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Log-on Instructions

1. To access the Chaffey Home Page - www.curricunet.com/chaffey/

2. To log on - On the upper left-hand corner of the home page,

   Log on instructions for first time Faculty users:
   • **User Name:** first initial and last name (ex: Jennifer Lopez – jlopez)
   • **Password:** changeme
     “changeme” is the generic preset password for all Chaffey users. It is intended to remind you to change this generic password to a personal password immediately.
   • **Click “OK”**

   Log on instructions for Adjunct Faculty and Staff:
   • **User Name:** chaffey
   • **Password:** chaffey
   • **Click “OK”**

3. To view all Course Outlines of Records (COR’s):

   • Under **Search**
   • **Course**
   • In “**Course Search**” select discipline
   • **Click “OK”**
   • **WR (Word Report)** icon will show you the COR

4. To change your password - On the left-hand side of the home page,

   • Under **Preferences**, click on the **Personal Information** link. A page with your personal information will appear.
   • **Review** your personal information and make any **corrections**.
   • Choose the **Password** field and enter a **personal password**.
   • **Confirm** the Password in the field below.
   • Click “**OK”** at the bottom right of the Personal Information box. Your password is permanent unless you choose to change it.
   • Click on the **CurricUNET Home** link in the upper left-hand corner to return to the CurricUNET Home Page.
Create A New Course

- Under **Build**, go to **Courses**; click the **Create New Course** link. (Remember, you will be able to create courses only in your discipline.)
- Choose the **Discipline** from the drop-down list and then enter a **Course Number**.
- Enter the **Course Title** (68 characters maximum) followed by the **Short Title** of the course (30 characters maximum). The same title can be used for both if less than 30 characters.
- Enter the **Catalog Description** (Description may be edited to maintain the current catalog style.)
- Enter the proposal type.
- Click “**OK**.”
You will then be taken to the **Course Construction Main Menu**. The information you just entered will be automatically displayed.

From here you will continue creating your course using the **Course Checklist** (column on the right-hand side of the screen).

The **Course Checklist** is the list of items required to be completely checked off before your proposal can be reviewed by the Curriculum Committee.
Adding a Co-Contributor

You will see a link in the middle of the page titled **Add a Co-Contributor**. Adding a Co-Contributor allows other faculty to work on the same course outline.

- If you want one or more of your colleagues to help build or edit your course, click on **Add a Co-Contributor**.
- A drop-down list of names will appear. You may choose as many names as you want, but select only **ONE AT A TIME**.
- If you would like your colleague to have access to the entire proposal, then **Check All**, but if you would like to restrict the areas they have access to, check off only the areas that apply to them, then click “**OK**”; repeat the process to add additional co-contributors.
Using the Course Checklist

The **Course Checklist** is a list of links that allow you to navigate easily among the sections of the course outline of record you are creating.

- Consultation/Description
- Units/Hours
- Objectives
- Requisites
- Content
- Methods of Instruction
- Out-of-Class Assignments
- Methods of Evaluation
- Resources
- Library
- Approval Criteria
- General Ed
- Comparable Courses
- Attached Files

You can complete the items on the **Course Checklist** in any order you choose. For example, you can start with Approval Criteria and then go to Objectives.

Always click **Save** and **Finish** (at the bottom of each work page) before moving on to another screen.

- **SAVE** retains the information you entered, but keeps the page open for additional information.
- **FINISH** saves the information and locks the page to show it is complete. (You can still go back later and make changes if needed.)
- **CANCEL** erases all the data you entered and sends you back to the blank page.

The system will not allow you to **Finish** until you have entered all required data. If you attempt to “Finish” with incomplete data, the system will warn you. As each item on the checklist is finished, a check mark will appear in the box next to the completed item and the title will change from blue to green.

