

College of San Mateo Curriculum Handbook

EFFECTIVE FALL 2015

APPROVED BY COMMITTEE ON INSTRUCTION – MAY 2015

Section I - Introduction	Page
Committee Charge	3
Meetings	3
Membership	3-4
Roles and responsibilities of committee members	4
Technical Review Committee	4
Section II – Committee Procedures	
Submitting a Curricular item	5
Technical Review	5
Agenda <ul style="list-style-type: none"> • Substantive Agenda • Consent Agenda 	6
General Education Handbook	7
Local Practices <ul style="list-style-type: none"> • Standards for learning outcomes • Clarification of differences between SLOs and Instructional objectives • Instructional Methods versus Evaluation Methods • Distance education expectations • Expectations for recommended preparation justification statements/narratives • Assigning Disciplines to Courses 	
Section III Writing or Revising a Course Outline	
Workflow	8
User Guide for CurricUNET	8-10
Typical comments from technical review	11-14
Section IV Writing or Revising a Program or Certificate	

Workflow	15
User Guide for CurricUNET	
Section V – Resources	16
Title V Regulations	
SMCCCD Board Policies	
Unit / Hour Calculation Charts	
Types of curriculum definitions	

Section I - Introduction

Committee Charge

Committee on Instruction shall report and recommend to Council and advise the Vice President, Instruction, concerning curriculum, instructional courses and programs, and instructional procedures, including program review. Committee on Instruction provides for two student representatives with voting privileges. In addition, the Committee on Instruction may establish committees as needed on other instructional matters, as it deems necessary. All responsibilities of the Committee on Instruction shall be carried out in accordance with applicable State laws.

Duties and Responsibilities

Carry on a regular review of the college curriculum.

Inform faculty of and oversees adherence to curricular aspects of the Education Code.

Consider for recommendation proposals for new courses and programs.

Consider for recommendation all deletions, classifications, and changes in courses and programs.

Meetings

Meets the 2nd and 4th Thursdays of the month 2:15 p.m. – 4:00 p.m. Location is indicated on the agenda. Past meeting agendas and minutes are available online.

Membership

Committee on Instruction shall consist of representatives from the faculty and a committee chair. Each instructional division, including counseling, shall elect two representatives to the committee; library faculty shall elect one representative. The committee elects a chair from among its current or recent members. The chair will serve a 2-year term and will report monthly to Governing Council.

<i>Voting Members</i>	<i>Non-Voting Members</i>
2 members from Business/Technology Division	Curriculum and Instructional Systems Specialist - Instruction Office
2 Counselors	Vice President of Instruction
2 members from Creative Arts/Social Science Division	Registrar
2 members from Language Arts Division	Articulation Officer
2 members from Math/Science Division	Student Learning Outcomes Coordinator
2 members from Kinesiology, Athletics and Dance Division	Distance Education designee – currently the Instructional Designer

1 member from Library ASCSM student representative Chair	
--	--

Roles and responsibilities

- Division committee members –
- Division deans
- Curriculum and Instructional Systems Specialist - coordinate
- Registrar
- Articulation Officer –
- SLOAC Coordinator

Technical Review Committee

- COI Chair
- COI Rep (s) from the division
- Articulation Officer,
- Vice President of Instruction
- Registrar
- SLO Coordinator
- Librarian
- Distance Education designee – currently the Instructional Designer
- Curriculum and Instructional Systems Specialist - Instruction Office

Section II – Committee Procedures

Submitting a Curricular item

- Faculty author(s) in the discipline draft new or revise existing courses using the CurricUNET document management system to produce a proposal for a new course outline of record (COR).
- Proposed CORs are reviewed by the dean of the division.
- Technical Review Committee reads, comments and suggests changes; improvements for standardization; does SLO review; and checks for adherence to State, district or local practices, regulations or laws. The course may be sent back to the original authors to address any of these issues.
- When all edits have been made, the course can be placed on the next meeting agenda for the Committee on Instruction.
- The full COI committee sees the CORs or programs after they have been moved to the agenda. The full committee also reads, comments and suggests changes.
- Faculty authors are expected to attend the meeting where their curricular item is being presented and voted on. If item is on substantive agenda, attendance is required or the issue will be postponed. Most COR and program items on the consent agenda may not require the attendance of the author, however the Chair may require it for specific circumstances.
- The committee will only review/vote on CORs or programs if the faculty author or their designee is in attendance.
- New and revised courses can be considered for General Education areas. The committee makes the final determination for placing courses in a GE area.

