

OHLONE COMMUNITY COLLEGE DISTRICT

Curriculum Committee – Agenda

September 14, 2009

3:00 – 5:00 p.m.

Fremont Campus: Room 1407 / Newark Campus: Room NC-1317

Call meeting to order: 3:05 p.m.

Present:

Members: Rachel Sherman, Yvonka Headley, VP Singh, Barbara Duggal, Laurie Issel-Tarver, Angelique Finney, Yvette Niccolls, Nancy Pauliukonis, Debra Franklin, Dave Topham, Tania Munding, Tina Mosleh, Jeffery Watanabe

Non-Members: Kenn Waters, Brenda Ahnholz, Jon Degallier

Management: Michael Bowman, Kimberly Robbie, Dr. Jim Wright

Minutes: Heidi Barkow

Introductions: Went around the room and everyone introduced themselves

Approval of minutes: (Action)

- May 4, 2009

Tina Mosleh made the motion to approve the May 4, 2009 minutes; seconded by Dave Topham. Motion carried.

Chair's Report: (Informational)

- CurricUNET Users' Group Meeting: October 29 & 30
- DE/Hybrid Conversion Instructions
- New Handouts: Creating/Revising a Course & Screening Tips
 - Goals
 - Complete **Course Review** for Scheduled Departments 09-10.

<u>Fall 09</u> (100-200 courses)	<u>Spring 10</u> (104 courses)
Art	PE
PE	Theatre and Dance
Broadcasting	
(Music)	
 - Complete **Course Review** for Departments from 08-09.

<u>Fall 08</u> (79 courses)	<u>Spring 09</u> (96 courses)
Administration of Justice	Art
Early Childhood Studies	Athletics
Journalism	Graphic Arts
Speech	Interior Design
	Multimedia
Mu	
 - Complete Course Approval for **TBA to Hybrid Conversion** Courses by Sp10 (69 courses).

- Review **Program Review** Reports for Departments up for Review 09-10 (15 depts.).
- Ensure that all **Certificate and Degree Programs have SLOs** (by 2012). Focus this year on departments up for Program Review 09-10, as well as any other Degrees or Certificates that come through CurricUNET for Review and Approval by the Committee.
- Support Faculty with **SLO Assessment** Design and Implementation, at Course and Program Level (by 2012). – Dr. Jim Wright said it is very important that the Curriculum Committee should have general oversight over programs especially over the SLOs. We are trying to transition from an incremental to a ongoing review process. Those up for review this year will be using the new module. CS & Math tested the new module. Encourage all faculty and all departments to get their program reviews into the module so we have a complete database.
- Host **CurricUNET Users’ Group Meeting** (October 29 & 30, 2009).
- Provide ongoing **faculty support with CurricUNET** and Course Review process.
- Continue to work to **streamline** the **CurricUNET** program.
- Update Curriculum Committee **Website and Guidelines**.
 - Committee Roles & Approval Process Review
 - Stand Alone Training

Minor Revisions: (Informational)

None

Major Revisions: (Action)

ENVS 103 The Environment and Human Health - Narinder Bansal
 Revision to grading option – change from GC to GR; omit from schedule description “ecosystems”; revision to student learning outcomes; course outline; assignments; methods of evaluation/assessment; methods of instruction. Approved for General Education Plan A: Social Sciences and Cultural Diversity
Jeffrey Watanabe made the motion to approve ENVS 103; seconded by Tania Munding. Motion carried.

New Courses: (Action)

None

Deactivations: (Action)

None

Revised Programs:

None

New Programs: (Action)

None

Issues: (Informational)

Sub-Committee Reports

GE: Brenda Ahnholz

- GE Subcommittee Goals for 2009-2010 (I/A)
 - 1) Info Competency in CurricUNET and get a SPCH 101 course approved
 - 2) Rewrite GE philosophy
 - 3) Continue to improve and train faculty how to fill out rationale for their courses for GE in CurricUNET
 - 4) Get GE assessment as part of Program Review
 - 5) Continue to review and approve courses for GE

DE & SLO: Jon Degallier

DE Goal for Year 09-10:

The goal this year is to process the 90+ courses, which are converting TBA labs to Hybrid.

The process has started with a flex day workshop, from which we now have 3 useful links:

Quick guide to getting started:

[TBA Lab Hybrid Conversion Instructions f09.doc](#)

Examples of COR (Course Outline of Record) modifications to add Hybrid Lab:

[TBA Hybrid COR Example.html](#)

Video rendition of Flex Day Activity:

[TBA 2 Hybrid workshop notes.html](#)

Please email jdegallier@ohlone.edu if in need of captioning.

Also, an email has gone out to all point folks who author the courses in question of TBA to Hybrid conversions.

The links above have already helped Music and Theater getting started.

In hope to see the rest of the folks and a seamless process this year.

SLO Subcommittee: Tabled

Local Approval of Stand-alone Credit Courses

HANDOUT 1

Title 5, Chapter 6, Subchapter 2, Article 1. Approval of Credit Educational Programs § 55100. Course Approval.