**IMPORTANT NOTE:** SAVE OFTEN - THE SYSTEM DOES NOT SAVE AUTOMATICALLY WHEN LEAVING A PAGE!
Consultation/Description

All information you previously entered regarding the Discipline, Course Number, Course Title, and Short Title will appear in the correct data fields. You will need to confirm you have discussed this proposal with your dean, coordinator, and the faculty in your discipline by checking the appropriate box. You will need to indicate the Year and Semester you propose to offer this course for the first time. You also have the option to request a Cross-Listed Discipline on this page. When you are finished entering information, click “Save” to complete the page. If the page is complete, click “Finish.”
Units/Hours

On this page, you will specify course information such as the Type of Course (e.g., lecture or lab); select Credit by Exam availability, Units, Number of Times course can be taken, Course Level, Course Grading type, TOP Code, SAM Code, and Class Size. Note that hours are calculated automatically based on the number of units you specify.

**TOP CODE:** This is the Chancellor’s Office identification number that best indicates course subject matter. A “TOP Code Manual” link is provided on the left side of the page.

**SAM CODE:** This code identifies courses whose primary purpose is to prepare students for an occupation.

- **A = None**
- **B = Advanced Occupational:** Course is in the advanced stages of the program
- **C = Clearly Occupational:** Course is in the middle stages of the program
- **D = Possibly Occupational:** Course is in the beginning stages of the program
- **E = Non-Occupational:** Course is non-occupational
Objectives

On this screen you will enter the Objectives for this course. A link is provided on the page that connects you directly to a Taxonomy of Critical Thinking Verbs.

- To add an Objective, click on "Add," and input the Objective in the box provided; when the Objective has been entered, click "Save".
- Enter Objectives ONE AT A TIME.
- As you add each Objective and "Save" it, it will become part of a numbered list at the bottom of the screen; there is no need to type letters or numbers in front of each new Objective when entering; this will occur automatically.
- Each Objective on the list can be edited by using the ( ) icon, deleted by using the ( ) icon, or moved up or down in the list by using the ( ) or ( ) icon.
Requisites

This screen is used to list Limitations on Enrollment, Prerequisites, Corequisites, Advisories, or Assessment Level. To specify a Requisite, use the drop-down box to select the Requisite Type and click “Add.”

If you choose Limitation on Enrollment, you will be required to enter the information in a data box (see below). Fill in the appropriate information and click “Add” again. The Limitation you just added will appear at the bottom of the screen. Limitations on enrollment are items such as auditions or TB testing required for entrance into the course.

If you choose Prerequisite, you will be asked to choose the Type of Prerequisite from a drop-down list and complete a Content Review. Prerequisites are courses the student must complete prior to registering for another course.
If you choose Corequisite, you will be asked to choose the Type of Corequisite from a drop-down list and complete a Content Review. Corequisites are courses required to be simultaneously taken in order to enroll in another course.

If you choose Advisory, you will be asked to choose the Type of Advisory. If the Advisory is a course, you will be instructed to complete a Content Review. Advisories can be courses, skills, or equivalent experience, but are not required for the student to enter the course.

If you choose Assessment Level, you will be asked to designate the required course level.
Content Review

To complete a Content Review, you will correlate objectives ONE AT A TIME.

- Select one Objective from the drop-down list of objectives from the course you are creating.
- Click “Add.”
- Now, select the Objectives that correlate with your course ONE AT A TIME from the list of objectives from the Prerequisite, Corequisite, or Advisory you selected as a requisite to your course.
- Click “Add.”

Continue adding requisites until you are done. As you add them, they will form a list at the bottom of your screen.
Content

You will enter the **Course Content** (course topics) on this screen.

An outline formatting tool is available on this page, **there is no need to type letters or numbers in front of each new course topic when entering; this will occur automatically** (see below).
The Outline Tool

The Outline Tool enables you to easily enter and automatically format your outline of course topics in the Content section of your COR; there is no need to type letters or numbers in front of each new course topic when entering; this will occur automatically.

To create a new outline,

- First click on the icon.
- Once you have clicked on the outline icon, an "A" will appear in the field box.

To increase the indent to the next level,

- Hit the Enter key. The enter key will move the cursor to the next line.
- Then click the increase indent icon.

To decrease the indent to the previous level,

- Make sure your cursor is on the line of text you want to decrease.
- Click the decrease icon.