Technical Review

Course Outlines and Program Outlines go through a review checking for adherence to State, district or local practices, regulations or laws. The items may be sent back to the original authors to address any of these issues. The COI chair, registrar, SLO coordinator, articulation officer, librarian and the division representatives for the curricular area all participate in the technical review.

Agendas

The agenda consists of new and revised course outlines, program outlines (degree and certificates), informational or technical items, and new and revised curricular policies. Attempts are made to balance the committee workload especially during the heavy submission time of November – December. Several issues are considered when creating the agenda for a meeting. Submission deadlines are provided on the COI website and emailed to divisions at the beginning

of the academic year. Adherence to submission deadlines is an important but not the sole determinant for setting the agenda. The following are also taken into consideration.

Quantity of and completeness in addressing any requested technical review revisions.

Preference for keeping related courses on same agenda

State or other regulatory policies with specific deadlines

Currently, the COI agenda consists of Consent, Substantive, or Open agenda items. Consent and Substantive agendas are voted on by the committee. Open Agenda items are items for discussion or training time.

Substantive Agenda

Full review of items is needed in the following circumstances. The Chair, other COI members or any faculty member can request that an item be on the substantive agenda for full review at the meeting. The following categories of items are typically included in the substantive agenda

- major change in Catalog Description, Objectives, or Content which
 - -alters the need or justification for the course
 - -calls into question the ability of the course to meet standards in Title 5
- may affect articulation of the course
- change in units and hours
- change in course repetition status
- credit/no credit status
- 6 year review of prerequisites/corequisites to comply with Title 5 requirements
- addition of or change to mode of delivery (online, hybrid)
- offering a course in experimental status
- determination of imminent need to initiate expedited approval

Consent Agenda

“Changes which do not affect statutory or regulatory curriculum standards, but require judgment of the extent to which this is true, can be placed on the consent agenda for full committee vote. At most colleges this review can be done by division faculty or a technical review subcommittee of the curriculum committee, but should not be just an administrative review. Members of the full curriculum committee are expected to read the revised and previous course outlines and the accompanying rationale. They may pull the item from the consent agenda for discussion if necessary. Otherwise, no comment is needed prior to a full committee vote.” ([extracted from Good Practices for Course Approval Processes \(1998\)](#))

Examples of items for consent agenda

Minutes of previous meetings

CORs returned from C-ID process for revisions that are non-controversial
Technical Memos

General Education

[General Education Handbook](#)

The General Education Handbook describes the general education requirements for the Associates degree. Course outlines authors can request that a course be placed in a specific area, however COI makes the final determination. Decisions about GE placement are based on information in the CSM General Education Handbook.

Section III Writing or Revising a Course Outline

Workflow

Faculty author(s) access CurricUNET to create a new course or revise existing courses.

When the authors finish writing or editing the course, the course is submitted through the system to the division dean of the division. The division dean may suggest changes, edits or corrections.

Dean's approval moves the course through CurricUNET to be reviewed by the COI Tech Review Committee. Tech Review consists of COI Chair, COI Rep from the division, Articulation Officer, VPI, Assistant Registrar, SLO Coordinator, Librarian and an Administrative Analyst from the VPI office.

Tech Review reads, comments and suggests changes; improvements for standardization; does SLO review; and checks for adherence to State, district or local practices, regulations or laws. The course may be sent back to the original authors to address any of these issues.

When all edits have been made, the course can be placed on the next agenda for the Committee on Instruction.

All participants - authors, COI reps, deans, and committee members use the CurricUNET to make comments and receive notification of needed action by emails from CurricUNET. All comments are visible to anyone using CurricUNET.


Before you start:

- New and Experimental Courses need course numbers – email Ada Delaplaine in the Instruction Office concerning course number availability.
- Check to see if exact course or similar course is already offered by CSM or SKY or CAN
- If this course will need to be articulated, consult with the Articulation Officer during or before the drafting of the course to be knowledgeable about articulation guidelines and timelines.
- Consider and consult with your colleagues concerning the inclusion of the in program or certificate or as part of the General Education pattern.
- Experimental Courses can only be offered for 3 semesters; will this course need to be converted to a permanent course.