- (a) The governing board of each community college district shall establish policies for, and may approve individual degree-applicable credit courses which are offered as part of an educational program approved by the Chancellor pursuant to section 55130. Such courses need not be separately approved by the Chancellor.
- (b) Effective for courses to be offered beginning in Fall 2007, a community college district may, until December 31, 2012, approve and offer non-degree-applicable credit courses and degree-applicable credit courses which are not part of an approved educational program without

separate approval by the Chancellor, provided that the district continuously complies with the following requirements:

- (1) the college curriculum committee and district governing board have approved each such course pursuant to section 55002;
 - (2) the district submits a certification by September 30th of each year verifying that the persons who will serve on the curriculum committee and others who will be involved in the curriculum approval process at each college within the district for that academic year have received training consistent with guidelines prescribed by the Chancellor on the review and approval of courses not part of educational programs;
 - (3) no course which has previously been denied separate approval by the Chancellor or is part of a program that has been disapproved by the Chancellor may be offered pursuant to this subdivision unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the college curriculum committee and district governing board;
 - (4) no group of courses approved pursuant to this subdivision which total 18 or more semester units or 27 or more quarter units in a single four-digit Taxonomy of Programs code may be linked to one another by means of prerequisites or corequisites;
 - (5) no student may be permitted to count 18 or more semester units or 27 or more quarter units of coursework approved pursuant to this subdivision toward satisfying the requirements for a certificate or other document evidencing completion of an educational program or towards a major for completion of an associate degree; and
 - (6) the district promptly reports all courses approved pursuant to this subdivision to the Chancellor through the Chancellor's Office Management Information System.
- (c) The Chancellor may, at any time, terminate the ability of a district to offer courses pursuant to subdivision (b) if he or she determines that a district has failed to comply with all of the conditions set forth in that subdivision. In that event, the district will become immediately subject to the requirements of subdivision (d).
- (d) Effective January 1, 2013, or earlier if so required by subdivision (c), the governing board of each community college district shall separately submit for approval by the Chancellor all non-degree-applicable credit courses and individual degree-applicable credit courses which are not part of any approved educational program.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, Education Code.

Effective August, 2007

**Local Approval of Credit Courses
Frequently Asked Questions**

HANDOUT 2

1. When will the change take effect?

Immediately after the certification form is received and validated at the System Office, the college is certified to approve new stand-alone credit courses. The college will be notified and a unique user name and password will be sent to the college's CIO and CISO.

Training

2. Who specifically must be trained: Voting members or non-voting members of the curriculum committee? Staff who attend in order to take notes?

All voting members of the curriculum committee must be trained. Staff and administrators who attend curriculum meetings, but do not vote, should also be trained. The chief instructional officer of the college may determine whether or not administrators will be required to complete training.

3. Do people who serve on the curriculum committee for many years need to be trained annually?

The certification that curriculum committee members have been trained must be processed annually, but continuing members do not have to be trained every year, unless there are changes to the regulations and processes that require new training. It is the responsibility of the college curriculum committee chair to be aware of changes that require new training.

4. If curriculum committee members are replaced mid-year, does the college have to be re-certified after new members are trained?

No, the new members should be trained but certification is only required once during an academic year.

Certification

5. Does the local governing board need to certify the colleges for local approval of stand-alone credit courses?

The Chief Executive Officer of the district certifies the college. In multi-college districts, the college President and the district CEO both sign the form. Board approval is not required.

6. If one college in a multi-college district fails to comply with all requirements, will all colleges within the district be penalized?

No, each college is certified separately from other colleges in the district because curriculum is approved for each college, not for all colleges in the district.

7. What happens if a college is not certified by September 30th?

If a college is not certified for any year, then new stand-alone credit courses must be submitted to the System Office for approval, using the existing form and instructions as described in the Program and Course Approval Handbook, 2nd edition, March 2003, until it is revised. Colleges will be designated authority to approve the types of courses under “blanket approval.”

Courses

8. Will the college report noncredit courses into the CRCC web site in order to get course control numbers?

No, all noncredit courses must be submitted to the System Office for approval. When approved, the System Office will notify the college that the course is approved and provide the course control number.

9. Can “restricted electives” be fairly open-ended, such as: “9 units of coursework selected from Agriculture courses #1-50,” or must specific courses be listed as in “9 units selected from AGR 1 or AGR 2 or AGR 4 etc.”?

Specific courses must be listed in order to be considered program-applicable. If they are not listed, then the courses are not applicable to this program. They may be applicable to another program, however.

10. Are groups of courses referred to as a block (e.g. “all Aviation courses numbered 100 to 150”) considered “restricted electives” when listed as a requirement to fulfill the degree or certificate?

No. See previous answer.