Your outline should be formatted like this.
Methods of Instruction

On this screen you will enter the Methods of Instruction used in this course. Choose only methods of instruction applicable to the course.

- Check off all applicable Methods of Instruction on the list.
- To specify methods not on the list, check the “Other” box and list custom methods in the Other Methods section.
Out of Class Assignments

On this screen you will enter typical homework assignments for this course. Assignments are divided into four categories: **Reading**, **Writing**, **Critical Thinking**, and **Other**. Fill in only the assignment categories that apply to your course.

- Place a check mark next to all applicable types of Out of Class Assignments on the list.
- To specify types not on the list, list additional types in the field box labeled “Other.”
- List examples of typical homework assignments in each of the categories under, Sample Assignment; a minimum of 3 assignments are needed; one example for each section.
Methods of Evaluation

On this screen you will enter the Methods of Evaluation for this course. Choose only methods of evaluation applicable to the course.

- Place a check mark in all applicable Methods of Evaluation on the list.
- To specify methods not on the list, list custom methods in the bottom field section.
Resources

You will be able to enter all resources related to the course on this screen including textbooks, periodicals, software, and other supplies. Items must be entered one at a time. They will appear as a list on the COR.

- To enter a resource, click “Add” in each section to add a textbook, periodical, software, or other supplies.
- Click the appropriate button at the top of the box to show whether the resource is a Text or Supplemental.
- Fill in the information requested in the data fields.
- Click “Add” when you are finished entering each resource.

Resources:
- Texts should be less than five years old
- Texts more than five years old should be labeled as “Classic”
- Listed texts should be considered only as examples
Library

This screen is used to enter specialized library resources such as periodicals, reference books, or databases students will need to access for this course. List all requirements in the box. **It is not necessary to list standard library resources.** If this section is not applicable to your proposal, click “Finish.”
Approval Criteria

Each new course must meet four criteria mandated by the Chancellor’s Office: **Mission, Need, Feasibility, and Compliance.** A link to these criteria is available on this page. For each criterion, explain how this course meets that criterion by entering a short narrative in the appropriate box. When you have provided narratives for all four criteria, click “Finish.”
General Ed

This screen is for courses proposed to meet one or more areas of the Chaffey General Education Requirements or to request CSU or UC Transfer.

- For Chaffey General Ed, select the area from the drop-down list.
- Put a check mark in the applicable categories for that area.
- Click “Save.”
- Continue adding areas ONE AT A TIME as needed.
- When all proposed areas have been added, click “Finish.”
Comparable Courses

This page is intended for new transfer level courses or for courses in disciplines or programs new to the college. Transfer level courses require you to specify three comparable lower division courses currently offered at a UC or CSU. Non-transfer level courses require three comparable lower division courses currently offered at a four-year or community college. If you do not know what courses are comparable, click on the ASSIST link at the top of the box and follow the instructions on the website.

- To specify a comparable course, enter the College Name, Course Title, Course Number, and the Catalog Year and Page of the College Catalog where the comparable course is listed.
- If the catalog page is available online, enter the URL that takes you to the page.
- Paste or enter the Catalog Description of the comparable course in the box.
- Enter your Rationale for considering the course comparable in the next box.
- Click "Add" when you finish entering the information for each course.
- When all courses have been added, click "Finish."
Attached Files

This page allows you to attach relevant documents and files to the course.

- To attach a file, enter the **Title** of the file you are attaching.
- Use the **Browse** button to find the file on your computer/network.
- Click “**Add**” to upload the file to the CurricUNET system and attach it to the course. The file title will appear in a list at the bottom.
- Continue adding files one at a time until all files are attached.
- When all files have been attached, click “**Finish**.”

After attaching all files,

- If you want to review the file, click on the **File name**.
- If you want to delete the file, click the “**Drop**” button next to the file title.
Completing Your Proposal

When you have finished every item on the Course Checklist, an “Audit” button will appear in the left-hand column. Click on the “Audit” button.

