

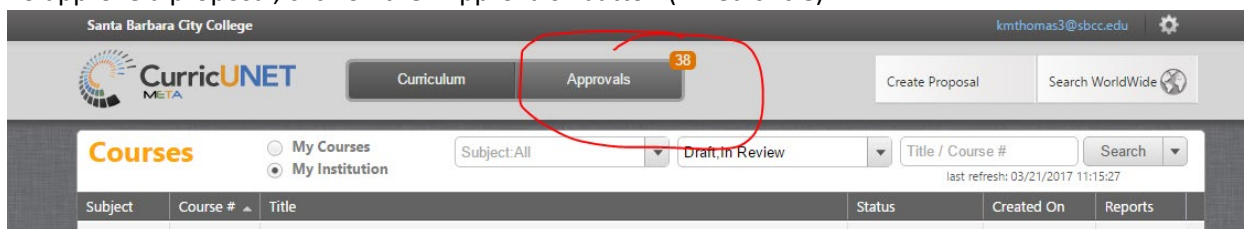
Curriculum Advisory Committee Manual

“Building a Course in Meta (curricunet)”

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To approve a proposal, click on the “Approvals” button (in red circle)



1. Use the drop down menu to select an action: Approve or Hold for Changes (blue box)
2. Make a comment if necessary (yellow highlight)
3. Hit the “Commit” button (red circle)

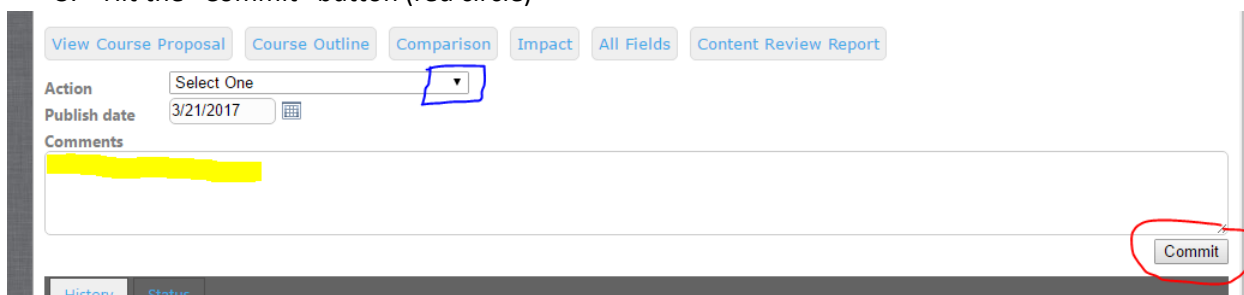


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Cover	4/8	Last updated by Kaylene Thomas on 11/9/2017 at 10:49 AM	
Units/Hours	0/5	Department	School Of Culinary Arts
Co-Contributor(s)		Subject	CA - Culinary Arts
Objectives		Course Number *	5 Characters <small>Error: Current Length: 12/6</small>
Math & English Skills Advisories		Long Course Title *	100 characters
Requisites		Short Course Title *	30 characters
Content Review		Catalog Course Description * <ul style="list-style-type: none"> Long Description and Short Description should be the same; typical- 55 words, max length- 100 words Course Outlines of Record should be created with other courses in mind, particularly when there are similarities between them. When a course is part of a sequence of courses, great care should be taken in the development process to show the progression of rigor in a sequence of courses or the different objectives, content, or outcomes that make the course different from others and an essential part of a program. " page (9). The Course Outline of Record: A Curriculum Reference Guide Revisited For discussion at the 2017 Spring Plenary Session Work Experience description must include "Students must work 75 paid hours or 60 non-paid hours per unit earned." Open entry/open exit selection must be indicated in the course description 	
Degree Applicability		Description for Schedule of Classes * Same as Catalog Course Description	
Student Learning Outcomes			
Course Content	0/1		

Course Number/Title

- Course number 5 characters (101, 123A, NC02A, NC001....) Confirm with Scheduling when choose a new course number
- Long Course Title is 100 character
- Short course Title 30 characters

Course Description

- Long Description and Short Description should be the same; typical- 55 words, max length- 100 words
- Course Outlines of Record should be created with other courses in mind, particularly when there are similarities between them. When a course is part of a sequence of courses, great care should be taken in the development process to show the progression of rigor in a sequence of courses or the different objectives, content, or outcomes that make the course different from others and an essential part of a program. " [THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED, ADOPTED SPRING 2017 – page 9](#)
- Work Experience description must include "Students must work 75 paid hours or 60 non-paid hours per unit earned."
- Open entry/open exit selection must be indicated in the course description

Proposal Resources	
Cover	5/8
Units/Hours	0/5
Co-Contributor(s)	
Objectives	
Math & English Skills Advisories	
Requisites	
Content Review	
Degree Applicability	
Student Learning Outcomes	
Course Content	0/1
Methods of	

Justification *

The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program" page (8). The Course Outline of Record: A Curriculum Reference Guide Revisited For discussion at the 2017 Spring Plenary Session

Course Fee

Add any class fees with an explanation (moved from Textbook Tab)

☐ Honors
☐ Proposal is Adding or Modifying SLOs

Proposal Information

Proposed Effective Start Year: *

Semester: *

Normal Semesters Offered

☐ Spring
☐ Summer
☐ Fall

Justification

- “The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program....” [THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED, ADOPTED SPRING 2017 – page 8](#)

