

2016-
2017

College of San Mateo Curriculum Handbook

EFFECTIVE FALL 2016

APPROVED BY COMMITTEE ON INSTRUCTION – MAY 2016

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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.

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

Transfer

Transferability to a CSU

Any baccalaureate level course may be recommended for transfer to a CSU. If the course which you are developing is recommended for CSU transfer, it is only necessary that you indicate this in the transfer area of the course proposal.

Transferability to UC

A degree applicable course is not automatically UC transferable. The Articulation Officer must submit a specific request for this to happen. UC transferability requests are made once per year, typically in July/August.

If you are writing a course for which you desire to be UC transferable, it is advisable that you meet with the Articulation Officer while developing this course -- prior to COI submission, to be sure that UC transferability guidelines are met.

CSU General Education-Breadth Requirements

The Articulation Officer must submit a specific request for a course to fulfill an area requirement of the CSU GE-Breadth requirements. Submissions to CSU are due in December, which means that your course should be submitted to the COI November meeting, at the latest.

If you are writing a course for which you desire to be UC transferable, it is advisable that you meet with the Articulation Officer early in the Fall while developing this course -- prior to COI submission, to be sure that UC transferability guidelines are met

IGETC Requirements

The Articulation Officer must submit a specific request for a course to fulfill an area requirement of the UC IGETC requirements. A course must be UC transferable prior to applying for inclusion in an IGETC area. Submissions to UC are due in December, which means that your course should be submitted to the COI November meeting, at the latest.

If you are writing a course for which you desire to be considered for inclusion in the IGETC pattern, it is advisable that you meet with the Articulation Officer during the development of the course, to best assure that both transferability and IGETC criteria are met.

Transfer Information Resources

- Assist.org

- [CSU Systemwide Executive Order No. 595 \(11.20.92\)](#)
- CSU GE-Breadth requirements
- IGETC guidelines are provided by the following link: [IGETC Standards Summary](#)
- [UC Transferability Guidelines and Information](#)
- [CSU Baccalaureate Course guidelines](#)

General Education

General Education Handbook – Updated 2015 – [available online](#)

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.

Course Discipline Assignment

College of San Mateo uses the Discipline list as outlined in [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#). Currently, most courses at CSM are assigned to one discipline, however, as appropriate more than one discipline may be assigned. If more than one discipline is assigned, the documentation concerning disciplines is added as an attached file in the active CurricUNET record.

General guidance:

The discipline assignment is based on course content, not personnel issues or preferences.

Courses should be placed in a discipline based upon the knowledge necessary to teach the course.

Local department prefixes, programs or department titles may not align directly with the disciplines list. Check the list if in doubt about the official discipline that is related to a body of knowledge.

TOP Codes and FSAs are NOT disciplines!

Single Discipline:

Faculty who meet minimum qualifications or the locally-determined equivalent for that discipline are eligible to teach the course.

More than one discipline with an “or”:

Faculty who meet minimum qualifications or the locally-determined equivalent in any of the listed disciplines are eligible to teach the course.

More than one discipline with an “and”:


Faculty who meet minimum qualifications or the locally-determined equivalent for ALL of the listed disciplines are eligible to teach the course.

Section III Writing or Revising a Course Outline

GENERAL 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.

How to Login:

1. Go to CurricUNET at <http://www.curricunet.com/SMCCCD/>
2. In the left margin, type your username. 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.
3. 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.
4. Under “College,” select “College of San Mateo.”
5. Click on the **Log In** button found below the college selection area.

NEW COURSES

Experimental Courses are a type of new course. They can only be offered for 3 semesters after which it will be banked. Experimental courses can be converted to a permanent course at any time during that period.

Course Numbers -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.

Distance Education – new courses are not automatically eligible to be taught in the distance education mode. Additional distance education information is required. Fill out the Distance Ed and DE Contact area of the checklist.

Transfer and GE - Consider and consult with your colleagues concerning the inclusion of the course in a program or certificate or as part of the CSM General Education pattern. Also consider the effect of changes on certificates and programs within and outside of the discipline. If this course needs articulation consult with the Articulation Officer during or before the drafting of the course to be knowledgeable about articulation guidelines and timelines. See Section II of this document for Transfer information.

Start a New or Experimental course proposal:

- 1) After logging in, your menu items should have the headings 'Prefs' 'Build' 'Track' 'Links' 'Search'.
- 2) Choose **Courses** under the **Build** header
- 3) You now have menu item “Create course”. For proposal type choose “College of San Mateo – CSM New Course”.
- 4) Use the ‘Course Checklist’ on the right side menu to select an area to edit

REVISING/UPDATING EXISTING COURSES

Similar or Equivalent courses -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.