If your proposal is incomplete, you will be instructed to return to the “Course Checklist” and enter any missing data. If your proposal is complete, you will be instructed to click on the “My Approvals” link below.

Next, select “Originator” and click “Next.”

The screen below will appear. Now, click “Action.”

Choose “Pre-Launch” from the drop-down “Action” menu at the bottom of the screen. Your course will now begin the approval process.
Reviewing the Completed Proposed COR

Completing the required items on the Course Checklist will automatically generate a COR.

To review the “proposed” new Course Outline of Record, go to CurricUNET Home, under Track, click on “All Proposals”. This will take you to the “All Proposals” list below. The proposals are listed in alphabetical order. Look for your proposal; click on the Check Status to the left of the proposal, and click on the WR icon.

**NOTE: CORS can be reviewed at any time during the process by clicking the WR icon.**
Clicking on **Check Status** will also allow you to view comments made during the approval process.

The illustration of a COR example is located below.

COURSE OUTLINE

**CHAFFEY COLLEGE**

Discipline: BIOL

1. COURSE IDENTIFICATION: BIOL 15
2. COURSE TITLE: Bioethics
3. UNITS: 3
4. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1
5. REQUIRED AND/OR RECOMMENDED BACKGROUND: None
6. CATALOG DESCRIPTION:
   A survey of ethical issues in biology. Students will investigate dilemmas in biology and apply ethical reasoning to specific issues. Topics may include, but are not limited to: genetic manipulation in agriculture and medicine; human and animal experimentation; human cell research, environmental conservation; and global warming.
7. CONTENT (Scope and Description of Content):
   Order and emphasis of core topics may vary from instructor to instructor.
   A. Scientific methods
   B. Scientific guidelines and misconduct
   C. Conflict of interest
   D. Speculative topics may include, but are not limited to:
      1. sources of medical information
      2. Performance enhancing drugs
      3. Cloning
      4. Immunization of organisms
      5. Organ transplants
      6. Stem cells
      7. Abortion
      8. Birth control methods
      9. Reproductive technology
      10. Inheritance
      11. Humans and animal experimentation
      12. Humans and animal exploitation
Modify An Existing Course

- Under **Build**, go to **Courses**, click the **Modify Course** link.
- Clicking on the **Modify Course** link will bring you to the **Course Search** screen.

The **Course Search** screen allows you to choose the course you want to modify.

- Choose the **Discipline** from the drop-down list.
- Click "**OK**."

You will then be taken to the **Course Search Results** screen.

Choose the course you are modifying by clicking the («) icon to the left of the course number and title. This makes a copy of the existing COR so that you can make changes to it without altering the original.
Accessing the Course

You will then see the Course Update screen, choose the Proposal Type from the drop-down list and click "Next."

Modifying the Course

You will then be taken to the Course Construction Main Menu, where you will use the Course Checklist (the right-hand column) to edit the remainder of the course.

**NOTE: Units cannot be changed in a course modification.**

For information regarding using the Course Checklist, consult the Create A New Course section of this handbook starting on page 4.
Create A New Program

- Under Build, go to Programs of Study, click on Create New Program. (Remember, you will be able to create programs only in your discipline.)
- Clicking on the Create New Program link will bring you to the Create a New Program entry screen, shown below.

Next, choose the correct Discipline from the drop-down list. Enter a Program Title.
Then choose the Award Type from the drop-down list. Click "Save". You will then be taken to the Program Construction Main Menu.

Program Construction Main Menu

- Here you will see the Program Title you just entered as well as a link to Add a Co-Contributor. (Adding a Co-Contributor allows several faculty to work on the same program.)
- If you want one or more of your colleagues to work on your program, click on Add a Co-Contributor. Select one or more colleagues from the drop-down list.

From here you will continue creating the program using the Program Checklist (column on the right-hand side of the screen).
Using the Program Checklist

The Program Checklist is a list of links that allow you to navigate easily among the sections of the program. You can complete the items on the Program Checklist in any order you choose. Always click SAVE and FINISH (at the bottom of each work page) before moving on to another screen.