Course Fee

- Add any class fees with an explanation (moved from Textbook Tab)

Honors

- Check Box if an Honors course

Proposal is Adding or Modifying SLOs

- Check box if SLOs change or if it’s a new proposal

Proposal Information

- Proposal Information correct date (what semester would you like the course to start)

Disciplines (Min Quals)

- Disciplines – you may choose more than one
- type noncredit into search box for noncredit choices

Proposal Resources		Units/Hours	
Cover	5/8	Last updated by Kenley E Neufeld on 4/5/2017 at 5:20 PM	
Units/Hours	0/5	Units Min Units * <input type="text"/> Max Units * <input type="text"/>	
Co-Contributor(s)		Lecture Hours Min <input type="text"/> Max <input type="text"/> Weekly <input type="text"/> TLUs <input type="text"/>	
Objectives		Lecture out of Class Hours Out of Class Min <input type="text"/> Out of Class Max <input type="text"/>	
Math & English Skills Advisories		Lab Hours Min <input type="text"/> Max <input type="text"/> Weekly <input type="text"/> TLUs <input type="text"/>	
Requisites			

1 Lecture unit = 16-18 contact hours (+32 to 36 out of class hours); TLU = 1

1 Lab unit = 48-54 contact hours (0 out of class hours); TLY = .8

Lecture out of class hours = (2* min lecture hours) to (2* max lecture hours)

Example 3 units course = 96-108 out of class hours

Unit Value [Program and Course Approval Handbook 6th Edition- page 32, 41-49](#)

Lecture	48-54= 1 unit total student learning hours				units*1
Units	Contact hours	Out of class hours (contact hours *2)	Total Student Learning Hours (contact hours *3)	Weekly hours	TLU
0.50	8-9	16-18	24-27		.5
1.00	16-18	32-36	48-54	1.0	1.0
1.50	24-27	48-54	72-81	1.6	1.5
2.00	32-36	64-72	96-108	2.3	2.0
2.50	40-45	80-90	120-135	2.6	2.5
3.00	48-54	96-108	144-162	3.2	3.0
4.0	64-72	128-144	192-198	4.3	4.0
LAB	48-54 = 1 unit (without homework)				units*2.4
Units	Contact hours	Out of class hours	Total Student Learning Hours	Weekly hours	
0.50	24-27	0	24-27	1.5 or 1.6	1.2
1.00	48-54	0	48-54	3.2	2.4
1.50	72-81	0	72-81	4.8	3.6
2.00	96-108	0	96-108	6.0-6.6	4.8
2.50	120-135	0	120-135	8	6.0
3.00	144-162	0	144-162	9.0-9.6	7.2

Proposal Resources		Units/Hours
Cover	3/8	Last updated by Kaylene Thomas on 3/8/2017 at 1:23 PM
Units/Hours	0/5	Units Min Units * <input type="text"/> Max Units * <input type="text"/>
Co-Contributor(s)		Lecture Hours Min <input type="text"/> Max <input type="text"/> Weekly <input type="text"/> TLUs <input type="text"/>
Objectives		Lab Hours Min <input type="text"/> Max <input type="text"/> Weekly <input type="text"/> TLUs <input type="text"/>
Math & English Skills Advisories		
Requisites		Course Type <input type="text"/>
Content Review		Grading Methods * <input type="text"/>
Degree Applicability		Repeatability <input type="text"/>
Student Learning Outcomes		Justification for Repeatability <input type="text"/>
Course Content	0/1	
Methods of Instruction		Maximum Class Size * <input type="text"/>
Assignments	0/2	Please justify class size based on pedagogy: <input type="text"/>
Methods of Evaluation	0/1	

Fields marked with * are required

- Noncredit units = 0 (Adult High School will utilize the unit field)
- Course type
 - Short course (add weeks)
 - Work Experience: unpaid= 60 hours; paid = 75 hours (hours must be manually input into the hours fields)
 - Internship: must be a minimum of 2 units (hours must be manually input into the hours fields)
 - Independent Study (hours must be manually input into the hours fields)
- Grading methods : Students have the right to petition and take any credit course for P/PN, regardless of Letter only grade option
 - Noncredit: P/NP
 - GED: P/NP
 - Adult High School: letter grade
- Pedagogy is an accurate statement (use Guidelines for Establishing Class Caps)
- 298/299 courses 0 (zero) as the class size
- 298/299 courses pedagogy statement: Due to the nature of this independent study course and the necessary personal interaction in the lab settings, class size is limited by instructor approval.
- Honors: class size 25 - Class time focuses on small- and large-group discussion, collaborative group learning, short lectures, and individualized instruction as needed. In addition to daily assignments, instructors give feedback on a variety of written products such as tests, response papers, learning logs, and multi-draft essays. This cap allows for students to do more intensive work than non-Honors courses.

Proposal Resources		Objectives
Cover	3/8	Last updated by Kaylene Thomas on 11/9/2017 at 10:49 AM
Units/Hours	0/5	Taxonomy
Co-Contributor(s)		Add one objective at a time, the objectives will autonumber on the course outline report.
Objectives		<div>Objective Text</div> <div>There are no objective text to display.</div> <div> <input checked="" type="checkbox"/> Show Details Add New Item </div>

Then....