Transfer and GE - Consider and consult with your colleagues concerning the inclusion of the course in a program or certificate or as part of the CSM General Education pattern. Also consider the effect of changes on certificates and programs within and outside of the discipline. See Section II of this document for Transfer information.

Distance Education – existing courses can be revised to be eligible to be taught in the distance education mode. Additional distance education information is required. Fill out the Distance Ed and DE Contact area of the checklist. The full outline will be reviewed at the same time as the additional distance information.

Start a Revised Course proposal for Existing Course:

- 1) After logging in, your menu items should have the headings 'Prefs' 'Build' 'Track' 'Links' 'Search'.
- 2) Choose **Courses** under the **Build** header
- 3) You now have menu item “Revise course”. For proposal type choose “College of San Mateo – CSM Modified Course Proposal.
- 4) Use the ‘Course Checklist’ on the right side menu to select an area to edit

Section IV Writing or Revising a Program or Certificate

Workflow – Overview

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.

Section V Regulations and Policies affecting Curriculum

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

[Local board policies](#) affecting curriculum. Majority of the policies are in the 6.XX policy range.

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

Hours and Units

The Colleges of the San Mateo County Community College District (SMCCCD) have aligned their practice regarding credit hour calculations in accordance with California Community Colleges Chancellor's Office *Hours and Units Calculations* document (October 2015).

1. Credit Hour Calculations

Colleges within the San Mateo County Community College District (SMCCCD) follow the standards for credit hour calculations outlined in Title 5 §§55002.5, 55002(a)(2)(B), and 55002(b)(2)(B) and guidelines set forth by the California Community Colleges Chancellor's Office (CCCCO) for courses not classified as cooperative work experience. As outlined by the CCCCCO in its *Hours and Units Calculations Memo* (October 2015), the total of all student learning hours for a course (in-class lecture, lab, activity, clinical, TBA + outside-of-class hours) is divided by the hours-per-unit divisor to give the units of credit for a course:

$$\frac{\text{[Total Contact Hours + Outside-of-class Hours]}}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

California Community Colleges Chancellor's Office Hours and Units Calculations Memo, October 2015

For colleges in the SMCCCD, the hours-per-unit divisor used in this calculation is 16-18. As a result, a course of a given unit value will have a range of total student learning hours, expressed as a minimum and maximum. The minimum and maximum hours associated with that course will be listed on the Course Outline of Record (COR) (e.g., a 3-unit lecture course will be listed as having a minimum of 48 student learning hours and a maximum of 54 student learning hours per semester). Courses in the SMCCCD are required to remain within the student learning hours range listed on the COR.

For examples of the student learning hours ranges associated with each unit level, please refer to the Hours/Units Appendix below.

2. Instructional Categories

Courses offered at colleges in the SMCCCD fall into 2 instructional categories: lecture and laboratory. The ratio of in-class to outside-of-class hours per unit of credit for each of these instructional categories is as follows:

Instructional Category	In-class hours/unit	Outside-of-class and/or TBA hours/unit
Lecture	1	2
Laboratory	3	0

Outside-of-class hours can also be offered as To Be Arranged (TBA) hours, and these count toward the total student learning hours for the course.

3. Unit Increments Issued
Colleges within the SMCCCD award units in 0.5-unit increments.
4. Cooperative Work Experience
Colleges in the SMCCCD award units for cooperative work experience according to CCCC guidelines. 75 hours of paid work or 60 hours of non-paid work is equal to 1 unit of semester credit.

References

California Community Colleges Chancellor's Office (October 2015) *Hours and units calculations*.

Retrieved from

<http://extranet.cccco.edu/Portals/1/AA/Credit/2015/HoursandUnitsCalculationsforCreditCoursesInstructions.pdf>

Walker, P.D. (October 2015) *Policy change for hours and units calculations for credit courses*. Retrieved

from http://extranet.cccco.edu/Portals/1/AA/Credit/2015/AA-26_PolicyChange_HoursandUnitsCalcsCreditCoursesMemo.pdf

Appendix: Minimum/maximum hours per unit and FLC

LECTURE UNITS	FLC's <small>(see note below)</small>	FTE	Minimum Hours <small>(@ 16 hours)</small>	Maximum Hours <small>(@ 18 hours)</small>
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FLC's= Total minimum hours + 16 weeks
(See contract for English Composition Classes)