SAVE retains the information you entered but keeps the page open for additional information. FINISH saves the information and locks the page for editing to show it is complete. (You can still go back later and make changes if needed.) CANCEL erases all the data you entered and sends you back to the blank page.

The system will not allow you to “Finish” until you have entered all required data. If you attempt to “Finish” with incomplete data, the system will warn you. As each item on the checklist is finished, a check mark will appear in the box next to the completed item, and the title will change from blue to green (see below).

IMPORTANT NOTE: SAVE OFTEN - THE SYSTEM DOES NOT SAVE AUTOMATICALLY WHEN LEAVING A PAGE!
Cover

Most of the specific information about the program is entered on this screen. Enter the Discipline, Program Title, Program Type and the Proposed Start Date of the new “proposed” program, click “Save”. If the page is complete, click “Finish”.

Description

Enter descriptive information about the program on this screen, click the “Save” and “Finish” button when you are done. Keep in mind that this description will appear in the College Catalog.
Program Requirements

Begin by creating Program Definitions for each category of courses in the Program Requirements text box; for example, Major Requirements for the Associate in Science Degree or Plus nine units from the following. Each Definition can have its own header or footer, if you choose to type one in. Enter the Definitions one at a time by clicking the Add button. Definitions will appear at the bottom of the screen.

Each Definition has a unit value. To have CurricUNET automatically calculate the units, leave the setting on Default. To enter a specific unit value or to enter a range of units, choose Units and enter the specific number of units in the boxes below.

After a Definition has been added, you will be able to add courses to it by clicking the Courses button next to each Definition.
Program Courses

Add each course separately by adding one course at a time from the drop-down list. ‘And’ or ‘or’ can be added to a course in the **Condition** box. **Footnotes** can be added to each course. The **Footnote Identifier** is an asterisk (*); type in your footnote in the Footnote text box. Footnotes for courses will appear at the bottom of the Word Report. Click the “Add” button. The courses you have added will appear in a list at the top of the page. After a course has been added, you can edit it by using the icon, delete it by using the icon, or move it up or down using the or icons.

![Program Courses Screen](image)

When you are done adding courses to a Definition, click the “Done” button. This will take you back to the Program Requirements screen, where you can add courses to other Definitions or click the “Finish” button.

Completing your program proposal is done in the same manner as completing a course. Please refer to the **Completing Your Proposal** section on page 25 in the handbook for detailed instructions.
Example of Completed Program

You can view the Word Report for your program at any time by clicking on the WR icon.
Modifying or Deleting a Program of Study

- Under Build, go to Programs of Study, click the Programs Modification link.
- Clicking the Programs Modification link will bring you to the Program Search screen, which allows you to choose the program you want to modify.
- Choose the discipline from the drop-down list or type in the program title.
- Click "OK"

You will be taken to the Program Search Results screen.

Choose the program you want to modify by clicking the ( COPY ) icon to the left of the program title. This makes a copy of the existing program so you can make changes without altering the original.

You will then see the Revise a Program screen. Choose your Proposal Type from the drop-down list. Provide a rationale in the text box.

Modifying the Program
You will be taken to the Program Construction Main Menu, where you will use the Program Checklist (the right-hand column) to edit the remainder of the course.

For information on using the Program Checklist, consult the Create A New Program section of this handbook starting on page 30.

Deleting the Program
You will be taken to the Program Construction Main Menu. On the Program Checklist, choose cover. Fill in the Effective Date. Your deactivation proposal will be complete once you have filled in the Effective Date.
Approve Courses on CurricUNET

From the CurricUNET Homepage, under “Track”, click on “My Approvals”.

Select your “Role” from the drop-down menu (ex. Coordinator, Dean, etc.). Click Next.

- To view the Course Outline of Record, click WR, to the left of the proposal.
- To review components in detail, click the pencil icon to the left of the proposal. Then use the “Course Checklist” (right column) to view each element, clicking on each area of the proposal you want to review. You may view the items in any order you choose.
- After reviewing the course, return to the “My Approvals” page.
- Click on the Action button (bottom right of the course you are reviewing).
- Select an Action from the drop-down menu. Choices may include Pre-Launch, Approve, Disapprove, or Request for Change, depending on the role you have chosen.