Proposal Resources		Objectives
Cover	3/8	Last updated by Kaylene Thomas on 11/9/2017 at 10:49 AM
Units/Hours	0/5	Taxonomy
Co-Contributor(s)		Add one objective at a time, the objectives will autonumber on the course outline report.
Objectives		<div>Objective Text</div> <div> Objective Text * Upon satisfactory completion of the course, students will be able to: <div></div> </div>
Math & English Skills Advisories		
Requisites		
Content Review		
Degree Applicability		
Student Learning Outcomes		
Course Content	0/1	
Methods of Instruction		
Assignments		

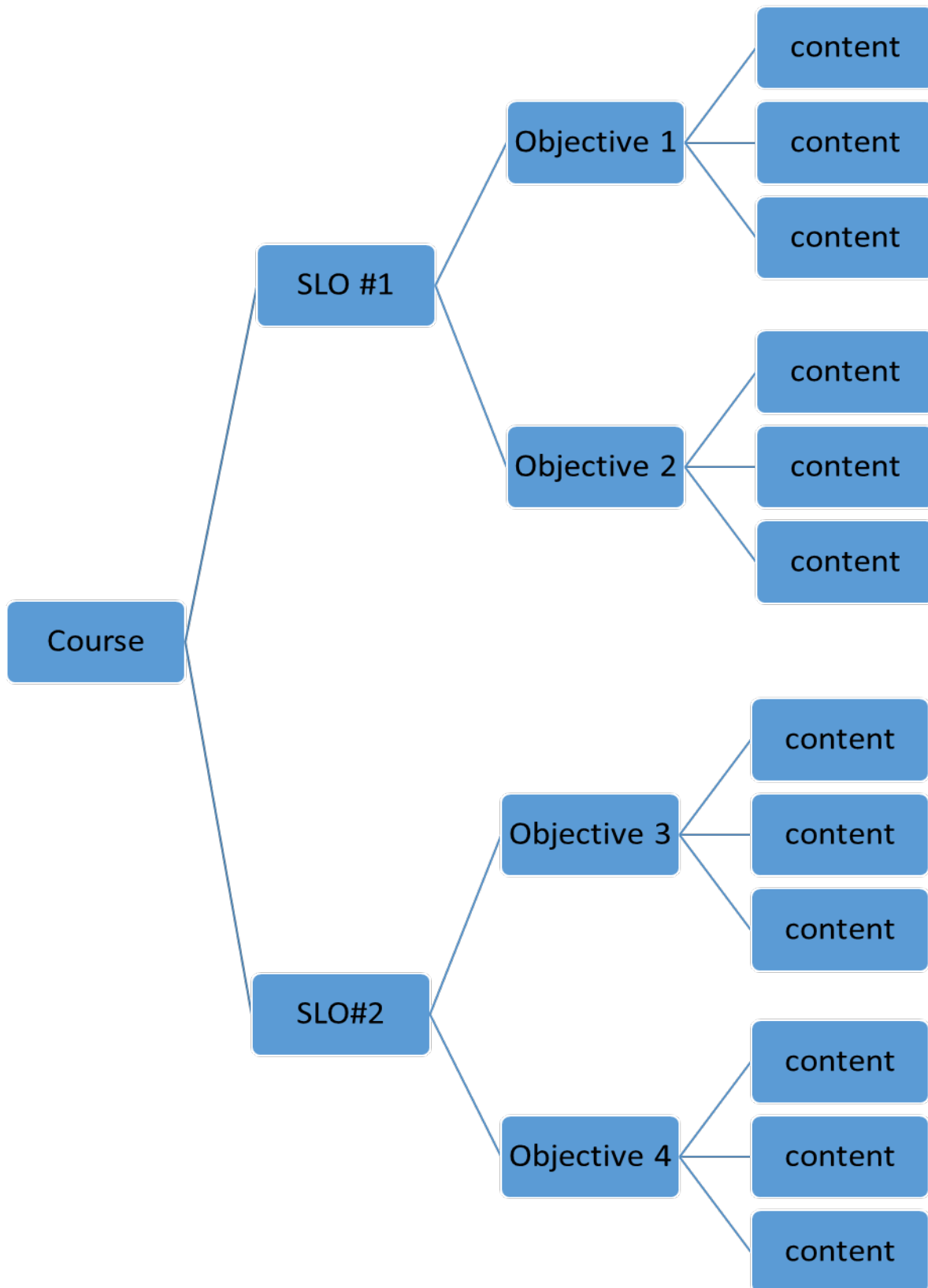
Fields marked with * are required

[Save](#)
[Cancel](#)

- There are more Objectives than SLOs
- Objectives must be on separate lines.
- Objectives are used for Requisites on the Content Review tab. If an Objective is changed or added the Content Review must also be updated.
- "The objectives of a course are the primary components and skills leading to student achievement and the course's intended purpose..... Objectives should be written in complete sentences or comprehensive phrases using language that is discipline specific and demonstrates the level of rigor appropriate for the class." [THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED, ADOPTED SPRING 2017 – page 22-24](#)
- "Course objectives state the concepts or skills faculty introduce to students in a course or program in order to prepare students to meet a student learning outcome (SLO). Objectives are the means, not the ends...." [THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED, ADOPTED SPRING 2017 – page 22-24](#)

