

# Guidelines for Course Revision Scheduled and Unscheduled Review in CurriQunet META



2022

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## Purpose

The purpose of this guide is to walk you through the process of revising an already approved outline in CurriQunet META. Step by step directions will focus your attention on all key areas and provide helpful examples to follow to streamline the process of review and approval.

## General Notes

1. When working in META, work on a single course at a time.
2. META functions best when opened in Chrome.
3. For stylistic (formatting and grammar), academic language, and state required expectations across the course outline of record, refer to:
  - [The Saddleback College Style Guide](#)
  - [The Course Outline of Record: A Curriculum Reference Guide \(ASCCC, 2017\)](#)
  - [The Program and Course Approval Handbook \(PCAH\) \(State Chancellors Office, 7<sup>th</sup> edition\)](#)
4. Don't hesitate to ask for help. Your division's Curriculum Chair should be your go-to resource!

## Course Revision in CurriQunet META

**(Special directions for cross-listed courses:** Parent course must be completed first. If the course you are working on is the “child”- **WAIT**- and contact your division’s Curriculum Chair for information on how to proceed.)

1. Login to [CurriQunet META](#) using your email address and single sign-on password  
If you need help with your single sign-on please contact District IT.  
If your single sign-on is working (you can access email, SharePoint, Canvas etc..., but not META), please contact the curriculum specialist for your division –listed on the [Curriculum website](#).

**SADDLEBACK COLLEGE**

Selections: College 0 Curriculum Type Filters: Status 1

Reset Keyword Search Search

### Find Courses or Programs

Select Courses or Programs from the "Type" dropdown at the top of the page. Enter the course or program in the "Keyword Search". To refine your search, use the College or Subject filters.

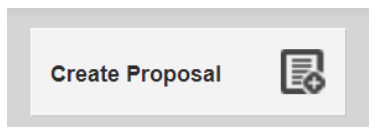
### Log in to CurriQunet META

Please log in to the system to:

- Create a Proposal (Create, Edit, Reinstate, or Archive a Course or Program)
- Review In-Progress Proposals
- Run Reports

Login

2. Once in META, find the “Create Proposal” button on the top right of the screen and click on it.



3. Using the drop-down menu, select "Saddleback – Course Modification" and click Next.

Proposal Type

**Courses**

- Saddleback - Course Deletion
- Saddleback - Course Modification**
- Saddleback - Course Reactivation
- Saddleback - Distance Education Addendum

Previous **Next** Create Proposal

4. Click the Find Proposal button

Proposal Requirements

**Saddleback - Course Modification**

Use "Find Proposal" to search the proposal you want to update.

Reactivation Proposal

**Find Proposal** Source:

Previous Next Create Proposal

5. Enter the prefix and number into the Keyword Search box and press Search.

Search Proposals

Select one or more subjects or enter keywords and click search.  
Keyword filters are applied to the title, subject, course number and institution. Keywords separated by a comma are treated as distinct search terms and will return all records containing all terms.  
(Ex. **English, 300** will return all records with both **English** and **300**. **English 300** will return only those records where the exact phrase is matched in the search).

Subject Filter:  Keyword Search:

Institution	Subject	Course #	Title	Status
No data to display				

Navigation:      0-0 of 0

6. From the list, find the course for which you wish to create a modification. Click on it and then click Select Proposal.

Search Proposals

Select one or more subjects or enter keywords and click search.  
Keyword filters are applied to the title, subject, course number and institution. Keywords separated by a comma are treated as distinct search terms and will return all records containing all terms.  
(Ex. **English, 300** will return all records with both **English** and **300**. **English 300** will return only those records where the exact phrase is matched in the search).

Subject Filter:

Institution	Subject	Course #	Title	Status
Saddleba...	ENG	332	ENG 332 - READING AND VOCABULARY SKILLS LABORATORY-ESL	Active (F...
Saddleba...	ENG	332	ENG 332NC - READING AND VOCABULARY SKILLS LABORATORY-ESL	Approved
Saddleba...	ENG	332	ENG 332A - READING AND VOCABULARY SKILLS LABORATORY-ESL B...	Active (F...

Navigation:      1-3 of 3

7. On the next screen, check to make sure that you have found the correct course and have selected Course Modification. If it looks correct, click "Next."

## Proposal Requirements

### Saddleback - Course Modification

Use "Find Proposal" to search the proposal you want to update.