- If you are taking an action (such as “Approve” or “Disapprove”), choose the action from the drop-down “Action” menu and click “Save”.
- If you are requesting a change, type your request in the “Comments” box and click “Save”.
1. Do I have to fill in all parts of the “Course Checklist” or only the items I want updated? Yes, you must complete the entire course checklist before the system will allow you to submit your proposal.

2. If I am modifying a course, do I have to enter information from the existing COR? No. Information from the existing COR has been auto-filled for you.

3. If I am modifying a course, will CurricUNET create a mark-up version that shows all of the revisions I’m making? Yes, all revisions will be shown; red colored ink will mark the deletions to the COR and areas highlighted in green are new additions to the COR. You can view this report by clicking the Course Comparison (CC) icon.

4. What is the difference between “Title” and “Short Title”? “Title” refers to the full title of the course for the College Catalog; e.g.: “Microsoft Access Database Design and Development.” The title can have a maximum of 68 characters. “Short Title” refers to the abbreviated version used in the Schedule of Classes; e.g.: “Access Design and Development.” The short title can have a maximum of 30 characters.

5. What length and style should the “Catalog Description” be? Catalog descriptions vary somewhat among different disciplines. Review the current catalog for description content and style consistent with other courses in your discipline.

6. What are the different “Course Types” that I can choose among at Chaffey? • Lecture classes consist primarily of lecture and discussion and are usually scheduled in standard time modules.
   • Laboratory (Scheduled) also meets during standard, scheduled time modules.
   • Laboratory (Arranged Hour) - Self-Paced allow students to complete assignments on their own time, at their own pace, in an instructor-supervised campus lab. Student must enroll in these classes during the regular registration period.
   • Laboratory (Arranged Hour) - Open Entry are Self-Paced laboratories that students may enter any time during the semester.
   • Laboratory (Arranged Hour) - Neither of the above require students to complete their work in a supervised lab during variable hours determined by their instructor.
   • Lecture/Lab Combination classes have their lecture and lab portions scheduled in the same module.
   • Studio classes are a combination of lecture and activity, usually associated with the arts.
   • Work Experience/Cooperative Education classes offer college credit for supervised workplace experience. These classes are sometimes referred to as “Internship” or “Externship.”
   • Independent/Directed Study classes are individual variable-hour studies arranged directly with the instructor.

7. How do I calculate student “hours per unit” for different types of classes? All student hours are calculated according to the Carnegie unit, which requires three hours of work per week for one unit of credit. • Lecture units require two hours of outside assignments for every hour in class. For example, a three unit lecture course requires three hours in class and six hours of homework per week.
   • Lab units are earned during class hours; students are required to complete few or no outside assignments. For example, a three unit lab course requires nine hours in class per week with no assigned homework.
   • Lecture/Lab courses calculate lecture units and lab units separately and total them. For example, a four unit lecture/lab course requires three hours in class and
six hours of homework per week to equal three lecture units. Another three hours in class per week equals one lab unit.

- **Studio units** require one hour of outside assignments for every hour in class. For example, a two unit studio course requires three hours in class and three hours of homework per week.
- **Paid Work Experience** gives students one unit of credit for every 75 hours of paid, supervised work experience.
- **Unpaid Work Experience** gives students one unit of credit for every 60 hours of unpaid, supervised work experience.

8. **How many times can a course be repeated for credit?**
   
   *Title 5* allows repetition of credit courses only when the course is specifically intended to build skills or to change focus; i.e., a class in theater in which the student shifts focus from lighting, to sets, to make-up, etc., in subsequent semesters. Four is the maximum number of times a credit course may be taken unless special circumstances apply. Non-credit courses have no maximum number of repetitions; students may repeat them as many times as they choose.