- “When writing objectives for a new course, the author should begin with the end in mind. The purpose of the course in terms of what students should be able to do after completing the course should be expressed in the course SLOs....” [THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED, ADOPTED SPRING 2017 – page 22-24](#)
- “Degree-applicable credit courses require students to demonstrate critical thinking. The incorporation of critical thinking must be evident throughout the course outline but particularly in the objectives, methods of instruction, and methods of evaluation elements. Students must clearly be expected to think critically, be instructed in how to do so, and be held accountable for their performance; however, not all objectives need to reflect critical thinking....” [THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED, ADOPTED SPRING 2017 – page 22-24](#)
-

example



Know		Comprehend	
Count	Read	Classify	Interpret
Define	Recall	Cite	Locate
Describe	Recite	Conclude	Make sense of
Enumerate	Record	Describe	Paraphrase
Find	Reproduce	Discuss	Predict
Identify	Select	Estimate	Report
Label	Sequence	Explain	Restate
List	State	Generalize	Review
Match	View	Give examples	Summarize
Name	Write	Illustrate	Trace
Apply		Analyze	
Assess	Instruct	Break down	Examine
Change	Predict	Characterize	Illustrate
Chart	Prepare	Classify	Infer
Choose	Produce	Compare	Limit
Compute	Relate	Contrast	Outline
Construct	Report	Correlate	Point out
Demonstrate	Select	Diagram	Prioritize
Determine	Show	Differentiate	Relate
Develop	Solve	Discriminate	Separate
Establish	Use	Distinguish	Subdivide
Synthesize		Evaluate	
Adapt	Invent	Appraise	Interpret
Categorize	Modify	Argue	Judge
Compose	Organize	Assess	Justify
Construct	Perform	Choose	Predict
Create	Produce	Compare & Contrast	Prioritize
Design	Propose	Conclude	Prove
Formulate	Reinforce	Critique	Rank
Generate	Reorganize	Decide	Rate
Incorporate	Rewrite	Defend	Reframe
Integrate	Structure	Evaluate	Support

Proposal Resources		Math & English Skills Advisories
Cover	3/8	<p>Last updated by Kaylene Thomas on 3/8/2017 at 1:23 PM</p> <p>Frequent Requisite</p> <ul style="list-style-type: none"> <input type="checkbox"/> Eligibility for ENG 110 or ENG 110H <input type="checkbox"/> Proficiency in MATH 1 or MATH 41 <input type="checkbox"/> Proficiency in MATH 4 or MATH 41 <input type="checkbox"/> Proficiency in MATH 95 <input type="checkbox"/> Proficiency in MATH 104 or MATH 107 or MATH 111 <input type="checkbox"/> Proficiency in MATH 120 <input type="checkbox"/> Proficiency in MATH 130 <input type="checkbox"/> Proficiency in MATH 137 <input type="checkbox"/> Proficiency in MATH 138 <input type="checkbox"/> Eligibility for ENG 98 <input type="checkbox"/> Eligibility for ENG 98 and Eligibility for ENG 103 <input type="checkbox"/> Eligibility for ENG 103
Units/Hours	0/5	
Co-Contributor(s)		
Objectives		
Math & English Skills Advisories		
Requisites		
Content Review		
Degree Applicability		
Student Learning Outcomes		
Course Content	0/1	
Methods of Instruction		
Assignments	0/2	
Methods of Evaluation	0/1	

Fields marked with * are required

- If appropriate click on the Advisories

Cover	3/8
Units/Hours	0/5
Co-Contributor(s)	
Objectives	

Last updated by Kaylene Thomas on 11/9/2017 at 10:49 AM

Requisites Show Details Add New Item

There are no requisites to display.

Click new item, use drop down menu's to choose course. Leave Min Grade blank

Cover	3/8
Units/Hours	0/5
Co-Contributor(s)	
Objectives	
Math & English Skills Advisories	
Requisites	
Content Review	
Degree Applicability	
Student Learning Outcomes	
Course Content	0/1
Methods of Instruction	

Requisites

Requisite Type *

Subject

Course # and Title

Min Grade

Comment

Condition

Save Cancel

Fields marked with * are required

- "...an assessment of entry skills that may be necessary for students to successfully complete the course, but that are not covered in the course..." [Program and Course Approval Handbook 6th Edition- page 42](#)
- No minimum grade statement (oddities or questions, ask Articulation Officer)
- When deleting a requisite, you must first delete the items on the "Content Review" page
- Noncredit courses maybe prerequisites (title V 55003)
- When Objectives change, both the Requisites and Content Review page must be updated. (1st delete the Requisite in the Content Review tab, then remove the requisite from the Requisite tab. Then add the requisite to the Requisite tab and add the requisite to the Content Review tab.)
- "...The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established..." [Program and Course Approval Handbook 6th Edition- page 50](#)
-

- “Corequisites ..., this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite prior to) the primary course.” ...” [Program and Course Approval Handbook 6th Edition- page 50](#)
- 299 courses Advisory statement: To be eligible for independent study, a student must have completed 12 units at SBCC with a GPA of 2.5 and a minimum of 6 units with a GPA of 3.0 in the (insert subject) Department.