Reactivation Proposal

Find Proposal

Source: **ENG 332A - READING AND VOCABULARY SKILLS LABORATORY-ESL BASIC**

Previous

Next

Create Proposal

8. Again, double-check that it's the correct course, if so, click "Create Proposal."

## Proposal Summary

Please review the proposal details below. If you need to make changes, click on any of the previous steps to modify the proposal.

### Saddleback - Course Modification

**Course:** ENG 332A - READING AND VOCABULARY SKILLS LABORATORY-ESL BASIC

If this is correct, press Create Proposal.

Previous

Next

Create Proposal

- The next screen is the cover screen for the course modification. The tabs to the individual screens are on the left and each needs to be reviewed/updated in order to launch the course.

Saddleback - Course Modification: ENG 340 - READING AND WRITING SKI...
[Reset CB Codes](#)

Status: Proposed
Remaining State Requirements: 0 Remaining Launch Requirements: 5

Launch
Delete Draft

Cover 16/18

Units/Hours 9/12

Repeatability 1/1

Distance Education

General Education/Transfer 1/1

Methods of Instruction 1/1

Content 1/1

Learning Objectives 3/3

Student Learning Outcomes

Requisites

Assignments 3/3

Method of Evaluation 4/4

Required Texts 1/1

Library

Attached Files

### Cover

**Suggested Catalog ID**

The auto-generated Catalog ID can be copied from the "Suggested Catalog ID" field above and pasted here. It can then be edited as necessary by Administrative user(s) only.

**Catalog Id**

**CB00 Course Control Number**

**Course Prefix \***

**Course Number \***

**Course Suffix**

**Schools \***

**Department \***

**Subject \***

**Program \***

**Course Title \***

**Short Title \***

**CB04: Credit Status \***

**Top Code (CB03) \***

**Sam Code (CB 09) \***

8



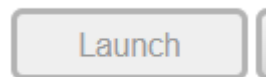
## Modifying Course Elements

Cover	16/18
Units/Hours	9/12
Repeatability	1/1
Distance Education	
General Education/Transfer	1/1
Methods of Instruction	1/1
Content	1/1
Learning Objectives	3/3
Student Learning Outcomes	
Requisites	
Assignments	3/3
Method of Evaluation	4/4
Required Texts	1/1
Library	
Attached Files	
Codes/Dates	3/3
Co-Contributor(s)	
ASSIST	

When completing a course modification, either scheduled or unscheduled, you will need to check each of the tabs on the left to make sure the screens are still accurate.

The colored boxes show you if there is mandatory information missing. Notice that the cover screen has an orange box and is showing 16/18 items complete.

Once the missing elements are filled in and saved, the box will be updated to 18/18 and be green. In order to launch the course modification, all colored boxes will need to be green. The launch button can be found at the top of the screen on the right, but it will not be active until all screens are complete.



## Cover Screen (Part 1)

This screen contains all course identifying information. Here is a screenshot of the first 1/3 of the page:

**Cover**

Last updated by Michelle Duffy on 3/10/2022 at 5:18 PM

Suggested Catalog ID	992891.00
The auto-generated Catalog ID can be copied from the "Suggested Catalog ID" field above and pasted here. It can then be edited as necessary by Administrative user(s) only.	
Catalog Id	320210.05
CB00 Course Control Number	CCC000412855
Course Prefix *	(ENG)
Course Number *	332
Course Suffix	A
Schools *	LA - Liberal Arts
Department *	READ - Reading
Subject *	ENGLRX - English (Reading Lab)
Program *	ENGLRR - English (Reading)
Course Title *	READING AND VOCABULARY SKILLS LABORAT
Short Title *	BASIC RD/VOC LAB ESL
CB04: Credit Status *	C - Credit - Not Degree Applicable
Top Code (CB03) *	1520.00 - Reading
Sam Code (CB 09) *	E - Non-Occupational
CB10 Course COOP Work Exp-ED	N - Is not part of a cooperative work expi
California Classification Code (CB11) *	Y - Credit Course
First Semester Intended to Offer *	Fall 2023

For the most part, for course revisions, these fields will not change. The one thing that will change is the element "First Semester Intended to Offer" and it is important to remember that Curriculum works a full year ahead. For example, courses going through their regular scheduled review in Spring 2022 would have their "First Semester Intended to Offer" as Fall 2023. When in doubt, ask your Curriculum Chair.