- New courses – distance education information should be filled out with the new course proposal.

How to Login:

- Go to CurricUNET at <http://www.curricunet.com/SMCCCD/>
- To log in, follow these four steps (case sensitive – use all **lowercase** letters):
 - 1) In the left margin, type your user name. Your user name is the first part of your district email address before the @. For example, for the email address smithers@smccd.edu, the user name is smithers.
 - 2) Type your password: “changeme” (one word, if you have NOT yet changed it).

NOTE: You should immediately change your password the first time you use CurricUNET. If you haven’t already done so, change your password. Under **Prefs**, click on **Personal Info**. Type your new password in the two fields where it is requested, and click on **OK**. Then return to the CurricUNET home page by clicking on the **Home icon**  **CurricUNET Home** in the left margin.

- 3) Under “College,” make sure that “College of San Mateo” is selected.

Click on the **Log In** button found below the college selection area.

Start a New Course:

After logging in, your menu items should have the headings 'Prefs' 'Build' 'Track' 'Links' 'Search'.

Choose **Courses** under the **Build** header

You now have menu item “Create course”. For proposal type choose “College of San Mateo – CSM New Course”.

Use the ‘Course Checklist’ on the right side menu to select an area to edit.

For a new course, you may need to talk to Ada Delaplaine to see which numbers are available for your discipline.

Start Revising a Course

Before you start:

- Re-check to see if exact course or similar course is currently offered by CSM or SKY or CAN. This may have changed since the last revision.
- If this course will need to be articulated, consult with the Articulation Officer during or before the drafting of the course to be knowledgeable about articulation guidelines and timelines.
- Consider and consult with your colleagues concerning the inclusion of the course in a program or certificate or as part of the General Education pattern.
- Experimental Courses can only be offered for 3 semesters. Experimental courses can be used to write the permanent course outline.
- Existing courses – distance education information can be added. The full outline will be reviewed at the same time.

Typical Technical Review comments

<p>ATTENDANCE</p>	<p>Attendance can't be an evaluation method, but participation can count towards grades (Title 5 section 55002.a.2.A). Is there an hours requirement listed in the Penal Code that would dictate attendance instead of participation.</p>
<p>CATALOG DESCRIPTION</p>	<p>CATALOG DESCRIPTION AND SCHEDULE DESCRIPTIONS Catalog Descriptions and Schedule Descriptions are now the same description. You can pick either one presented or combine them. Please use the same description in both boxes.</p> <p>Catalog Descriptions and Schedule Descriptions are now the same description. You can pick either one presented or combine them. Please use the same description in both boxes.</p>
<p>CONTENT REVIEW</p>	<p>"Content Review is required for all corequisites and prerequisites. The justification for specific course prerequisites is done by Content Review. Other kinds of prerequisites should have a written justification narrative. For Content Review, identify the target preq (ART 000) and you'll get a choice to do alignment in one of the following ways: Objective to Objective Objective to Content Content to Content Content to Objective" Content Review: Currently (10/5/12) it indicates objective to objective alignment between this course and the prerequisite course. When you make the changes for Course Objective, you should return to edit the Content Review section and re-check the specific boxes that indicate the relationship between this course and the prerequisite course.</p>
<p>COURSE OBJECTIVES</p>	<p>Course Objectives: Previously, HELP instructions stated you should write "Same as SLOs", but those instructions have recently been revised. If the course objectives are intended by you to be the same as the SLOs, please duplicate them in the Course Objectives field.</p> <p>Course Objectives: the individual objectives should be entered separately in order to display correctly on the course outline. You</p>