Proposal Resources		<h3>Content Review</h3> <p><i>If you have any issues with this page Consider the following:</i></p> <ul style="list-style-type: none"> • If the Requisite Course dropdown is not populated then make sure that requisites courses have been added to the Requisites tab. • If there are no Current Course Objectives listed make sure that objectives have been entered on the Objectives tab. • If there are no Requisite Course Objectives listed make sure that: <ul style="list-style-type: none"> ◦ A Requisite Course has been selected at the top of the page. ◦ The Requisite Course that has been selected has objectives entered on its Objectives tab. <div> <div>Content Review</div> <div> <input checked="" type="checkbox"/> Show Details <input type="button" value="Add New Item"/> </div> </div> <div>There are no content review to display.</div>
Cover	3/8	
Units/Hours	0/5	
Co-Contributor(s)		
Objectives		
Math & English Skills Advisories		
Requisites		
Content Review		
Degree Applicability		
Student Learning Outcomes		
Course Content	0/1	
Methods of Instruction		
Assignments	0/2	
Methods of Evaluation	0/1	

Fields marked with * are required

- Every course listed in the Requisite page must be entered into the Content Review page
- When deleting a requisite, you must first delete the items on the “Content Review” page

Content Review	
Requisite Course	<input type="text"/>
Content Review Type	Objective to Objective

- When Objectives change, both the Requisites and Content Review page must be updated. (1st delete the Requisite in the Content Review tab, then remove the requisite from the Requisite tab. Then add the requisite to the Requisite tab and add the requisite to the Content Review tab.)

Proposal Resources		Degree Applicability
Cover	3/8	<p>Last updated by Kaylene Thomas on 3/8/2017 at 1:23 PM</p> <p>Designation</p> <p><input type="checkbox"/> Stand Alone</p> <p><input type="checkbox"/> Degree Applicable</p> <p><input type="checkbox"/> Non-Degree Applicable</p> <p><input type="checkbox"/> Required for AA/AS/AA-t/AS-t Degree</p> <p><input type="checkbox"/> Required for Certificate of Achievement</p> <p><input type="checkbox"/> Required for SCA/Department Award</p> <p><input type="checkbox"/> Basic Skills</p> <p><input type="checkbox"/> Required for NC Certificate of Completion</p> <p><input type="checkbox"/> Required for NC Certificate of Competency</p> <p><input type="checkbox"/> Adult High School/GED</p>
Units/Hours	0/5	
Co-Contributor(s)		
Objectives		
Math & English Skills Advisories		
Requisites		
Content Review		
Degree Applicability		
Student Learning Outcomes		
Course Content	0/1	
Methods of Instruction		
Assignments	0/2	
Methods of Evaluation	0/1	

Fields marked with * are required

- Below definitions can be found in [Program and Course Approval Handbook 6th Edition- page 37-39](#)

Program Applicable

A course is considered program applicable if it meets one of these criteria:

- The course is required for a degree or certificate in a program approved by the
- Chancellor's Office;
- When a course is on a list of restricted electives for a degree or certificate, specified by
- course title or number, from which students are required to choose to achieve a degree or
- certificate in a program approved by the Chancellor's Office; or
- The course is part of an approved general education (GE) pattern such as IGETC, CSU-GE
- Breadth, or a local pattern conforming to the requirements in title 5.

A course is not considered program applicable when it is only required for a certificate that has been approved locally, but not by the Chancellor's Office, such as a certificate requiring fewer than 18 semester or 27 quarter units.

Degree-Applicable

A course is considered to be degree-applicable when it has been designated as appropriate to the associate degree...

- All lower division courses accepted toward the baccalaureate degree by UC or CSU
- Courses accepted for transfer to the UC or CSU systems (CB05)

- Courses within a TOP Code designated as vocational, which are part of an approved CTE program
- English composition or reading courses not more than one level below the first transfer level course. ESL courses may not be considered under this definition
- All mathematics courses above and including Elementary Algebra
- Credit courses in English or mathematics taught in or on behalf of other departments that are at a level comparable to transferable freshman composition (for English) or comparable to elementary algebra (for mathematics)

Nondegree-Applicable

The category of credit, nondegree-applicable courses was created by regulatory amendments adopted by the Board of Governors in 1986, and includes the following types of courses:

- Basic skills courses as defined in title 5, section 55000(t) and (u)
- Courses designed to help students succeed in degree-applicable credit courses that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills
- Pre-collegiate CTE preparation courses designed to provide foundational skills for students preparing for entry into degree-applicable CTE courses or programs
- Essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required

Stand-Alone

When a course is not a part of an approved program

Proposal Resources		Student Learning Outcomes
Cover	3/8	Last updated by Kaylene Thomas on 11/9/2017 at 10:49 AM Taxonomy
Units/Hours	0/5	Add outcomes one at a time, they will autonumber on the course outline report.
Co-Contributor(s)		Outcome Show Details Add New Item
Objectives		There are no outcome to display.

