>Are the number of units sufficient for the content of course? Do the number of units seem excessive for the content of the course? NOTE: Non-Credit uses hours not units.</p>
<b>Repeatability</b>	<p>Repeatability is allowed only in rare circumstances which are specified in the drop-down options (Visual/Performing Arts course required to meet major requirements; Intercollegiate athletics course; Academic/vocational competition course; Non-Credit) but can be no more than 4 (except for Non-Credit). If repeated, be sure author justifies reason for repeatability by checking the appropriate box.</p>

<b>Maximum enrollment</b>	<p><b>Check the Course Comparison report to be sure the course author is not proposing a decrease in course size as that is not allowed via CurricUNET at this time if a lowered size is being proposed, remind the faculty member of the current policy.</b></p> <p>Does the size make sense? If it is an unusual number, inquire. Courses that are lecture-units only with maximum enrollments that are outside the standard lecture size (40-45 students) or classes with lab-units or lecture-lab unit combinations that are under 30 must justify the lower course size based on one of the three reasons along with a written justification of the reason for the course size. (This is true even if the course is already approved at the lower course size.) Justification must be pedagogically based but also take into consideration program and college viability which depend on student enrollments. Smaller classroom size or number of computers in a classroom alone are not sufficient justification for a course size under the standard enrollment.</p>
<b>Grading Method</b>	Most courses are Letter Grade/Pass No Pass; if Non-Credit, be sure appropriate grading method is indicated.
<b>Stand-Alone</b>	Course is not Stand-Alone if it is proposed or approved for a state certificate, degree, or one of the GE breadth areas.
<b>TOP code</b>	Curriculum Faculty Chair tech reviews this section.
<b>Minimum Qualifications</b>	Consider whether the discipline(s) selected makes sense for the course content. Be sure a discipline is selected. If more than one discipline is selected, does it specify whether both disciplines are required (an "and" between them) or whether either is required (an "or" between them)?
<b>Comparable Transfer Courses</b>	Articulation Officer tech reviews this section.
<b>Course Learning Outcomes</b>	Assessment Coordinator reviews this section.
<b>Program Learning Outcomes</b>	This information should have been reviewed as part of the Agenda Form. Be sure at least one PLO is checked and that the rationale justifies how the course fits Program Learning Outcomes, not just list them. NOTE: this is not the same as need for the course or relation to program review.



<p><b>Objectives</b></p>	<p>This is a <b>CRUCIAL</b> part of the outline so consider it carefully. Do a majority (at least 50% of 100-level and above; at least 25% of courses numbered under 100-level) of learning objectives begin with a higher order action verb? The following verbs are not measurable and should be revised if they begin the objective: "use," "understand," or "learn." Refer the author to Blooms taxonomy, which can be found in the CURRICUNET links, reminding them that the three right-hand columns (the ones in grey) are the higher-order verbs. Keep in mind that psychomotor domains differ from cognitive domains. Do the objectives reflect what the Learner will have learned upon successfully completing the course? Do the learning objectives match the content in the course outline? If there are more than 10-12 objectives (except for courses of 5 or more units, which can have up to 15 objectives), tell author to combine objectives so that they are broad in scope, encompassing the theory, principles and concepts of the course while not being too narrow and specific.</p>
<p><b>Course Content</b></p>	<p>Is the course content an outline with headings and subheadings? Is it a comprehensive compilation of course topics? Does it reflect the Learning Objectives? Is there more than half a page of content? Is the information detailed enough to give a good sense of what the student will learn in the course? Does the amount of conflict coincide with the number of units?</p>
<p><b>Lab Content</b> NOTE: This screen shows up only when a course has lab units</p>	<p>Is the lab content an outline with headings and subheadings (this should not be formatted like objectives)? Is it a comprehensive compilation of lab topics? Does it reflect the Learning Objectives? Is there sufficient content to warrant the number of lab units? Is the information detailed enough to give a good sense of what the student will learn in the lab portion of the course?</p>