**IMPORTANT:** Keep in mind that changes to title, prefix, number, CB 03, or CB 09 create a list of other tasks including revising any program (certificate or degree) that includes this class. It is, however, important to check each field for accuracy. Errors need to be corrected. If you feel something on this screen is in error, **check with** your Curriculum Chair or specialist **before making changes.**

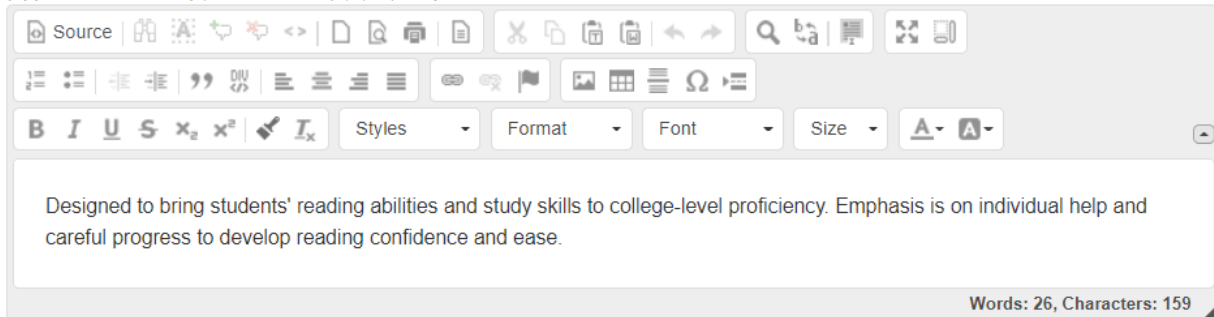
## Cover Screen (Part 2)

In the next third of the cover screen, you will find more descriptive elements of the course including the Catalog Course Description and the Class Schedule Course Description. Please be aware of the character limits for each which include spaces.

### Catalog Course Description \*

(limited to 840 characters)

To change the outline format, select the outline type in the tools, then place your cursor in the text area and "right click". From the new menu select "bulleted or numbered list properties" This will allow you to change the list type (i.e., From Roman Numerals, to Alpha (upper or lower case) , or Decimals (1,2,23, etc.)



The screenshot shows a rich text editor toolbar with various icons for text formatting, alignment, and insertion. Below the toolbar is a text area containing the following text: "Designed to bring students' reading abilities and study skills to college-level proficiency. Emphasis is on individual help and careful progress to develop reading confidence and ease." At the bottom right of the text area, a status bar displays "Words: 26, Characters: 159".

### Class Schedule Course Description \*

(limited to 360 characters)

Prepare for college-level work by improving vocabulary, reading comprehension, study skills, and writing.

Some important things to note:

Catalog Course Description needs to include the following, if applicable: Disclaimer if Letter grade only, disclaimer if off-campus field trips are required

Class Schedule Description needs to include the following, if applicable: C-ID course number, disclaimer if Letter grade only, disclaimer if off-campus field trips are required

It is very likely that these elements will not change.

## Cover Screen (Part 3)

In the last third of the cover screen, you will find technical elements of the course including the CIP Code, SOC Code, and Justification of Need for this modification (all changes need to be identified and explained- what was changed and why). It is a good idea to double-check that the Justification is complete since changes are reported to the Chancellor's Office.

To fill in the CIP Code for your course, you will need to refer back to the course's TOP Code (CB 03) which is given earlier on the Cover Screen. Then, you can use the [TOP-CIP Crosswalk](#) to determine the appropriate CIP Code (select one only). From there, you will use the [CIP-SOC Crosswalk](#) to select the appropriate SOC Code (select one only). Both documents can be found on the Curriculum Website under [Handbooks and Guides](#).

Any changes to the Material Fee will be handled at a later point in time (typically January of each year). You will work with the Office of Instruction on materials fees.

CIP Code \*

---

**Soc Code \***

Show selected

**Launch Requirement: This list requires a minimum of 1 item**

- 11-2011 Advertising and Promotions Managers
- 11-2021 Marketing Managers
- 11-2022 Sales Managers
- 11-2032 Public Relations Managers
- 11-2033 Fundraising Managers
- 11-3012 Administrative Services Managers
- 11-3013 Facilities Managers
- 11-3021 Computer and Information Systems Managers

*0 of 867 items are selected*

**Justification of Need \***  
*This statement will be included on the State-required application for new and revised courses*

The three texts for this course were updated to the most current editions available, and access to library electronic resources and materials were added as supplemental resources for the course. The class max was changed to reflect current practices for basic skills courses. Removed a SLO that was unnecessary to reduce the total number of SLOs.