Units/Hours	0/5	Add outcomes one at a time, they will autonumber on the course outline report.
Co-Contributor(s)		Outcome
Objectives		Outcome Text
Math & English Skills Advisories		Enter in text. Do not number. Only one <u>SLO</u> at a time.
Requisites		
Content Review		
Degree Applicability		
Student Learning Outcomes		
Course Content	0/1	
Methods of Instruction		
Assignments		

Fields marked with * are required

- SLOs must be on separate lines
- “....Course SLOs are the intended abilities and knowledge students can demonstrate after successfully completing the course objectives. SLOs must be written in measurable or observable terms and as actions that a student will perform in order to display the skills necessary to meet the SLO.” [THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED, ADOPTED SPRING 2017 – page 22-24](#)

SBCC SLO Development Guidelines

OBJECTIVES -- explain what will be done in a course/program (forward looking)

OUTCOMES -- explain what students will know/be able to do after the completing the course/program (backward looking)

1. Outcomes synthesize objectives, so there are more objectives than outcomes
2. Outcomes assess components unique to your course/program/discipline
3. Outcomes are observable and measurable
4. Outcomes describe what the student has learned
 - a. Outcomes use "action verbs" (see Bloom's Taxonomy - such as, analyze, appraise, articulate, assess, categorize, describe, explain, evaluate, interpret)
5. Outcomes avoid vague words or phrases.
 - a. "Demonstrate knowledge" and "Understand" need to be changed to measurable outcomes.
 - a. "Simple/Basic," "Beginner," "Level 1," "high-quality," etc. must be characterized through explanation or examples: "Based on the following skills...", "Based on the Course Outline of Record," or "According to [your professional organization or external standards body]."

How many do you need?

CSLOs: Approximately 3-5 per course. Minimum 2.

PSLOs: Approximately 3-5 per program. Minimum 2.

Lower-unit courses/programs will likely have fewer SLOs than higher-unit courses/programs.

EXAMPLES

	Unacceptable Too general and unmeasurable	Still Unacceptable Still general and difficult to measure	Acceptable Specific and measurable
1.	Appreciate the benefits of exercise.	Value exercise as a stress reduction tool.	Explain how exercise affects stress.
2.	Develop problem-solving skills and conflict resolution.	Demonstrate ability to resolve personal conflicts and assist others in resolving conflicts.	Assist classmates in resolving conflicts by helping them negotiate agreements.
3.	Be able to have more confidence in their abilities.	Demonstrate critical thinking skills, such as problem solving as it relates to social issues.	Analyze and respond to arguments about racial discrimination.

Examples adapted from "A Guide to Developing Measurable Student Learning Outcomes," Cañada College Office of Planning, Research & Student Services

CAC Manual

Sample SLOs

Geological Sciences

Program Outcomes

- Evaluate earth processes and/or earth history using earth materials and geologic principles. Assessment: Lecture, lab and field work assessed by quizzes and examinations.
- Classify and interpret rocks, minerals, and fossils. Assessment: Lecture, lab and field work assessed by quizzes and examinations.

DRFT 161 - History of Architecture 1

Course Objectives:

- Introduce students to the essentials of the theories, history and concepts of architecture
- Develop a common base of knowledge regarding architecture throughout history
- Introduce students to the concept of the relationship between design, history and theory

Course SLOs:

- Distinguish concepts, materials and methods from specific architectural ages
- Recognize the evolution of architectural language throughout history
- Interpret architecture and design theory based on historical observation

CIS NC005 - VMware vSphere Install and Configure

- Explain the process of creating virtual machine using VMware vSphere.
- Demonstrate the ability to configure virtual networks and storage.

PRO NC068 - Professional Etiquette

- Describe proper body language for the workplace.
- Explain professionalism as it pertains to: 1) answering the phone; 2) introducing people; 3) emails; 4) asking questions or making constructive criticisms.

NC-AHS HSMA 5 - Introductory Geometry

- Identify the correct operation or formula given multi-step word problems involving angles, triangles, plane and solid figures.
- Apply computer literacy skills to solve calculations involving geometrical formulas.
- Estimate the amount of resources needed to complete household project such as painting, tiling, and basic construction activities.

HE 111 - Understanding Human Sexuality

- Identify both reproductive organs and their functions and dysfunctions.
- Describe healthy sexuality, including fulfilling relationships, STI prevention, and impacts of sexual abuse, and intimate partner violence.
- Evaluate the impacts of family planning, including contraception and positive parenting.
- Identify key elements of sexual identity, including gender, sexual orientation, and sexual behavior across the life span.

HSEC NC010 - Economics

- Read and evaluate charts and graphs to extract economic information.
- Differentiate between basic economic concepts and terms, such as supply and demand, and macro and micro economics.
- Use major economic concepts to interpret fundamental business, government and personal finance issues.
- Apply economic concepts to daily life experiences.

BMS 100 - The Human Body

- Summarize the organ systems of the human body and correlate the functions of the organs systems with their gross and microscopic structures.
- Analyze human structures and functions with respect to established principles in the biological and physical sciences.
- Interpret results of laboratory investigations in light of the theoretical bases of biomedical science.
- Demonstrate the skeletal and muscular landmarks of the body and apply the connections between them to infer principles of human movement.
- Assess scientific and popular sources of information within the context of modern physiology, biochemistry, and genetics.