11. Are courses that meet GE – IGETC/CSU, but not local GE requirements, considered “program-applicable”?
Courses that have been approved to fulfill local GE requirements are program-applicable. Other courses that only fulfill GE requirements at other institutions, including CSU and UC, are not program-applicable.
12. What if a course is approved as a stand-alone and then is added to a program later? Will the course need to be approved again?
The course does not need to be reported again. At the end of the semester when it is approved as program-applicable, you will need to work with MIS to change the data element CB24 from 2 to 1 and identify the program by unique code. Ask the MIS staff on your campus or at your district office for information about the Master Course File Maintenance process.
13. When revising a previously approved stand-alone course, what data elements can change without the need to submit the course as “new” for the purpose of reporting it to the System Office?
The discussion about which data elements can change from term to term is still ongoing. Currently, this is the list of codes that may not change without generating a new course control number, for purposes of reporting enrollments to the System Office. CB03 – TOP Code; CB04 – Credit Status (D to C or C to D allowed); CB06 – Maximum Units; CB07 – Minimum Units; CB08 – Basic Skills Status; CB09 – SAM Code; CB21 – Prior to College Level; CB22 – Noncredit Category; CB23 – Funding Agency Category. This list is subject to change.
14. Courses already approved as stand-alone don’t need to be submitted when they are revised. When the course is substantively changed, does it need to be re-submitted in order to get a new control number?
A previously approved course that is substantively changed will require a new control number. See the response for question 13 above.
15. Does the local governing board have to approve a new credit course before it can be offered?
Yes, the new course may be offered in **the next term that starts after** the board approval date. District policy on scheduling courses may impose additional requirements.
16. What if the board approves all curricula only once every year, for example in June? If a course is approved by the curriculum committee in the previous fall, can the course be offered before the board approves it in June?
No, the board must approve the course **prior to** the beginning of the first term in which it is offered. In this example where the board approves all curriculum in June, then new courses may not be offered until July or later, depending on the beginning date of the next term.
17. Can you offer a course prior to obtaining a control number from the System Office?
Yes, if the local governing board has approved the course. The control number will be obtained at the end of the first term in which the course is offered.
18. Could a certificate (less than 18 semester units) be composed of stand-alone courses?
Certificates of less than 18 semester units that are not approved by the System Office include courses that are considered stand-alone. When the certificate of 12 to 18 units is approved by the System Office, then all required courses and restricted electives for the approved certificate become program-applicable courses.

19. If a new course is added to a certificate under 18 semester units, is the new course stand-alone, and is it necessary to report it to the System Office?

Courses required in certificates under 18 semester units that are not approved by the System Office are stand-alone, including any courses that are added to the certificate requirements. Courses required in any certificate that is approved by the System Office are program-applicable, including new courses that are added to the certificate requirements. However, colleges need to report approval of all new courses in order to obtain course control numbers.

20. Suppose you put together a 17-unit certificate with 11 units from existing, approved credit courses and 6 units from 2 new courses designed solely for this certificate. Can the local process for stand-alone courses be used to approve the 2 new courses?

Yes, the new courses are stand-alone courses that do not require System Office approval, which becomes necessary only if the requirements are changed to 18 or more semester units or if the 17-unit certificate is approved by the System Office.

21. Can 18 units of stand-alone courses be a major or an area of emphasis?

No, because when the group or sequence of courses is 18 or more units, then the program must be approved by the System Office. The status of such courses is changed to program-applicable.

22. Title 5 §55100 part (b)(4) is confusing. Can you give an example that will illustrate how stand-alone courses may be “linked together” and considered to be a program that requires System Office approval?

This part of the regulation is intended to guard against creating a group of stand-alone courses that are linked into a sequence of courses. For example, the college could approve three stand-alone courses that are prerequisite to each other, such as ACCT 100 Introduction to Accounting, ACCT 110 Principles of Accounting and ACCT 120 Computer Applications for Accounting. ACCT 100 is prerequisite to ACCT 110, which is prerequisite to ACCT 120. These three stand-alone courses are required for a 10-unit Skills Certificate in Accounting. At this point, the college is in compliance and can offer these courses and the certificate without System Office approval.

Two years later, however, the college approves some new stand-alone courses in Tax Studies, including ACCT 200 Introduction to Tax Law (3 units), ACCT 201 Tax Preparation (3 units) and ACCT 202 Tax Planning (3 units). The course ACCT 120 is a prerequisite to ACCT 200, which is prerequisite to ACCT 201 and corequisite to ACCT 202. Now there is a sequence of 19 units of stand-alone courses that are linked together by prerequisites and corequisites. Approval of all the listed Accounting courses as a program is now required, after which the status of these courses changes to “program-applicable.”

23. Will MIS submission and course reporting be done at separate times? How often do you expect us to report to the System Office: every time there is an approval?

MIS submission of enrollment data will only occur after the end of the term when the course has been offered. Course reporting may occur separately, at any time after the board approval date. The district and college may develop their own schedule for reporting new credit courses in order to obtain course control numbers. Refer to the instructions for the Master Course File Maintenance process.

Local Approval of Credit Courses

HANDOUT 3

Examples of credit stand-alone courses that were denied when submitted to the System Office for approval when submission was required prior to fall 2007.

Denied Course	Reason
Chemistry course for nursing students in CSU Chico nursing program	Mission – Inappropriate population. A program or course must be directed at the appropriate level for community colleges; ... it must not be directed either at a level beyond the associate degree or the first two years of college. Compliance – Violates open course regulations.
Course designed to provide counseling services (without reading, writing, body of knowledge, or	Quality - Outlines of Record for each course must meet all the requirements of