<p><b>Methods of Instruction</b></p>	<p>Do the methods align with the expected learner outcomes, content and evaluation methods of the course as well as reflect the needs of a variety of learning styles? Is each method from the drop down a clear method of instruction (ask that authors keep the drop-down portion relatively short and specific and use the drop-down labels when applicable)? Is the integration part a complete sentence that reflects the method from the drop down and provides <b>specific examples</b> that tie back to the Learning Objectives and Course/Lab Content? If the method includes percentages, tell the faculty we no longer require them. Be sure faculty has included a range of MOI (e.g., one or two is likely not sufficient).</p>
<p><b>Methods of Evaluation</b></p>	<p>Is there a variety of evaluation methods? Is each method from the drop down a clear method of evaluation, something that can be evaluated (ask that authors keep the drop-down portion relatively short and specific and use the drop down labels when appropriate)? In the integration section, does the author indicate not just what will be evaluated but <b>how it will be evaluated</b>? Is the integration part a complete sentence that reflects the method from the drop down and ties back to the Learning Objectives? Is attendance a form of evaluation? (if yes, remind the author that we cannot grade based on attendance alone.) If the method includes percentages or grading criteria, tell the faculty we no longer require them but do allow them in instances where departments want to control aspects of evaluation (i.e., a department wants to limit how much of a student's grade can be based on homework).</p>
<p><b>Assignments</b></p>	<p>Does this contain at least two examples? Are the examples written as if from the student perspective (that is, rather than "Student will write a paper" or "You will write a paper" USE "Write a paper")? Are they <b>specific</b> to that course (not to all courses in that discipline)? Do the examples specifically tie back to expected outcomes and content? Do the examples clearly demonstrate reading, writing, and out-of-class assignments? Be sure this is more than just a list of types of assignments or reference to exercises on page ____.</p>
<p><b>Distance Ed</b> NOTE: This screen shows up only when a DE addendum is linked to the course</p>	<p>DE subcommittee responsibility</p>

<p><b>DE MO Instruction</b> NOTE: This screen shows up only when a DE addendum is linked to the course</p>	<p>DE subcommittee responsibility</p>
<p><b>DE MO Evaluation</b> NOTE: This screen shows up only when a DE addendum is linked to the course</p>	<p>DE subcommittee responsibility</p>
<p><b>DE Assignments</b> NOTE: This screen shows up only when a DE addendum is linked to the course</p>	<p>DE subcommittee responsibility</p>
<p><b>Regular Effective Contact</b> NOTE: This screen shows up only when a DE addendum is linked to the course</p>	<p>DE subcommittee responsibility</p>
<p><b>Learning Resources (textbooks)</b></p>	<p>For all courses, at least one textbook must be published the current year or the previous one. Older books may be included, but we recommend keeping the list of textbooks to a handful. Remember these textbooks are not required for the course, just representative. If the course author cannot find a recent textbook, be sure that information is included on the agenda form.</p>
<p><b>Library</b></p>	<p>Librarian responsibility</p>
<p><b>Requisites</b></p>	<p>Consider whether the requisites listed make sense or whether the course should include a requisite. Do not worry about how the information is presented; that is the Curriculum Analyst's responsibility. Do, however, review all E forms to ensure forms are completed and that the requisites are adequately justified.</p>
<p><b>General Ed</b></p>	<p>Not all courses need to be placed in a GE area. Consider whether the course in fact meets a <b>general education need</b>. The definitions for each of these areas can be found by clicking on the question mark or consulting the General Education Learning Objectives (GELOs) grid in the Best Practices Handbook (and located in a link on the left of CURRICUNET). Do the areas clicked make sense? Has the author justified all areas checked in terms of the definition of the area as well as the GELOs? Does the focus of the objectives, content, MOI, MOE, and assignments reflect the definition of that GE area (that is, if this is the only course a student takes in that GE area, is the student getting a general education for that area)? Remember that it is important that the COURSE align with the GE areas being proposed; if what is in the justification does not reflect what is in the course, ask that this area be revised.</p>

<b>Submitted by:</b>		<b>Date:</b>	
<b>Catalog:</b>	<b>2019-20</b>		
<b>Item:</b> <i>Example: High School Articulation; New Employment Concentration; Revised Employment Concentration</i>			
<b>Summary of Information Item</b> This is the place to summarize the "what" and the "why" of this action, such as New Employment Concentration Certificate (ECC), Revised ECC, Deactivated ECC, Reactivated ECC, High School Articulation.			
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<b>Relation to Department Student Learning Outcomes (DLOs): IF APPLICABLE</b> For ECC submissions and revisions: Briefly discuss how this ECC is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO's "currently in progress" or any similar language.			
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<b>Relation to Program Review: IF APPLICABLE</b> Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress").			
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**Approval Signatures required on all lines before submittal to Curriculum Office**