SOC 106 - Sociology of Deviance

- Identify cultural and social definitions of deviant behavior
- Discuss theories and empirical studies of social deviance
- Define, explain and apply terms and concepts related to the study of deviance
- Identify and discuss social problems related to deviance

Evaluate social responses to crime and social control

Course Content

Last updated by Kaylene Thomas on 3/8/2017 at 1:23 PM

Course Content

B I U abc (inherited font) (inherited size) [color] [background color] [bulleted list] [numbered list] [link] [unlink] [table]

Select block type

Fields marked with * are required

- Best to paste as plain text and format using the 'format buttons' in Meta
- The course content section, also known as core content at some colleges, is commonly formatted as an outline. The content topics are typically arranged with major headings and minor subheadings or bulleted lists of elements that further define the major heading. The outline is detailed enough to fully convey the topics covered but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. A page or two is fairly typical. [THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED, ADOPTED SPRING 2017 – page 24-27](#)
- Course groupings or sets should provide students with an opportunity to build their knowledge, skills, abilities, and fitness levels in physical activity courses within a set of discrete individual courses. The need to develop leveled or distinct courses should be founded on these principles and should be done to ensure programmatic needs are met when appropriate. Course content for each course in a course set must be significantly different in level, intensity, and other standards even though the courses are related in content, including level-specific course objectives and outcomes. . [THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED, ADOPTED SPRING 2017 – page 24-27](#)

Math & English Skills Advisories		<h3>Methods of Instruction</h3> <p>Last updated by Kaylene Thomas on 3/8/2017 at 1:23 PM</p> <p>Methods</p> <p><input type="checkbox"/> Directed Study</p> <p><input type="checkbox"/> Discussion</p> <p><input type="checkbox"/> Distance Education</p> <p><input type="checkbox"/> Experiments</p> <p><input type="checkbox"/> Field Experience</p> <p><input type="checkbox"/> Field Trips</p> <p><input type="checkbox"/> Individualized Instruction</p> <p><input type="checkbox"/> Lab</p> <p><input type="checkbox"/> Lecture</p> <p><input type="checkbox"/> Mediated Learning</p> <p><input type="checkbox"/> Observation and Demonstration</p> <p><input type="checkbox"/> Projects</p> <p><input type="checkbox"/> Service Learning</p> <p><input type="checkbox"/> Visiting Lecturers</p> <p><input type="checkbox"/> Work Experience</p> <hr/> <p>Other Methods</p> <div style="border: 1px solid #ccc; height: 100px; width: 100%;"></div>
Requisites		
Content Review		
Degree Applicability		
Student Learning Outcomes		
Course Content	0/1	
Methods of Instruction		
Assignments	0/2	
Methods of Evaluation	0/1	
Distance Education		
Appropriate Textbooks		
General Education / Transferability		
Attached Files		
Codes/Dates	2/2	

Fields marked with * are required

- Choose appropriate methods
- Methods not on check list need to be entered into the Other Methods text box
- “The Title 5 sub-section defining the course outline does not mandate a comprehensive list of instructional methods. Rather, the outline must “specify types or provide examples.” Thus, faculty have the academic freedom to select instructional methods to best suit their individual teaching styles....” [THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED, ADOPTED SPRING 2017 – page 28-29](#)
- “Delineating the methods of instruction tends to imply a description of what the instructor will be doing to facilitate learning. While such information may be included, the focus of the methods should be on describing the activities the students will be doing and experiences that lead to learning, not only with respect to the instructor but in some cases with respect to each other and with their environment....” [THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED, ADOPTED SPRING 2017 – page 28-29](#)

Assignments

Last updated by Kaylene Thomas on 3/8/2017 at 1:23 PM

Sample Assignments *

Required Assignments *

Fields marked with * are required

- Sample Assignments – specific to your course
- “...COR but does not mandate a comprehensive list, nor does it mandate the way in which those assignments are written. Rather, the outline must “specify types or provide examples.” The assignments used by the instructor of record for a section of a course are to be consistent with but not limited by these types and examples...” [THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED, ADOPTED SPRING 2017 – page 31-33](#)
- Required – general (examples.... not limited to....)
 - Quizzes on the reading assignments
 - A midterm and a final exam
 - Project on a communication topic
 - A term paper
 - Reading assignments from textbooks, handouts, and online readings
 - Online demonstrations of completed projects
 - In-class exercises
 - Research paper
 - Students will complete four technically-based studio projects and two more complex, content-rich assignments
 - in-class discussion
 - Presentation
 - Role Playing with classmates

Methods of Evaluation	
Math & English Skills Advisories	
Requisites	Last updated by Kaylene Thomas on 3/8/2017 at 1:23 PM
Content Review	
Degree Applicability	
Student Learning Outcomes	
Course Content	0/1
Methods of Instruction	
Assignments	0/2
Methods of Evaluation	0/1
Distance Education	
Appropriate Textbooks	
General Education / Transferability	
Attached Files	
Codes/Dates	2/2

Fields marked with * are required

(best to stay away from % grades methods)

- “Because learning experiences in college courses must either include critical thinking or experiences leading to this capability, methods of evaluation must effectively assess students’ mastery of critical thinking. For this reason, the themes, concepts, and skills established by the objectives must be integrated into methods of evaluation, keeping in mind that difficulty standards for degree applicable credit, non-degree applicable credit, and noncredit courses vary significantly, particularly in terms of critical thinking.” [THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED, ADOPTED SPRING 2017 – page 31](#)

Examples...not limited to....