instructional outcomes)	Title 5. Mission - A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).
Course designed and scheduled to provide testing activity (e.g. time spent taking test for national paramedic registry)	Quality - Outlines of Record for each course must meet all the requirements of Title 5. Mission - No distinct instructional content and specific instructional objectives.
Course designed as in-service training for faculty (usually pedagogy, but in one case training for computer faculty in how to teach Cisco academy)	Mission – Inappropriate population.
Course designed to circumvent limitation on four semesters for a given activity, such as Physical Fitness	Compliance – Violates course repeatability regulations
Course consists only of taking a learning disability assessment; no instructional content	Quality - Outlines of Record for each course must meet all the requirements of Title 5. Mission - No distinct instructional content and specific instructional objectives.
Inappropriate use of credit nondegree-applicable status for recreational course (musical theatre and chorus without college-level rigor)	Mission - A program or course must address a valid transfer, occupational or basic skills purpose. It must not be primarily avocational or recreational.
Tutoring course	Compliance - Title 5 §58170 mandates that tutoring must be noncredit.
Intended specifically for school-age children (youth symphony, high school theatre competition)	Mission – Inappropriate population. A program or course must be directed at the appropriate level for community colleges.
Course specifically for professionals already working in field high above associate degree level (architecture, advanced molecular biology techniques)	Mission – Inappropriate population.
Too many units awarded for hours of work (geology, one weekend field trip)	Defined by Title 5 §55002.5 sets a minimum of 48 hours of study for each unit of credit. Compliance – Must revise number of units to be compliant.
Degree-applicable status placed on basic math (below elementary algebra)	Mission – Inappropriate population. Course not taught at the college level.
Restricted to U.S. military personnel only	Compliance – Violates open course regulations.

Local Approval of Credit Courses

HANDOUT 4

§ 55002. Standards and Criteria for Courses.

(a) Degree-Applicable Credit Course. A-degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

- (1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

- (2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:
- (A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students
 - (B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.
 - (C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.
 - (D) Prerequisites and Corequisites. When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.
 - (E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.
 - (F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.
 - (G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.
- (3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.
- (4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.
- (5) Repetition. Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.
- (b) Non-degree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee

described and established under subdivision (a)(1) of this section) and is approved by the district governing board.

- (1) Types of Courses. Non-degree-applicable credit courses are:
 - (A) non-degree-applicable basic skills courses as defined in subdivision (j) of section 55000;
 - (B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;
 - (C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;
 - (D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.
- (2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.
 - (A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.
 - (B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses.
 - (C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.
 - (D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.
- (3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining

whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

- (4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.
- (5) Repetition. Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.
 - (c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.
 - (1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.
 - (2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.
 - (3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.
 - (4) Repetition. Repeated enrollment is allowed only in accordance with provisions of section 58161.
 - (d) Community Services Offering. A community services offering must meet the following minimum requirements:
 - (1) is approved by the district governing board;
 - (2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;
 - (3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;
 - (4) is conducted in accordance with a predetermined strategy or plan;
 - (5) is open to all members of the community willing to pay fees to cover the cost of the offering; and
 - (6) may not be claimed for apportionment purposes.

Note: Authority cited: Sections 66700 and 70901, Education Code.

Reference: Section 70901, Education Code.

Creating / Revising a Course in CurricUNET
 Ohlone College Curriculum Committee
 Fall 2009

HOW TO GET STARTED

Ohlone CurricUNET Homepage	www.CurricUNET.com/ohlone Type the CurricUNET Ohlone address in your browser box. Link can also be found on the Curriculum Committee webpage on Ohlone's website.
User Name and Password	Can check with Heidi Barkow or Rachel Sherman. Make sure you have Dean approval to work on a course.
Instructions on the Homepage	See New Course or Revision of Active Course under the Ohlone photo in the middle of the Ohlone CurricUNET homepage.
CurricUNET Areas	<u>Build / Courses</u> To view courses in your department. To access a course you are working on (red version).

	<p><u>Track My Approvals</u> To complete Step #2 of a launch, after you hit the green Audit Button and complete Step #1. To move a course along in the queue once you have completed suggested revisions from screeners.</p> <p><u>Track My Proposals</u> To check status of your course in the approvals queue. To view comments/suggestions for revisions from Dean, Faculty, Screeners, etc., in the approvals queue.</p>
Icons	<p><u>Pencil Icon</u> To make revisions on a course you are working on. Access from Build / Courses if course has not yet been launched. Access from Track My Proposals if course has already been launched.</p> <p><u>WR Icon</u> To view the Word Report version of the Official Course Outline of Record of a course. To check to see if your revisions are formatted the way you want. Access from Build / Courses to view any course in your department (next to each course listing). Access from Build / Courses within the Pencil Icon area if you are working on a course (on left side of screen). Access from Track My Proposals to work on a course after viewing comments from screeners or dean.</p> <p><u>CC Icon</u> To view changes made in the course Outline of Record since the last approval.</p> <p><u>AA Icon</u> To view any <u>Additional Approvals forms</u> associated with the course. All forms will appear on one page.</p> <p><u>GE form</u> should be filled in with rationale for any courses requesting GE Approval or for courses reinstating their GE status. (See Curriculum Committee webpage for list of GE courses in your department.)</p> <p><u>DE form</u> is required for any courses being offered as either fully online or hybrid courses. All areas should be completed.</p>
CurricUNET Tips	<p><u>Going Out & Coming Back In</u> Make sure to hit Save before exiting a page you are working on. Hit Save and Finish to complete a page. To return to a course to continue working on it, go into Build/Courses; find red version; click pencil icon.</p> <p><u>Help Boxes and Spell Check</u> There are Help Boxes in each area of the Course Checklist. See the blue ? icons. Spell Check is available in each area of the Course Checklist. See the blue S icons.</p> <p><u>Double-Numbering</u> Some areas in the Course Checklist will number your items for you. This includes SLOs, Assignments, Methods of Evaluation areas. Check the format in the WR icon view to make sure you have not double-numbered your lists.</p> <p><u>Cut & Paste</u> DO NOT CUT & PASTE FROM ANOTHER COURSE when entering text into boxes. This could cause a course to accidentally rename itself or lose original text. Avoid having two windows open and moving from one course to another to copy text. Cut & Paste does not work well between Word and the Content Area of the Course Outline. Either type text directly into Content box and work with the automatic formatting in this area, or copy a lengthy outline from Word into Notepad (for PC) or</p>