---

**Material Fee**

---

Is this a cross listed course?

Once the page is complete, click SAVE to continue.

## Units/Hours Screen (Part 1)

### Units/Hours

#### CB04: Credit Status

C - Credit - Not Degree Applicable

#### CB10 Course COOP Work Exp-ED

N - Is not part of a cooperative work experience education program

This course is variable

If no hours per category enter zero.

Weekly Faculty Contact Hours Lecture Min \* Weekly Faculty Contact Hours Lecture Max \*

3.00  3

Weekly Faculty Contact Hours Lab Min \* Weekly Faculty Contact Hours Lab Max \*

0.00  0

Weekly Faculty Contact Hours Learn Ctr Min \* Weekly Faculty Contact Hours Learn Ctr Max \*

0.00  0

Weekly Faculty Contact Hours Total Min Weekly Faculty Contact Hours Total Max

3 0

CB07 Min Units \*

3

CB06 Max Units \*

3

#### Total Min Unit Calculation

	Lecture	Lab	Learn Ctr	Total
Weekly Faculty Contact Hours	3.00	0.00	0.00	3.00
Total Contact Hours	49.80	0.00	0.00	49.80
Lecture Hour Equivalent	3.00	0.00	0.00	3.00
Full Time Equivalent Faculty	20.00	0.00	0.00	20.00
Units	3.00	0.00	0.00	3.00
Outside of Class Hours				99.60
Total Student Learning Hours				149.40

For the most part, this screen will be populated from information previously held in CurricUNET. However, you will need to complete the Weekly Faculty Contact Hours Maximums for Lecture, Lab, and Learning Center. This is simple. Just copy over the minimums.

**Note:** Changes to CB06, or CB07 (min/max units) are considered “substantial” and create a list of other tasks including revising certificate(s) and/or degree(s) that include this class.

## Units/Hours Screen (Part 2)

### Total Max Unit Calculation

	Lecture	Lab	Learn Ctr	Total
Weekly Faculty Contact Hours	3.00	0.00	0.00	3.00
Total Contact Hours	49.80	0.00	0.00	49.80
Lecture Hour Equivalent	3.00	0.00	0.00	3.00
Full Time Equivalent Faculty	20.00	0.00	0.00	20.00
Units	3.00	0.00	0.00	3.00
Outside of Class Hours				99.60
Total Student Learning Hours				149.40

Maximum Enrollment \*

Anticipated Enrollment \*

Maximum WSCH

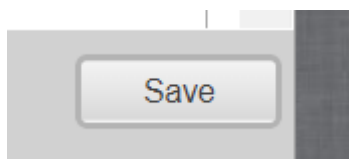
Average WSCH

Open Entry \*

Grading Method \*

It is likely that information on this part of the screen will not need to be changed. Please refrain from changing the maximum and anticipated enrollments. Adjustments to these numbers are made at the point of scheduling not in Curriculum.

Once the screen has been updated, please click the save button at the bottom right corner of the screen.



If no changes were made, the save button is not needed and will not appear.

## Repeatability

If your course already is deemed not repeatable, you can leave this screen alone and move to the next screen. If it is already repeatable, please see the next clip and instructions.

### Repeatability

**Repeatable \***  
No

**Functionally Identical or Fractional Courses** Show Details Add Item

There are no functionally identical or fractional courses to display.

**Topic Area Information**  
If this course has Topic Area information, click the checkbox below.

This course has Topic Area Information

If your course is repeatable, the screen will look something like this:

### Repeatability

**Repeatable \***  
Yes

**Times Repeated \***  
3

**Max Units/Hours Allowed \***  
8.00

**Repeatability \***  
E - Repeatable using model E

**Justification for Repeatability \***  
required by transfer institution (UCLA)

The Functionally Identical or Fractional Courses can only be edited by administrative users

**Functionally Identical or Fractional Courses**

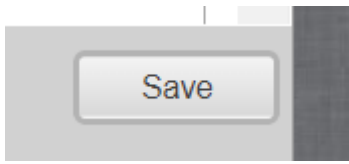
There are no functionally identical or fractional courses to display.