- Measure understanding of textbook concepts and class lectures with performance on objective and essay exams.
- Participation in class discussion
- Oral Presentation
- Assess level of research skills, comprehension of subject matter and use of art historical methodology through evaluation of research paper
- papers or projects
- quizzes or exams
- A comprehensive final examination containing objective and essay questions
- Lab Practicum: Will perform skills and be evaluated
- Written Tests: True/False, Multiple Choice, Short Answer, Matching and Essays

Math & English Skills Advisories		Distance Education
Requisites		Last updated by Governet Support on 3/10/2017 at 10:12 AM
Content Review		Click here for the Curriculum Committee Distance Education page.
Degree Applicability		<input checked="" type="checkbox"/> Distance Education <input type="checkbox"/> Hybrid <input type="checkbox"/> Full Online
Student Learning Outcomes		<ul style="list-style-type: none"> Please address the design and implementation of your course by answering the questions below. Visit the Curriculum Committee Page for more information. Please refer to "Course Outline of Record: A Curriculum Reference guide" Writing an Integrated Course of Study Outline." (pgs. 5-6) You Must Contact: Laurie Vasquez, Assistive Technology Specialist, to understand legal compliance for students with disabilities Where: Faculty Resource Center ext. 2724 or e-mail vasquez@sbcc.edu to set up an appointment to review accessibility compliance.
Course Content	0/1	
Methods of Instruction		Please Review Materials on Distance Education policies before proceeding.
Assignments	0/2	Verify how course content objectives will be achieved in the distance education modality
Methods of Evaluation	0/1	"As the course outline of record is the basis of articulation, it is imperative that all sections of a given course achieve the same objectives regardless of instructional modality." Source: pg. 60
Distance Education		Preparing Accessable Course Materials -
Appropriate Textbooks		<ul style="list-style-type: none"> Accessibility strategies for instruction Captioning procedure
General Education / Transferability		See Best Practices Strategies to Promote Academic Integrity for Online Education
Attached Files		
Codes/Dates	2/2	Methods of Instruction <input type="checkbox"/> Course management system (CMS) discussion boards <input type="checkbox"/> Instructor developed web pages

- Hybrid examples: BIOL 100 and BMS 100
- Click either Hybrid or fully on-line or both, enter the Distance Ed changes in the Justification box on the Cover Tab AND inform the Curriculum Coordinator {we report this information to the Chancellor's Office each year, currently we have to track this information by hand. }
- If you are submitting a proposal for an online course (hybrid or fully online), schedule a meeting with Kathy O'Connor (course and curriculum design), Laurie Vasquez (accessibility design), and David Wong (course design and training).

What does the FRC training entail?

The training includes five small group sessions (see dates/times below) and individual meetings (2 meetings per month - 1 hour each) with you. The individual meetings are to help you address specific course design issues that you may encounter. Also, given how few of you there are, I don't anticipate the group sessions will take the entire three hours but that depends on you.

What are the dates/times for the small group training?

Since many faculty members teach labs on Thursday and Friday afternoons and we already have other training scheduled, here are my proposed dates for the small group training.

We will meet the following **Tuesday afternoons** in the Faculty Resource Center (ECC-40 located below the bridge and next to Security) from 2 pm to 5 pm:

1. Course design planning
2. Organizing course materials and workflow in Canvas
3. Creating course activities (assignments & assessments) in Canvas
4. Communicating & Interacting with Students using Canvas Tools
5. Review of your course design & Last Minute Prep

Math & English Skills Advisories

Requisites

Content Review

Degree Applicability

Student Learning Outcomes

Course Content 0/1

Methods of Instruction

Assignments 0/2

Methods of Evaluation 0/1

Distance Education

Appropriate Textbooks

General Education / Transferability

Attached Files

Codes/Dates 2/2

Appropriate Textbooks

Last updated by Kaylene Thomas on 3/8/2017 at 1:23 PM

[SBCC Bookstore](#)

Textbook

	Author	Title	Edition	City	Publisher	Year	Rationale	ISBN #	Legacy Textbook Trans
No records to display.									
+ Add new record									
Displaying items 0 - 0 of 0									

Manual

	Author	Title	Date (mm/dd/yyyy)	Publisher
No records to display.				
+ Add new record				
Displaying items 0 - 0 of 0				

Periodical

	Title	Author	Publication	Year	Volume
No records to display.					
+ Add new record					
Displaying items 0 - 0 of 0					

Software

	Title	Edition/Version	Publisher/Manufacturer	Description
No records to display.				

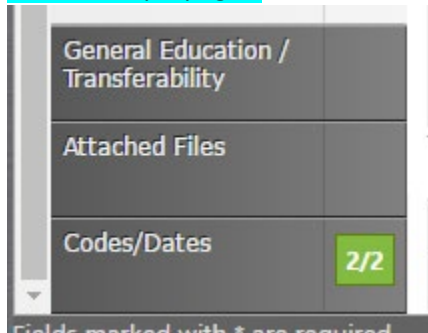
- Editions must be current
- For articulation purposes, it is fine to use assembled materials or Open Educational Resources, so long as they are as stable and publicly available as published textbooks (and not a list of links). If a faculty member decides to replace his or her current textbook with a free open source textbook, the faculty member should submit it to the Curriculum Advisory Committee so it can be added to the Course Outline of Record (COR).
- Both the most current editions of textbooks and the open source materials for the course need to be included in the list of appropriate textbooks on the COR.
- Any textbook update requests need to be added to the CAC agenda as an information item if no course modification is required.

CAC Manual

Final step, make sure to click the Impact button. If there are substantial changes (units/hours/course title) made to a course proposal, this information needs to be translated to all programs associated with the course.



Not CAC Rep's pages:



GE/ Transferability page:

- Articulation Officer Page

Attached Files:

- Distance Education Addendum
- Hybrid Addendum

Codes/Dates page:

- Dean
- Curriculum Coordinator