	<p>into Text Edit (for Mac), Save, and copy into the Content area.</p> <p><u>Keep the Course Moving</u> Make sure you have completed your launch by going into <u>Track My Approvals</u>; if you have a course listed there, make sure to move it along from this area. Check for suggested revisions after your course is screened at the screening meeting by going into Track My Proposals to view comments from screeners. Once you have completed your revisions, go into <u>Track My Approvals</u> to move it along from this area to keep the course moving in the approvals queue.</p>
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REVISING A COURSE

Build / Courses	From the Ohlone CurricUNET homepage, go into Build/Courses.
Modify Active Course	Select Modify Active Course under Courses.
Select Department; Hit OK	From the drop-down menu, select your department; hit OK.
Copy the course	Find the course you want to revise from the list of courses; click the double-piece-of-paper icon to make a copy of the course.
Complete Copy Course Page; Hit OK	<p>You are now on the Copy Course page. Fill in or Revise each area to complete the page.</p> <p><u>Proposal Type</u> should be Course Revision Major if you are going through 6-year Course Review. (Minor Revisions are much less common, in general, and can only be done if making minimal changes to course name, advisories, repeatability, grading, and/or minor revisions in catalog description, student learning outcomes and/or content. Selective Topics and Additional Approvals (for Proposal Type) are even less common. Check with Curriculum Office when in doubt.)</p> <p><u>Additional Approvals</u>: Select any that apply; additional forms for these areas will show up in the Course Checklist.</p> <p>Select <u>Distance Learning</u> if you want to be able to offer your course as either a fully online or hybrid course. (This includes courses that are converting their TBA lab to hybrid.) The DE committee will approve the online portion of your course as part of the approvals process.</p> <p>Select <u>District General Education (Plan A)</u> if your course is on the GE Plan A list and you are going through 6-year Course Review. (See GE list on Curriculum Committee webpage.) You will need to reinstate your GE status with the GE committee as part of the approvals process.</p> <p>When you are finished revising each area of the Copy Course page, hit OK. This completes your creation of a copy of the course.</p>

CREATING A NEW COURSE

Build / Courses	From the Ohlone CurricUNET homepage, go into Build/Courses.
Create Course	Select Create Course under Courses.
Complete Create Course Page; Hit OK	<p>Make sure you clear the new course number with the Curriculum Office. (Best to do this before you begin.)</p> <p>Fill in all areas. See blue ? icons (help boxes) for Catalog Description and Class Schedule Description.</p> <p>Select <u>Proposal for New Course</u>.</p> <p>Select any <u>Additional Approvals</u> that apply; additional forms for these areas will show up in the Course Checklist..</p>

	<p>Select Distance Learning if you want to be able to offer your course as either a fully online or hybrid course. (You will not be able to select the GE Additional Approvals option at this time. If you want your course to be approved for GE Plan A, you can run this through as an Additional Approval once your new course is approved.) Fill in the Catalog Description and Class Schedule Description areas. Hit OK when finished. This completes your creation of a shell for your new course</p>
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COURSE CHECKLIST

<p>Course Checklist Overview</p>	<p>Once you complete the Copy Course page (or the Create Course page), you will be sent to the Main page of your course where you can access the Course Checklist. Each area of the Course Checklist corresponds with a different section of the Course Outline of Record for your course. (Hit the WR icon on the left to view the Course Outline of Record.) There are a few sections which do not show up on the official Course Outline of Record which are still required in CurricUNET as part of the approvals process. You will need to edit (or complete) each area of the Course Checklist before you can launch your course into the approvals queue. Hit Save and Finish to complete each section; this will cause the box for that area to be checked off. (If you have no edits, simply hit Save and Finish to complete the area.) Once all the boxes are checked off, you will get a green audit button on the left. This means that your course is now ready to be launched into the approvals queue.</p>
<p>Cover</p>	<p>Some of these boxes will have been completed in the steps above. Under Proposal Information, change the start date to the semester and year you would like to implement changes or offer the course. Select any College Mission/Goals that apply. For Course Justification, enter your purpose for revising or creating your course (i.e. 6-year review, TBA to Hybrid conversion, or creating a new course).</p>
<p>Additional Approvals</p>	<p>DE Additional Approval forms: If you select DE for your Additional Approval type on the Cover page, you will see two new areas to complete in the Course Checklist: Distance Ed: Fill in all areas; make sure to check the two boxes at the bottom of the form indicating that you have read and accepted the Accessibility Policy and the Effective Contact Policy. Contact Types: Select any contact types that you will be employing and give percentages, as indicated. The DE committee will review these forms and will ask you to attend a DE meeting to explain your methods and give rationale for the course as part of the approval process. GE Additional Approval form: Select the GE Area that you are applying for (or reinstating) and under Rationale, enter a brief explanation of how your course meets the GE SLOs for that area. Give specific examples of content and/or assignments to help illustrate. (See Curriculum Committee webpage for GE list; each department has a chart showing which courses are on the GE Plan A list and lists the GE SLOs for that area.) GE SLOs can also be found in the Ohlone Catalog (available online). See help box for additional information.</p>
<p>Details</p>	<p>Make sure lecture and lab hours add up to the appropriate unit value. (Each unit = 1 lecture or 3 lab hours.) Ignore Total Semester Hours. The program will calculate this automatically. Make sure to indicate whether you want the course to be Grade Only or Grade with Pass/No Pass option, etc. Repeatability should be 0 if class is lecture only or mainly lecture format (unless can</p>