- |    |                        |
|----|------------------------|
| 1. | (Submitter)            |
| 2. | (SJC Department Chair) |
| 3. | (MVC Department Chair) |
| 4. | (Instructional Dean)   |

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

**ACTION ITEM**

<b>Submitted by:</b>		<b>Date:</b>	
<b>Catalog:</b>	<b>2019-20</b>		
<b>Item:</b> <i>Example: Program Review, Policy Changes</i>			
<b>Summary of Action Item:</b>			
Rationale behind submittal – this is the place to summarize the “what” and the “why” i.e., Program review, Policy Changes.			
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<b>Relation to Department Student Learning Outcomes (DLOs): IF APPLICABLE</b>			
For course and program submissions: Briefly discuss how this course/program is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO’s “currently in progress” or any similar language.			
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<b>Relation to Program Review: IF APPLICABLE</b>			
Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with “program review currently in progress”).			

**Approval Signatures required on all lines before submittal to Curriculum Office**

1. \_\_\_\_\_ (Submitter)
2. \_\_\_\_\_ (SJC Department Chair)
3. \_\_\_\_\_ (MVC Department Chair)
4. \_\_\_\_\_ (Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

**PROPOSAL FOR NEW COURSE**

<b>Submitted by:</b>		<b>Date:</b>	
<b>Catalog:</b>	<b>2019-20</b>		
<b>Proposed Course Name and Title</b> <i>Example: ENGL 101 Freshman Composition</i>			
<b>Proposed # of units</b>			
<b>Proposed TOP code</b>			

- Program Applicable
- Stand Alone
- Adding to a degree
- Adding to an ECC (fewer than 18 units)
- Adding to a state approved certificate (18 or more units)
- Adding to a state approved low-unit certificate (12-17 units)

If course is proposed as part of an award, please indicate which award(s) and whether it will be a required or elective for the award

**PLEASE CHECK ALL THAT YOU ARE CONSIDERING:**

- On-line or hybrid delivery
- Honors addendum
- Cross-listed (if checked, indicate which department)
- Requisite for this course (if checked, indicate possible requisites)
- Will this course itself be a requisite? (if checked, indicate possible courses it will be a requisite for)

**PROPOSAL FOR NEW COURSE**

**Rationale/need for this new course:**

If approved, this information can be transferred into CurricUNET. Be sure you provide specific details about employment or transferability.

**Relation to Program Review and PLOs:**

Briefly discuss how this course aligns with the program review submitted by the department and Program Learning Outcomes (PLOs). If approved, this information can be transferred into CurricUNET.

**Course Learning Outcomes proposed for this new course:**

If approved, this information can be transferred into CurricUNET/elumen

**ASSIST.ORG information:**

Follow the directions in the Best Practices to determine the likelihood that this course will transfer to four-year UC or CSU programs. If approved, this information can be transferred into CurricUNET

**COURSE OUTLINE OF RECORD LISTINGS:**

Following the directions in the Best Practices, include the columns B, C, F, G, H, and I. NOTE: if any of your courses are out of compliance, the committee will not consider an A9 for new curriculum. See sample below.

<b>ACCT-076</b>	<b>Bookkeeping Part 1 - Accounting Theory</b>	<b>6/11/2015</b>	<b>2016-17</b>	<b>5/15/2019</b>	<b>2 Yr. Review (05/15/17)</b>
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**Approval Signatures required on all lines before submittal to Curriculum Office**

- |    |                          |
|----|--------------------------|
| 1. | (Submitter)              |
| 2. | (Assessment Coordinator) |
| 3. | (MVC Department Chair)   |
| 4. | (SJC Department Chair)   |
| 5. | (MVC Instructional Dean) |
| 6. | (SJC Instructional Dean) |

If this proposed new course will be cross-listed with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) and deans are required.