	<p>don't need to number them - the system will number them for you if each objective is entered separately.</p>
<p>DEGREES/TRANSFERS</p>	<p>Degrees and Transferability: This course appears to be part of a degree and/or certificate - that selection should be marked and the specific program title should be typed in the text box. Check the current catalog for help in determining previous transferability status for the course and current degree descriptions.</p>
<p>DISTANCE EDUCATION</p>	<p>Distance Education: 508 compliance refers to federal regulations concerning information technology access for persons with disabilities. CSM's instructional designer has provided new document that describes best practices in distance education that also address some of accessibility issues. It's available at http://collegeofsanmateo.edu/committeoninstruction/docs/Best_Practices_in_Distance%20Ed.pdf</p> <p>Distance Education: Some of the sections have been filled out, but not all. If this class currently is taught online, this section needs to be filled out completely and updated with the rest of the course. If this course won't be taught online, this should be removed by doing the following: Go back to course Click Modes of Delivery on checklist Check ""online"" or 'hybrid'"</p> <p>Distance Ed option now appears on checklist - select Uncheck or clear any boxes or fields - SAVE and FINISH Return to Modes of Delivery on checklist - uncheck all areas except lecture. SAVE and FINISH"</p> <p>Distance Education: The previous COI process used a distance education supplement form. Copies of the old form should be available by using the ATTACHED FILES option on the checklist. If no attachments, please contact Ada in Instruction Office to ask about files. Answers from the old form can help fill in the Distance Education section of the checklist. This information was not automatically filled in when the course information was transferred to the new CurricUNET system.</p> <p>Distance Education: If this class currently is taught online, this section needs to be filled out completely and updated with the rest of the course. Copies of the old form should be available by using the ATTACHED FILES option on the checklist. If no attachments, please contact Ada in Instruction Office to ask about files. Answers from the old form can help fill in the Distance</p>

	Education section of the checklist. This information was not automatically filled in when the course information was transferred to the new CurricUNET system.
LAB CONTENT	<p>Lab Content missing: We used to describe lab and lecture content together, however both now need to be identified and placed in the appropriate boxes. Since this class is heavily lab focused, this is important to document.</p> <p>Lab Content - empty. Since this is a lecture/lab course, please separate out the Lab content for this course. The old paper forms did not have a separate entry for Lab Content. You'll need to identify that content and enter it in the appropriate area.</p>
LIBRARY and LEARNING RESOURCES	Resources Needed: New courses need to have a review documenting library and learning resources. If you have already had contact with the library, provide some kind of documentation, otherwise please contact librarians Teresa Morris or Stephanie Roach or Renee Bu to discuss library resources for this new course.
RECOMMENDED PREPARATION	<p>Recommended Preparation: While you've checked the ELIGIBILITY FOR ENGL 838/848 box, a short narrative describing the relationship between your course and the skills acquired in ENGL 838 or 848 is still required. You can find the course outlines for both ENGL courses at http://collegeofsanmateo.edu/articulation/outlinesengl.asp . You can also review the highlighted sections of this document https://dl.dropbox.com/u/12830828/ENROLLMENT_LIMITATIONS_-_GUIDELINES.docx to assist in addressing this area. Some of that document refers to the previous paper-based COI forms.</p>
REPEATABILITY	<p>Repeatability statement / justification is missing. Repeatability: justification is missing. Is this course being considered as part of a 'family" according to the new regulations on repeatability?</p> <p>Repeatability statement / justification is missing. The new repeatability guidelines from the State make the checkbox justification unusable - these checkboxes are being considered by the Curriculum committees for amendment or removal. Please include a narrative justification for repeatability. An activity course would have lab hours, not lecture hours.</p>
REPRESENTATIVE ASSIGNMENTS	Representative assignments missing: please add a description of a typical assignment from the class. Describe a typical report

	<p>students would be asked to write or a task they do. For example: a typical history class assignment = write research paper comparing women in public life in the South versus the West.</p> <p>Representative assignment section: the reading assignment is listed, but can you add a description of another typical assignment to beef up this section? If a new instructor were looking at this document, but didn't know what kinds of assignments to create, inputting example types of assignments in this section could help them not have to start from scratch.</p> <p>Representative assignments section: Writing and reading assignments are one way that articulation officers, state chancellor's office reviewers and COI members can assess the rigor of the course. Please fill in these areas. A description of a typical writing and reading assignments from the class is a common way to complete this section.</p>
TBA	<p>Course outlines need to specifically state the location for TBA activities. This can be included in the TBA Hours Content area or in the Representative Assignments area under TBA assignments. TBA hours must provide instruction that is not homework and the student work completed for TBA must be evaluated.</p>
TEXTBOOKS	<p>Textbook needs date info or at least version info. Textbooks should be reviewed for more recent options and updated if possible.</p>

Section IV Writing or Revising a Program or Certificate

Workflow – Overview

Faculty author(s) access CurricUNET to create a new program or revise existing programs.

When the authors finish writing or editing the proposal, the proposal is submitted through the system to the division dean of the division. The division dean may suggest changes, edits or corrections.