	show that content changes).
SLOs	<p>SLOs should be in list format. (These need to be entered one at a time in CurricUNET. The system numbers these for you—watch out for “double-numbering.”)</p> <p>SLOs should begin with Bloom’s Taxonomy active verbs. (Link to Bloom’s will appear in yellow Course Checklist box when in edit mode in SLO area.)</p> <p>Four to six SLOs is typical; if list is longer, can try to group ideas.</p> <p>SLOs should be global and measurable and should be reflected in Content area and in Assignments and Methods of Evaluation areas.</p>
Content	<p>Separate Lecture content from Lab content; indicate if Lab is scheduled or TBA (or online).</p> <p>Outline areas should begin with nouns, rather than verbs (i.e. “Body structure,” rather than “Create diagram of body showing structure”).</p> <p>Do not indicate number of weeks/hours.</p> <p>Outline should be in alpha-numeric format beginning with uppercase letters; no bullets, bold face, or outsized font.</p> <p>Outline should match font type and size of rest of Course Outline of Record. (Click WR icon to check formatting.)</p> <p>Beware of cut & paste in this area. (See Tips section above.)</p>
Assignments	<p>Make sure assignments are categorized or grouped properly (A. Reading, B. Projects, C. Writing).</p> <p>The system numbers these for you; watch out for “double-numbering.”</p> <p>Reading Assignments can simply say, “Assigned readings from text.,” or “Online journal articles”; no titles of books here.</p> <p>Projects and Writing Assignments should be briefly described (i.e. Journal on what? Oral Presentation of what?).</p> <p>Discussion board postings should be included under Writing Assignments or Projects, if course is to be taught online.</p> <p>Discussion, participation or attendance should not be listed here.</p> <p>“Skill demonstration” should indicate what type, of what... (better to list a specific activity, though).</p> <p>Make sure to include any lab assignments or activities.</p>
Methods of Evaluation	<p>Items from Assignments area should be listed here, including Lab assignments, and should include some detail.</p> <p>Exams should be listed here, if any; these should be briefly described.</p> <p>Quizzes should be listed here, if any. Can indicate on what.</p> <p>Discussion, participation, or attendance should not be listed here.</p> <p>The system numbers these for you; watch out for “double-numbering.”</p> <p>Delete any odd listing of “True/False,” “Short Answer,” etc. (This is a hold-over from our previous form and needs to be updated.)</p>
Methods of Instruction	<p>Check all that apply.</p> <p>Discussion can be listed/selected here.</p> <p>“Other: Traditional Classroom” should be deleted if this is listed. (This is a hold-over from our previous form and needs to be updated.)</p> <p>Distance Learning should only be listed if course is fully online or hybrid.</p> <p>If course has an online lab, include a description of the Hybrid Lab method of instruction in “Other.”</p>
Textbooks	Make sure data is entered into distinct fields for author, title, pub. Date, ISBN , etc. (If

	<p>all data is entered into the comments box, need to delete it—this is a hold-over from our previous form and needs to be updated.)</p> <p>Look for recent publication date (within 5 years, if possible). Update ISBN accordingly.</p> <p>Make sure texts are selected as “Recommended” not “Supplemental.” (Again, possibly incorrectly listed because of old format; may need to be updated.)</p>
Supplies	Costs can be deleted if listed (since these change over time).
Entry Knowledge	<p>Entry Knowledge area needs to be completed as a prelude to the Requisites section.</p> <p>In Entry Knowledge box, give a brief description of required skills associated with the prerequisite, corequisite, or advisory course you will be listing (i.e. “Read and write at the college level”); click Add.</p> <p>Click blue “Match Entry Knowledge to Outcomes” link next to the description you just entered.</p> <p>Select the department and then the course you will be listing as a prereq, coreq, or advisory.</p> <p>Then select any of the SLOs for that course that the student should be able to accomplish upon entering your course; click Add.</p> <p>Continue to add courses and SLOs for all prereq’s, coreq’s, and advisories you will be listing for your course; then click Finish.</p>
Requisites	<p>After clicking edit, select the type of requisite from the drop down menu (typically, prereq, coreq, or advisory); click Add.</p> <p>You will be prompted again to select the appropriate Type from the drop down menu on this next page.</p> <p>For Condition, you will typically select the blank space from the drop down menu.</p> <p>For Requirement Type, you will typically select Course from the drop down menu.</p> <p>Under Course # and Title, the courses you set up in the Entry Knowledge area should be listed as options; select the one that applies to the first requisite you will be listing.</p> <p>Indicate Minimum Grade (or leave blank); hit Add.</p> <p>Repeat for all requisites; hit Finish when complete.</p> <p>Click the WR icon to check formatting.</p> <p>Make sure any courses listed are still active (in catalog or CurricUNET).</p>
Library	Typically, you will leave this area blank; hit Save and Finish to complete the page.
General Ed	<p>If you are proposing the course to be considered for GE Plan A, Plan B (CSU), or Plan C (IGETSE) transferability, this area should automatically populate.</p> <p>(Note: This area may already be completed. Can check with Curriculum Office if in doubt here.)</p>