**PROPOSAL FOR NEW NON-CREDIT COURSE**

Submitted by:		Date:	
Catalog:	2019-20		
Proposed Course Name and Title <i>Example: NC/ESL 020X ESL Conversation</i>			
Proposed # of hours			
Proposed TOP code			

Non-Credit Courses must fit into one of the following 10 legislated instructional categories; please select the one appropriate for this course:

- |  |   |
|--|---|
| <input type="checkbox"/> English as a Second Language      | <input type="checkbox"/> Immigrant                |
| <input type="checkbox"/> Elementary/Secondary Basic Skills | <input type="checkbox"/> Health and Safety        |
| <input type="checkbox"/> Substantial Disabilities          | <input type="checkbox"/> Parenting                |
| <input type="checkbox"/> Home Economics                    | <input type="checkbox"/> Courses for Older Adults |
| <input type="checkbox"/> Short-term Vocational programs    | <input type="checkbox"/> Workforce Preparation    |

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> Program Applicable   | <input type="checkbox"/> Stand Alone |
| <input type="checkbox"/> Adding to a state approved Certificate of Competency (basic skills or ESL) |                                      |
| <input type="checkbox"/> Adding to a state approved Certificate of Completion (employability)       |                                      |
| <input type="checkbox"/> Adding to an ECC (fewer than 18 units)                                     |                                      |

If course is proposed as part of an award, please indicate which award(s) and whether it will be a required or elective for the award

**PROPOSAL FOR NEW NON-CREDIT COURSE**

PLEASE CHECK ALL THAT YOU ARE CONSIDERING:

- On-line or hybrid delivery
- Cross-listed (if checked, indicate which department)
- Requisite for this course (if checked, indicate possible requisites)
- Will this course itself be a requisite? (if checked, indicate possible courses it will be a requisite for)

**Rationale/need for this new course:**

*If approved, this information can be transferred into CurricUNET*

Consider the following with respect to the responsibility for this course; if other department, indicate below which department

**Scheduling:**

**Staffing:**

**Curriculum Revision:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Non-Credit department | <input type="checkbox"/> Non-Credit department | <input type="checkbox"/> Non-Credit department |
| <input type="checkbox"/> Other department      | <input type="checkbox"/> Other department      | <input type="checkbox"/> Other department      |

**Relation to Program Review and PLOs:**

*Briefly discuss how this course/program aligns with the program review submitted by the department and Program Learning Outcomes (PLOs). If approved, this information can be transferred into CurricUNET.*

<b>Course Learning Outcomes proposed for this new course:</b>					
If approved, this information can be transferred into CurricUNET/elumen					
<b>COURSE OUTLINE OF RECORD LISTINGS:</b>					
Following the directions in the Best Practices, include the columns B,C,E,F,G, and H. NOTE: if any of your courses are out of compliance, new curriculum will not be approved. See sample below					
ACCT-076	Bookkeeping Part 1 - Accounting Theory	6/11/2012	2013-14	6/11/2018	2 Yr. Review (05/12/16)

**Approval Signatures required on all lines before submittal to Curriculum Office**

- |    |  |  |                          |
|----|--|--|--------------------------|
| 1. |  |  | (Submitter)              |
| 2. |  |  | (Assessment Coordinator) |
| 3. |  |  | (MVC Department Chair)   |
| 4. |  |  | (SJC Department Chair)   |
| 5. |  |  | (NC Director)            |
| 6. |  |  | (MVC Instructional Dean) |
| 7. |  |  | (SJC Instructional Dean) |
| 8. |  |  | (NC Instructional Dean)  |

If this proposed new course will be cross-listed with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) and deans are required.

## **Assessment Related Course Additions or Deletions and/or Cut Score Changes At-A-Glance**

For changes to be in effect Fall semester

- By November
  - Complete curriculum process by prior November: includes new courses, course revisions, or course deactivations
  - Department notifies Assessment of impending changes by November
  - Department decides how to address historical placements
- February 1<sup>st</sup>
  - Assessment implements changes in the testing system
  - Instruction enters and updates catalog
- Department after 1 year of course offerings with changes, validates the changes

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For changes to be in effect Spring Semester

- By May
  - Complete curriculum process by prior May: includes new courses, course revisions, or course deactivations
  - Department notifies Assessment of impending changes by November
  - Department decides how to address historical placements
- September 1<sup>st</sup>
  - Assessment implements changes in the testing system
  - Instruction enters and updates catalog
- Department after 1 year of course offerings with changes, validates the changes

## Assessment Related Course Additions or Deletions and/or Cut Score Changes

To be in effect for the following FALL semester (course added, revised, or deactivated and/or cut score changes)