9. **What numbering system does Chaffey use to designate course level?**
   
   - **0 to 99** designate courses that apply to a Chaffey certificate or degree and are also transferable to four-year colleges.
   - **400 to 499** designate courses that apply to a Chaffey certificate or degree but are not transferable.
   - **500 to 599** designate pre-collegiate courses that are not Degree or Certificate Applicable or transferable.
   - **600 to 699** designate non-credit courses that are not graded or transcripted. To be classified as non-credit, the course must meet one of the Chancellor’s nine non-credit categories: Parenting, Elementary or Secondary Basic Skills, English as a Second Language, Citizenship, Substantial Disability, Short Term Vocational, Older Adults, Home Economics, or Health and Safety.

10. **What grading options are available for my classes?**
    
    Credit courses may have a letter grade option, a Pass/No Pass option, or both. Non-Credit courses are not graded and do not appear on a student’s transcript.

11. **How many objectives should my course have?**
    
    There is no required number. However, individual courses typically contain ten to fifteen objectives.

12. **Do I need to use any special language for my “Course Objectives”?**
    
    Yes, objectives must contain cognitive action verbs. The majority of objectives for transfer-level courses should contain higher level critical thinking verbs. For examples, consult “Taxonomy of Cognitive Verbs.”

13. **Should I list every course topic in the “Content” section?**
    
    No, focus on core topics that all instructors will be expected to cover. The order and emphasis of these topics will vary from instructor to instructor; individual instructors may also include appropriate topics that are not on the list. Where applicable, indicate ranges of choices; for example, “one of the major Shakespearean tragedies, such as Hamlet, Othello Macbeth, or King Lear.”

14. **Must instructors use all the “Methods of Instruction” and “Methods of Evaluation” specified in the COR?**
    
    No, choose the instruction and evaluation methods your discipline recommends for teaching this course. Individual instructors may choose from among these methods, according to experience and pedagogical philosophy. All methods should be appropriate for course type (e.g., “lecture” is not an appropriate instructional method for a laboratory course, nor would an essay be used to evaluate a pronunciation class).
15. Why do I divide my “Out-of-Class Assignments” into categories such as reading, writing, and problem solving?

Title 5 specifies that certain categories of assignments should be included in a college course. Not all categories, however, will apply to every course. For example, a math course might not require writing assignments. The range and type of assignments should reflect unit type; e.g., a lecture course requires outside assignments of 36 hours per semester for each unit of credit. Conversely, a lab course requires minimal outside work.

16. Why must I include examples of assignments? Must all instructors use these same assignments?

Title 5 requires that course outlines specify assignments; however, specific class assignments will vary by instructor. Examples are included as a way of demonstrating the rigor and critical thinking expected in a typical reading, writing, or problem-solving assignment for the course. Transferable courses should include sample assignments that require greater skill and more critical thinking than non-transferable courses.

17. Why must my textbooks be less than five years old?

When transfer courses are evaluated by four year colleges, they routinely examine the textbook list to make certain the course is up to date. Occupational course textbook lists need to demonstrate currency in the marketplace. Sometimes, however, an older text remains the best choice for a particular class. If you wish to include a text that is more than five years old, indicate the book is a “classic” in the edition field.

18. What is the difference between the “Title” and the “Main Title” of a periodical?

Sometimes you will need to differentiate the title of an individual article or edition from the main title of a publication; e.g., Newsweek may issue a volume titled Most Interesting People of 2006. In this case you would list Newsweek as the main title of the publication and Most Interesting People of 2006 as the title.

19. How do I demonstrate that my course meets the “Chancellor’s Approval Criteria”? Do I just cut and paste from the attached document?

No, review the criteria in the attached document and then provide a brief narrative summary of the ways that your course meets each criterion.

20. What is the difference between a prerequisite and an advisory?

There are three primary differences. The first is that a prerequisite is a course, whereas an advisory can be a course, a skill, or a specified type of experience. The second is that a prerequisite is required, whereas an advisory is recommended. Finally, Datatel blocks students from registering in a course if they have not met the prerequisite. Datatel does not block students who have not completed advisories.

21. What is the difference between a corequisite and a prerequisite?

Both are required courses. However, prerequisites must be completed before enrolling in a course. Corequisites may be completed either prior to, or concurrent with, the primary course.