0.5	0.5	FLC'S	0.03	8	to	9	Hours
1.0	1.0	FLC'S	0.07	16	to	18	Hours
1.5	1.5	FLC'S	0.10	24	to	27	Hours
2.0	2.0	FLC'S	0.13	32	to	36	Hours
2.5	2.5	FLC'S	0.17	40	to	45	Hours
3.0	3.0	FLC'S	0.20	48	to	54	Hours
3.5	3.5	FLC'S	0.23	56	to	63	Hours
4.0	4.0	FLC'S	0.27	64	to	72	Hours
4.5	4.5	FLC'S	0.30	72	to	81	Hours
5.0	5.0	FLC'S	0.33	80	to	90	Hours

LAB UNITS	FLC's <small>(see note below)</small>	FTE	Minimum Hours <small>(@ 48 hours)</small>	Maximum Hours <small>(@ 54 hours)</small>
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FLC's= Total minimum hours x FLC's/hour + 16 weeks
***See Faculty Load Credit Allocation, Appendix F of Faculty Contract.*

LAB (@.7)							
0.5	1.05	FLC'S	0.07	24	to	27	Hours
1.0	2.10	FLC'S	0.14	48	to	54	Hours
1.5	3.15	FLC'S	0.21	72	to	81	Hours
2.0	4.20	FLC'S	0.28	96	to	108	Hours
2.5	5.25	FLC'S	0.35	120	to	135	Hours

LAB (@.75) - P.E. ACTIVITY CLASSES							
0.5	1.13	FLC'S	0.08	24	to	27	Hours
1.0	2.25	FLC'S	0.15	48	to	54	Hours
1.5	3.38	FLC'S	0.23	72	to	81	Hours
2.0	4.50	FLC'S	0.30	96	to	108	Hours
2.5	5.63	FLC'S	0.38	120	to	135	Hours

LAB (@.8)							
0.5	1.20	FLC'S	0.08	24	to	27	Hours
1.0	2.40	FLC'S	0.16	48	to	54	Hours
1.5	3.60	FLC'S	0.24	72	to	81	Hours
2.0	4.80	FLC'S	0.32	96	to	108	Hours
2.5	6.00	FLC'S	0.40	120	to	135	Hours

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 AND SCHEDULE DESCRIPTIONS</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. 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 CONTENT</p>	<p>Course Content - as a permanent course, more details about the course content should be documented. Course content is examined by state reviewers to understand the coverage of the course. It is also used by other institutions for articulation purposes.</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. 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. Consult with CSM's instructional technologist for best practices in distance education that also address some of accessibility issues.</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'"" 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: 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. 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>The DE Contact area needs to be completed. This area documents the ways that the faculty will ensure that regular effective communication occurs between faculty and students.</p>
<p>LAB CONTENT</p>	<p>Lab Content missing: Previously, lab and lecture content were described together, however, now both areas 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>
<p>LIBRARY and LEARNING RESOURCES</p>	<p>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 Kalina Tabatt to discuss library resources for this new course.</p>
<p>RECOMMENDED PREPARATION</p>	<p>Recommended Preparation: a short narrative describing the relationship between your course and the skills acquired in the recommended course (ENGL 838/848) is required. You can find course outlines at http://collegeofsanmateo.edu/articulation/outlines.asp . These may help you understand the specific skill taught in the recommended course. 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>
<p>REPEATABILITY</p>	<p>Repeatability statement/ and justification are missing. Repeatability: justification is missing. Is this course being considered as part of a 'family" according to the new regulations on repeatability? Repeatability statement/ and justification are 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>
<p>REPRESENTATIVE ASSIGNMENTS</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? Representative assignments missing: please add a description of a typical assignment from the class. Describe a typical report 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. 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</p>

	<p>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>TBA</p>	<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> <p>This is the 6 year update for this class. Though TBA removal was the primary reason for the proposal, this is an opportunity to update the course outline to reflect more recent changes in state standards for course outlines.</p>
<p>TEXTBOOKS</p>	<p>Textbook needs date info or at least version info.</p> <p>Textbooks should be reviewed for more recent options and updated if possible.</p> <p>The textbook information is a required part of the course outline. The representative texts information is meant to guide understanding of the course. It helps new instructors to know the types of textbooks that are recommended for the course, it helps state reviewers understand the course and it is a required section of the course outline by state regulation. If the textbook for the class is a "classic" or infrequently updated code - please state the newest possible and comment that it is used as a standard for the course content.</p>

Typical Technical Review comments

ATTENDANCE	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
CATALOG DESCRIPTION	<p>CATALOG DESCRIPTION AND SCHEDULE DESCRIPTIONS</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>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>
CONTENT REVIEW	<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:</p> <ul style="list-style-type: none"> Objective to Objective Objective to Content Content to Content Content to Objective" <p>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>
COURSE OBJECTIVES	<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/outlines_engl.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.</p> <p>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	

	<p>Representative assignments missing: please add a description of a typical assignment from the class. Describe a typical report 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>