- **No later than the November** Curriculum Committee Cycle
  - New courses, Revisions to Courses, or Course deactivations
    - Go through regular CurricUNET approval process
    - Notify Assessment of Changes (meetings or email assessment), preferably at time of submission
      - CSI technical review will remind faculty of requirement
      - Assessment notification to be documented and attached (file attachments)
    - Department decides how they will address historical placements which will be identified on agenda form or in file attachment discussion with assessment
    - Effective Date will be subsequent fall semester
    - After 1<sup>st</sup> year of course offering – Department should validate changes in conjunction with research
      - Prerequisite subcommittee chair responsible for ensuring this happens
  - Cut Score Changes only (without revision of course outline) (A8 Form Needed)
    - Notify Assessment of Changes; proof of notification must come to agenda along with A8 form
    - Instruction will check to make sure assessment was informed of changes before putting A8 on agenda
    - A8 should specify changes to assessments and address historical placements
    - After 1<sup>st</sup> year of course offering – Department should validate changes in conjunction with research
      - Prerequisite subcommittee chair responsible for ensuring this happens
- **November – December:** Notify IT and CAST and submit IT/helpdesk work order
- **February 1st:** Assessment Implements changes within the testing system
- **February 1st:** Instruction enters and updates catalog

To be in effect for the following SPRING semester (cut score changes without course being revised through curriculum process)

- **No later than the May** Curriculum Committee Cycle
  - Cut Score Changes only (without revision of course outline) (A8 Form Needed)
    - Notify Assessment of Changes; proof of notification must come to agenda along with A8 form
    - Instruction will check to make sure assessment was informed of changes before putting A8 on agenda

- A8 should specify changes to assessments and address historical placements
  - After 1<sup>st</sup> year of course offering – Department should validate changes in conjunction with research
    - Prerequisite subcommittee chair responsible for ensuring this happens
- **May – June:** Notify IT and CAST and submit IT/helpdesk work order
- **September 1st:** Assessment Implements changes within the testing system
- **September 1st:** Instruction enters and updates catalog
- Effective Date will be subsequent spring semester
- Following Year Validations:
  - Department validates changes (work with research)
    - If department decides validations are fine, submit to Curriculum Committee
      - A7 Information Item with backup documentation showing the research used for validations
    - If department decides further changes are required, submit to Curriculum Committee
      - A8 Action Item with backup documentation showing the research used for validations and indicating the new changes requested
        - Notify Assessment of Changes and include that backup documentation with A8 as well

## Steps by Departments

### English, Math and/or ESL Departments (or other departments if appropriate):

- Validates the need or reason for changes
- Department Approves Changes
- Notify Assessment of possible Changes
- Depending on change, submits to Curriculum the following
  - If course is going to be revised, added, or deactivated:
    - Course must go through curriculum approval process with appropriate information given on the E4 requisite validation form
  - If course is not going to be revised, added, or deactivated
    - Complete an A8 (action item) form indicating the change in assessment score and how the department wants to address historical placements
    - Notify Assessment of change and include email or minutes from meeting that demonstrates Assessment has been informed
    - Work with Assessment to develop notification language for the student report
    - Develop communication to notify staff, students, and community of change
- One year following change in assessment, department validates the changes with research(after one year of course offering and/or adequate sample size)

- If revised assessment scores are appropriate, submit an A7 form (information item) to curriculum committee with research validation to document that revised assessments were validated
- If revised assessment scores need further revision, submit an A8 form (action item) to curriculum committee with research validation and indicate new scores; complete the steps outlined above for the A8 form

**Assessment:**

- Makes sure college is adhering to CCCC and test publisher Assessment related policies
- Programs approved changes within Accuplacer
- Validates changes within Accuplacer and Colleague
- Communication Management: inform students

**Curriculum:**

- Email to department chair when the changes would be made possible (effective as of Date)
- Prerequisite subcommittee chair will track new and revised assessments to ensure they are validated after a year

**Enrollment:**

- Test changes within Colleague

**Instruction:**

- Test changes within Colleague
- Communication Management
  - Obtains letter for departments to send to students
  - Inform staff and community of these changes

**Research:**

- Aids in the validation process

**Information Technology:**

- Address historical placements

7 Dec. 2016

# Model Curriculum

Rather than give you sample models of curriculum that were not based on existing Mt. San Jacinto College curriculum, we decided to use real course outlines of record for the models. While these course outlines may not be perfect, they are strong examples of what the committee is looking for in approving course outlines.