22. What types of prerequisites are there?

There are three types. 1) A communication or computation prerequisite is a course in Reading, English, or Math that must be completed prior to enrollment in a course in another discipline. An example would be an English prerequisite for a biology course. This type of prerequisite requires that a data analysis be completed prior to the prerequisite can be implemented. 2) A sequential prerequisite is a course in the same discipline that follows a required sequence. An example would be Spanish 1 as a prerequisite for Spanish 2. Sequential prerequisites require only a content review for validation. 3) A standard prerequisite is a prerequisite that is routinely required at a four-year college. An example would be math as a prerequisite for physics. Standard prerequisites apply only to transfer level courses. Validation requires both a content review and references to three comparable courses at a UC or CSU.
23. **What types of corequisites are there?**
   There are two types of corequisites. 1) A one-way corequisite is an ancillary course whose content is dependent on a primary course that could be taken alone. For example, an astronomy lab could not be taken without completing an astronomy lecture course. The lecture, however, could be taken without the lab. The lab in this case is optional. 2) A two-way corequisite is one of two linked courses in which the content of both courses is interdependent. An example would be a chemistry lab and a chemistry lecture. Although two-way corequisites are usually taken concurrently, previous completion may be allowed. For example, a student might take the chemistry lecture course in fall semester and take the chemistry lab in spring semester. Both courses are required.

24. **What is a limitation on enrollment?**
   A limitation on enrollment is a non-course requirement. Typical examples would be auditions for team or performance courses, admission into a particular program, or current TB testing. Students who do not meet the requirement will not be allowed to enroll in the course.

25. **What is a “Content Review”?**
   A content review matches objectives of the prerequisite or co-requisite course to the objectives of the “proposed” course. It is designed to demonstrate which skills from the requisite course will be needed in the “proposed” course.
**Taxonomy of Cognitive Action Verbs**

<table>
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<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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Bolding indicates verbs have multiple uses.
Chancellor’s Approval Criteria

Mission
A course falls within the mission of California Community Colleges when it meets the following criteria:

- It is designed for lower division credit towards the degree, for purposes of transfer, for occupational preparation, for economic development, or for career supplementation or upgrade.
- It develops the ability of enrolled students to succeed in college level courses (applies to non-credit courses only).
- It provides systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.
- It is directed at the appropriate level for community colleges; that is, it is not directed either at a level beyond the associate degree (or the first two years of college), or at the primary or secondary school level.
- It is not primarily a vocational or recreational.
- It provides distinct instructional content and specific instructional objectives.
- It does not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).
- It is congruent with the mission statement and comprehensive or master plan of the college.

Need
A course meets the needs of a California Community College when it meets one or more the following criteria:

- It supports the stated goals and objectives of a college program (all courses).
- It responds to student demand (all courses).
- It has demonstrated transfer applicability for a university major or general education requirement (transfer-level courses only).
- It prepares students for viable occupations, as demonstrated by labor market information, employer surveys, job market analysis, or other comparable information (occupational courses only).
- It prepares students for needed job enhancement (occupational courses only).
- It is recommended by local occupational consortiums (occupational courses only).

Feasibility
A course is feasible when it meets the following criteria:

- The college has the funding, faculty, facilities, and equipment to offer the course.
- The college has the resources needed to offer the course at the level of quality described in the Course Outline of Record.
- The college commits to offering the course at least once every two years, unless the goals and rationale justify a longer time frame as being in the best interests of students.

Compliance
A course is compliant when the design of the course is not in conflict with any law(s), including the following:

- State and federal laws, both statutes and regulations
- Laws particularly affecting community colleges, including
  - Open course regulations
  - Course repeatability regulations
  - Regulations requiring immediate supervision by a qualified instructor
  - Statutes and regulations on student fees
  - Prerequisite, co-requisite, advisory, or enrollment limitation regulations
- Particular provisions of the practice act(s) for a health occupation
- Constitutional prohibitions against political and religious activities in public instruction.
- Any other law that may affect the course (e.g., licensing laws in a particular occupation).