2-STEP LAUNCH PROCESS

Step #1 – Green Audit Button	<p>Once all the areas are completed in the Course Checklist (and all boxes on the list are checked off), you will see a green “Audit” button on the left side of your screen. This is the launch button. Once you are sure your course is ready, you can launch the course into the approvals queue where it will be reviewed by the Curriculum Office (Heidi), the Dean, your department faculty (optional), course screeners from the Curriculum Committee, Mike Bowman the Articulation Officer, the GE and/or DE committee (if applicable), and finally the Curriculum Committee at a voting meeting for final approval.</p> <p>To launch your course, hit the green “Audit” button on the left side of your screen. Hit the Pre-launch button.</p> <p>Ignore the Pre-launch comments boxes and hit Save.</p> <p>End of Step One.</p>
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Step #2 - Track My Approvals	<p>Go into Track My Approvals. Select Originator for the Role (that’s you—you are “originating” a course); hit Next. Click the Action button by your course. In the Comments box, enter “6-year review,” or “TBA to Hybrid Conversion,” or “Creating a new Course” (or any other relevant comments about the changes you made or the reason for revising the course—but keep this fairly brief). Select Originate Proposal for Action type; hit Save. End of Step Two. (**Both steps are REQUIRED to complete the launch.)</p>
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SCREENING

Attend a Screening Meeting	<p>You will be informed by the Curriculum Office when your course is scheduled to be screened at a Curriculum Committee Screening Meeting as part of the approval process (third Monday of the month; 3-5pm; meet in 1407/ITC). We request that you attend the meeting to expedite the approval process. Screeners will work with you in an informal workshop setting and will make suggested revisions which you can input on the spot.</p>
If you can’t attend	<p>After the screening meeting, you will get an email from system@governet.net alerting you that there are comments to view from the screeners.</p>
Complete Suggested Revisions	<p>To view comments, go into Track My Proposals; click Check Status next to your course. Scroll down the queue to get to the section with red comments from the screening committee. To make revisions, click the Pencil Icon at the top of the page. Complete suggested revisions in a timely manner to expedite the approval process. (See dates of Issues Meetings and special deadlines below.)</p>
Track My Approvals	<p>After you complete your revisions, go into Track My Approvals; hit Next. Click the Action button by your course, indicate any changes you made or did not make in the comments box, and choose the appropriate Action item (i.e. suggested revisions completed). Then hit Save. This will get the course moving again in the approvals queue. (**This step is REQUIRED to move the course along.)</p>

FINAL APPROVAL

For Course Revisions No need to attend the Issues/Approval Meeting.	<p>Course Revisions will be voted on for approval at a Curriculum Committee Issues meeting (First Monday of the month). Your course will be put on the agenda once it has gone through all steps in the approvals queue and all suggested revisions have been completed. Meetings are announced and agendas are sent out via email during the week preceding the meeting. No need to attend.</p>
For New Courses Attend the Curriculum Committee Issues/Approval Meeting.	<p>See above. If your course is on the agenda, you must attend the meeting to give a brief verbal rationale for your course and answer any questions from the committee about your course. The rationale will be included in the minutes and is required as part of the approvals process.</p>

HELP

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Rachel Sherman, Curriculum Chair; English Faculty	(510) 742-2378 rsherman@ohlone.edu

Curriculum Meetings 2009 - 2010

Fall 2009

Issues Meetings First Monday of the Month 3-5pm 1407	Screening Meetings Third Monday of the Month 3-5pm 1407/ITC
9/14	9/28
10/5	10/19
11/2	*11/16 *Last screening meeting of the semester.
*12/7 *Deadline for Summer/Fall 2010 Schedule and 2010-2011 catalog	

Spring 2010

2/8	2/22
3/1	3/15
4/5	*4/19 *Last screening meeting of the semester.
5/3 * Courses can be approved and offered in Summer and Fall but will not appear in the Summer/Fall schedule of classes. Courses will appear in the Fall only schedule.	

TBA Lab to Hybrid Conversion Instructions

Ohlone College Curriculum Committee

Distance Education Committee

Fall 2009

Courses that have lab units which are being converted from TBA format to Hybrid (Distance Ed./Online) will need to be revised in CurricUNET and run through the course approval process in the Curriculum Committee. There are a few key steps in this process:

- 1) Fill out the **two Distance Ed. Additional Approvals forms** in CurricUNET. Go into **Build/Courses**; then click on **Modify Active Course**. Select your department. Find the course; click on the **double-piece-of-paper icon** to make a copy. On the Copy Course page, select **“Additional Approval”** for **Proposal Type** (unless you are going through **6-year Course**

Review—in which case you would select “**Course Revision Major**”). Then select “**Distance Learning**” in the **Additional Approvals** area.