The following courses are good models to use if you want to see recently completed and approved course outlines of record:

- AJ 105 (CTE course)
- CDE 102 (CTE course with DE component and a prerequisite)
- COMM 108 (has GE area justification, Honors course, and a DE component)
- DAN 126B (has GE area justification, lab units, and a prerequisite)
- HIST 111 (has GE area justification and Honors course)
- MUS 118 (lab units only and DE component)
- THA 102 (cross-listed course with GE area justification and DE component)

These course outlines of record can be found by going to CurricUNET and doing a Course Search.



Use the drop-down menu to find the name of the department and then put the number of the course in the appropriate box (see below).

The screenshot shows a 'Course Search' dialog box with the following fields: Status (radio buttons for All, Active, Approved, Deleted (SI), Historical, Launched, Pending), Discipline (dropdown menu with 'NUTR - Nutrition'), Course Number (text box with '101'), Course Title (text box with 'title search'), and Catalog Start Date (text box). An 'OK' button is located at the bottom right. Red arrows point to the 'Discipline' dropdown and the 'Course Number' text box.

You can leave the rest of the boxes blank and just click "OK."

You will then see a box that gives you all the results for that course, including historical versions of the course outline of record:

Actions	Discipline	Course Number	Title
	NUTR	101	Nutrition and Foods *Active* Data Conversion MSJC Catalog Start Date 2010 - 2011
	NUTR	101	Nutrition and Foods *Launched* **Course Revision** Kelly Billingsley Catalog Start Date 2013 - 2014
	NUTR	101H	Honors Nutrition and Foods *Active* Kelly Billingsley Catalog Start Date 2013 - 2014

You will want to click on the red version (Active) not the Black (pending or launched) or blue (historical). Click on the to see the course outline of record or the to see the DE addendum (if there is one).

Please see Distance Education and Honors sections of the Best Practices handbook for model DE addenda and model Honors addenda.

**Mt. San Jacinto College  
Communication/Computational Content Review  
Prerequisite/Corequisite  
(one pre- or corequisite or recommended preparation per form)**

**Form E7**

<b>Submitted By:</b>	Erik Ozolins	<b>Date:</b>	09/19/2012
<b>Dept:</b>	Honors Enrichment Program		
<b>1. Course Title:</b>	Honors Studies: Humanities		
<b>2. Course Number:</b>	HEP 201		

**It is recommended that the following** Course : ENGL 101  
**be added as a** Prerequisite

**Justification:**

Students will be expected to complete a major research paper, read extensive scholarly texts and articles and be able to persuasively present their observations and opinions based on their research. Therefore it is required that all students have successfully completed ENGL 101 or ENG 101H

**Semester Reviewed**      2012 Fall

**Number of Sections Taught:**

TOTAL                    45  
                           MVC 31  
                           SJC 14  
                           TEC 0  
                           OTHER 0

**Number of Instructors Teaching the Course:**

TOTAL                    32  
                           MVC 21  
                           SJC 11  
                           TEC 0  
                           OTHER 0

**List of section numbers and campuses for a representative group of syllabi:**

MVC: 3111 through 3133 and 3308  
 3309  
 3310  
 5054  
 5055  
 5061  
 SJC: 1123 through 1136

**"Representative group" will include one syllabus from 30% of instructors who taught the course during one semester, encompassing all campuses at which the prerequisite course is taught.**

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

The Chairs of the English Department on both campuses agree that Eng 101 is a reasonable prerequisite for HEP 201, due to the amount of research and writing that are required in the HEP 201 class. An examination of the syllabi from both campuses showed that over 25% of the sections required an extensive research paper as one of the assignments making Eng 101 a reasonable prerequisite. Meeting with SJC department chair Oct 15, 2012; meeting with MVC department chair Oct 16, 2012.

Mt. San Jacinto College Class Size Planning & Resource Document

Effective Fall 2019

Statement of Philosophy: While the Curriculum Committee supports the use of this sheet in promoting student success and the economic feasibility of the college, we strongly feel that issues of pedagogy and class size are best determined by recognizing the recommendations of the individual faculty members, departments, and divisions involved.