Dean's approval moves the proposal through CurricUNET to be reviewed by the COI Tech Review Committee. Tech Review consists of COI Chair, COI Rep from the division, Articulation Officer, VPI, Assistant Registrar, SLO Coordinator, Librarian and an Administrative Analyst from the VPI office.

Tech Review reads, comments and suggests changes; improvements for standardization; does SLO review; and checks for adherence to State, district or local practices, regulations or laws. The proposal may be sent back to the original authors to address any of these issues.

When all edits have been made, the proposal can be placed on the next agenda for the Committee on Instruction.

All participants - authors, COI reps, deans, and committee members use the CurricUNET to make comments and receive notification of needed action by emails from CurricUNET. **All comments are visible to anyone using CurricUNET.**

Section V Resources

Title V Regulations

Sections can be viewed by searching WestlawNext California Code of Regulations.

Title V – Division 6 California Community Colleges – Chapter 6 Curriculum and Instruction – [Subchapter 1 Programs, Courses and Classes](#).

General

55000. Definitions

55002. Standards and Criteria for Courses

Credit Course Repetition

55040. District Policy for Course Repetition.

55041. Repeatable Courses.

55042. Course Repetition to Alleviate Substandard Academic Work

55043. Course Repetition Due to Significant Lapse of Time

55044. Repetition of Variable Unit Courses

55045. Course Repetition Due to Extenuating Circumstances

55046. Academic Renewal Without Course Repetition

Associate Degree

55061. Philosophy and Criteria for Associate Degree and General Education

55062. Types of Courses Appropriate to the Associate Degree

55063. Minimum Requirements for the Associate Degree

Distance Education

55200. Definition and Application.

55202. Course Quality Standards.

55204. Instructor Contact.

55206. Separate Course Approval.

SMCCCD Board Policies

[Curriculum Development, Program Review, and Program Viability Course Repetition](#)

Credit Course Repetition

[-extracted from Credit Course Repetition Guidelines \(2013\)](#)

“The general rule is that district policy may not permit a student to enroll again in a credit course (also referred to as repeating or re-enrolling in a credit course) if the student received a satisfactory grade on the previous enrollment. An enrollment occurs when a student receives an evaluative or non-evaluative symbol pursuant to section 55023 in a credit course. (§ 55000(n).) Evaluative symbols include A, B, C, D, F, P, NP and for those districts who provide for the use of it, FW. (§ 55023(a) & (c).) Nonevaluative symbols include I, IP, RD, W and MW. (§

55023(e.) A satisfactory grade is an A, B, C or P. (§ 55000(w).) Substandard work is course work for which the grading symbols D, F, FW, NP or NC (as defined in section 55023) have been recorded. (§ 55000(y).) A student receiving an A, B, C or P typically cannot enroll in that course again unless an exception to the general rule applies that allows an additional enrollment or enrollments in that course.”

Exceptions - see full [guidelines](#) or [regulations](#) for full explanation.

- courses properly designated by a district as repeatable,
- a subsequent enrollment due to significant lapse of time,
- variable unit courses offered on an open-entry/open-exit basis,
- extenuating circumstances,
- occupational work experience courses,
- students with disabilities repeating a special class for one of the reasons specified in section 56029,
- legally mandated courses, and
- courses necessary as a result of significant change in industry or licensure standards.

Types of curriculum definitions

Degree Applicable

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.

- Must be approved by the curriculum committee and the local governing board
- Must have a course outline of record with all required elements
- Must be mission appropriate (CTE or freshman/sophomore level)

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.

- Basic skills courses in Mathematics, Reading, English, and ESL
- Courses designed to help students succeed in degree applicable credit courses
- Precollegiate CTE courses
- Must have a COR with all required elements
- Must be approved by the curriculum committee and the local governing board

Non-credit 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.

10 categories of noncredit courses are eligible for state funding (CB22) (p. 96 and 190 of PCAH, Program Course Approval Handbook, 5th Edition)

- English as a Second Language
- Immigrant Education (including citizenship)
- Elementary and Secondary Basic Skills (incl. supervised tutoring)
- Health and Safety
- Courses for Adults with Substantial Disabilities
- Parenting
- Home Economics
- Courses for Older Adults
- Short-Term Vocational (incl. apprenticeship)
- Workforce Preparation