Tips for Distance Ed forms:

- From the Course Checklist on the Main Course Page, go into the first form (Distance Ed), select “**Other**” for **Delivery Options**, and indicate in the **Other Methods** section that the class is to be “**Hybrid for Lab.**” Also, briefly explain in this section that the “**TBA lab is now to be conducted online**” and **describe the main vehicle for the Hybrid Lab.**

- In the **Frequency of Instructor-Student Contact** box in the **Effective Contact** section, briefly describe in detail **how you plan to communicate regularly with students** in your hybrid lab. Can provide similar details/explanations as you would include on your syllabus.

2) Revise your **Course Outline of Record** in CurricUNET to reflect both **Lecture and Lab** content (in **Content** area of Course Checklist), indicating that Lab is to be **online**. (If doing a combination of online and in-person lab, indicate which content of the lab is **online** and which is either **scheduled** or **TBA**). Also, make sure to include **Lab Assignments and Activities** in the **Assignments** and **Methods of Evaluation** areas. In **Methods of Instruction**, briefly describe what you are doing for your online (hybrid) lab in “**Other**”.

3) Attend a **Distance Ed. committee meeting** to explain your online lab plan, including descriptions of **assignments** and methods of **effective contact** between students and instructor.

See the handout on **Creating/Revising a Course in CurricUNET** for additional CurricUNET instructions and for a description of the course approval process.

See additional TBA to Hybrid instructions with helpful visuals on the
Distance Learning Committee website:
<http://goingthedistance.pbworks.com/>

Screening Tips
Ohlone College Curriculum Committee
Fall 2009

As Screeners, you will be given screening access on the day of the screening meeting. (You will be taken off access to this area during the rest of the month so that you will not receive constant emails from system@governet.net every time a new course is put on the screening list.) Screening access will be extended, as needed, if screening will continue during the week after the meeting.

Go into Track All Proposals to view comments in the approvals queue and Course Outline of Record for course. Click **Check Status** next to the course; click **WR** icon at the top to view the Course Outline. Click the **CC icon** to view changes made to the Course Outline.

Go into Track My Approvals to enter suggested comments. For **Role**, select **Curriculum Committee Screening**; click **Next**. Click **Action button** next to the course; enter comments. When finished, select **Revisions Recommended** for **Action**; click **Save**.

Tips for Reviewing the Course Outline of Record

In general, watch for spelling and punctuation errors, problems with consistency, and format errors throughout.

I. Description of Course

4. Units and Lecture/Lab Hours

- Make sure these add up (1 unit = 1 hour lecture or 3 hours lab).

5. Repeatability

- Should be 0 if all lecture, unless can show that content changes.

10. Requisites

- Watch for formatting errors; make sure any courses listed are still active (in catalog or CurricUNET).

II. SLOs

- Should be in list format.
- Should begin with Bloom's Taxonomy active verbs.
- Four to six items is typical; if list is longer, can suggest they group ideas, if possible. Should be global and measurable and reflected in Content area and in Assignments and Methods of Evaluation.

III. Content Area/Course Outline

- Check for separate **Lecture and Lab** content (can be in separate sections or integrated); make sure they include a lab section if there is lab as part of the class and that they **indicate if Lab is scheduled or TBA (or online)**.
- No verbs (content/topics/subjects only) when possible.
- No weeks/hours.
- Should be in proper outline format; no bullets or bold face or oversized font.
- Should match font type and size of rest of Course Outline of Record.

IV. Course Assignments

- Make sure categorized/grouped properly.
- Reading Assignments can simply say, "Assigned readings from text."
"Online journal articles" can be listed here, also; no titles of books here.
- Projects and Writing Assignments should be briefly described. (i.e. Journal on what? Oral Presentation of what?)
- Discussion board postings should be included under Writing Assignments or Projects, if course is to be taught online.
- Discussion, participation or attendance should not be listed here.
- "Skill demonstration" should indicate what type, of what... (better to list a specific activity, though).

- **Lab activities/assignments** should be included/indicated here if there is lab as part of the course.

V. Methods of Evaluation

- Items from Assignments area should be listed here (**including lab work**). If described in Assignments area, no need to repeat detailed descriptions here.
- Exams should be listed here, if any; these should be briefly described.
- Quizzes, if any. Can indicate on what.
- Discussion, participation, or attendance should not be listed here.

VI. Methods of Instruction

- Discussion can be listed/selected here.
- “Other: Traditional Classroom” should be deleted if this is listed.
- Distance Learning should only be listed if course is fully online or hybrid.
- Fine to leave “Web-enhanced” in “Other” section if they have it here (optional); they can alternatively use “Computer Assisted Instruction” to indicate this (or to indicate use of other CD or web-based materials)
- If their course has an **online lab**, check for a description of their Hybrid Lab method of instruction in “Other.”

VII. Texts

- Look for recent date (within 5 years, if possible).

VIII. Supplies

- Costs can be deleted if listed (since these change over time).

Adjourn: 4:44 p.m.