**Assumptions:**

1. The purpose of this document is to minimize the differences between class sizes for particular classes at Mt. San Jacinto College as well as between departments that offer classes with similar pedagogical bases.
2. In determining class size, faculty should balance four competing concerns: pedagogy, enrollment patterns, labor equity, and economic feasibility.
3. Class size should not be set based on classroom and/or equipment availability. In cases where the room cap is lower than the class size, sections will be scheduled at the room cap.
4. Clear course methodologies will appear in the course outlines of record to reflect the appropriate class size category. Any proposal to change the type of class assigned to a particular course must reflect the appropriate changes in methodologies and assignments.
5. Safety, Health, State/Accrediting Regulations, and CTE Advisory Committees supersede the following descriptions, but those regulations must be attached to the Course Outline of Record and updated with each revision to the course outline.
6. Class sizes that are exceptions from the grid must have a clear, substantiated reason for a different class size.
7. Once approved through the negotiation process, class sizes will be collected in the College Class Maximum File per IXA2 of the Mt. San Jacinto College contract.
8. Any deviations from below class sizes must be mutually agreed upon by the Union and Administration.

	Instructional Method	Class Size	Descriptions
A	Lecture/Discussion	40	The primary mode of instruction is lecture and may include discussion and/or group learning. Student understanding of material may be evaluated primarily through objective exams, but group projects and individual papers may also be assigned. Writing assignments are primarily assessed for content knowledge and format rather than for essay/paragraph structure or a demonstration of writing skills development.
B	Facilitated Learning	35	The primary mode of instruction is the facilitation of individual and group analytical, computational, and critical reasoning skills development. While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. The focus of instruction may also include the direction, supervision, and evaluation of in-class group and/or individual presentations that also engage the students to practice and develop their analytical and critical thinking skills. Student understanding of course material and skills development may be primarily evaluated with objective exams. Writing assignments are assessed mostly for concepts and structure.
C	Remedial or advanced math	30	The primary mode of instruction is the facilitation of student skills development through lecture. The evaluation of the level of student work in remedial or advanced math courses requires more extensive individualized instruction and feedback to student skill development.

D	Individualized Instruction/Group Learning/Student Presentations	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills or three oral presentations assessed for critical and analytical reasoning, structure, style, and method of delivery. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style, and mechanics.
E	Extensive Writing	28	Evaluation mostly through multiple writing assignments that total a minimum of 6,000-8,000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style, and mechanics. For developmental classes, the number of words may be fewer, but the number of assignments and scope of assessment are similar to the transfer-level course.
F	Individualized, skills-based instruction/Field practice	30	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. This may also include courses in which the instructor coordinates internship or field practice opportunities and supervise students individually at different locations.
F	Lab - large	32	Labs in which the instructor supervises and assists students as they proceed in their activities that help them learn the discipline of focus. Such lab instruction includes answering student questions and providing guidance, feedback, and encouragement of skills development but does not provide extensive individualized feedback/evaluation on a regular basis. Large lab classes may also include an aide or assistant to manage, assess, and meet student needs effectively.
G	Specialty Lab	Varies  24: BIOL 125, CHEM 107, 112, 113, GEOL 107  28: Chem 101, 102	Labs in which the instructor provides extensive individualized instruction and extensive evaluation of course content on a regular basis with a focus on strategic classroom activities related to problem-solving skills development, career technical skills development, scientific experimentation, and other skills development. Small lab classes may also include supervision of the use of heavy equipment and hazardous materials.
I	Honors/Special projects (299s)	5	Honors sections are limited to 5 students because of the individualized instruction of the group and because they are tied to the enrollment of the regular course section. Special projects (299) are also limited to 5 students except in extenuating circumstances approved by the instructional dean or Vice President of Instruction.

## Other references for writing curriculum

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- Academic Senate of California Community Colleges website: <http://www.ccccurriculum.info/>
- The Course Outline of Record: A Curriculum Reference Guide Adopted 2008
- Stylistic Considerations in Writing Course Outlines of Record. Academic Senate for Community Colleges Adopted 1998
- Good Practices for Course Approval Processes Academic Senate for Community Colleges Adopted 1998
- The Curriculum Standards Handbook for the California Community Colleges (revised 1995)
- Prerequisites, Corequisites, Advisories, and Limitations on Enrollment (Fall 1997), Chancellor's Office, California Community Colleges, Student services and Special Programs Division
- \* Program and Course Approval Handbook Adopted 2017 (available Chancellor's Office website: [http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH\\_6thEdition\\_July\\_FINAL.pdf](http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH_6thEdition_July_FINAL.pdf))
- There is also a lot of information available through the Chancellor's Office (including regulations and guidelines and various reports). Go to [ccc.edu](http://ccc.edu)>Chancellor's Office>Divisions>AcademicAffairs>.