**Topic Area Information**  
If this course has Topic Area information, click the checkbox below.

This course has Topic Area Information

In order to retain repeatability for credit courses (non-credit excluded), the “Justification for Repeatability” needs to be updated. For example, this course has on record that UCLA requires repetition of the course as a required element of their program. Documentation of this will be included in the “Attached Files” tab (near the bottom of the tabs on the left). Each time a course comes through scheduled review, its repeatability documentation must be updated for relevancy. If you have questions, please consult your Curriculum Chair.

Once the screen has been updated, please click the save button at the bottom right corner of the screen.



If no changes were made, the save button is not needed and will not appear.



## General Education/Transfer

Even though you are working with an already approved course, **it is important to check the information on this page to make sure it is correct.** Work with the Articulation Officer if you have any questions.

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### General Education/Transfer

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#### Degree Transfer Applicability

##### Proposed Transfer Types \*

Not Transferable, Not Degree Applicable

Removing GE?

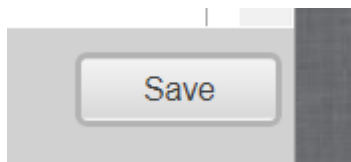
#### For transfer courses only

(If the course you are working on is a non-transfer course, skip to the next screen.)

On this screen, click the “Add Item” button, then identify at least one active, lower division comparable course from either a CSU or UC. To determine if the CSU or UC course is an active lower division course, you will need to go to the transfer school’s catalog and look at their course numbering system and verify on ASSIST that the course is still active. Questions? Please ask the Articulation Officer.

It is preferred that a UC comparable course is provided if UC transfer is selected in the Degree/Transfer Applicability Screen (the screen prior to this one). Remember that all comparable courses must be active and lower division. Please be sure to check the course numbering system of the CSU/UC and do not assume that 100 level courses are lower division.

If the screen has been updated, please click the save button at the bottom right corner of the screen.



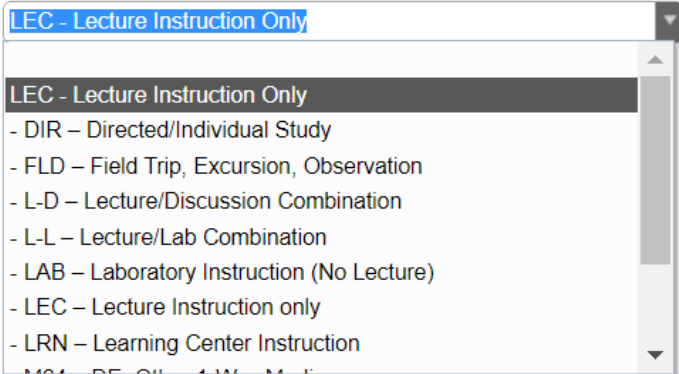
If no changes were made, the save button is not needed and will not appear.

## Methods of Instruction

**Methods of Instruction**

**Method of Instruction**

Methods of Instruction \*



LEC - Lecture Instruction Only

LEC - Lecture Instruction Only

- DIR – Directed/Individual Study

- FLD – Field Trip, Excursion, Observation

- L-D – Lecture/Discussion Combination

- L-L – Lecture/Lab Combination

- LAB – Laboratory Instruction (No Lecture)

- LEC – Lecture Instruction only

- LRN – Learning Center Instruction

When reviewing your course, it is very likely that this screen will not change. However, here is some information about this screen.

Some elements to consider:

- Is the proposed learning environment is realistic to the needs of the learning experience?
- Are the methods of instruction appropriately ensure that quality occurs in an equal and consistent manner irrespective of any delivery constraints?
- Are the methods of instruction used are appropriate to the objectives? If an objective is to “physically perform,” then lecture as the sole method for learning is not enough.

Further explanation of Methods of Instruction can be found in [The Course Outline of Record](#) pg. 52.

### **LEC-Lecture Instruction only**

Choose this option for primarily lecture courses. Lecture only courses can include student activity and discussion as part of the teaching methodology but do not have identified lab assignments.

### **L-L-Lecture/Lab Combination**

Choose this option when students are required to demonstrate skills and competencies conveyed through lecture.

### **LAB-Laboratory Instruction (No Lecture)**

This option is typically chosen for courses that provide opportunities for skill development and practice of a previously or concurrently taken course.

**If you are considering any of the other options –ask your Curriculum Chair for advice.**

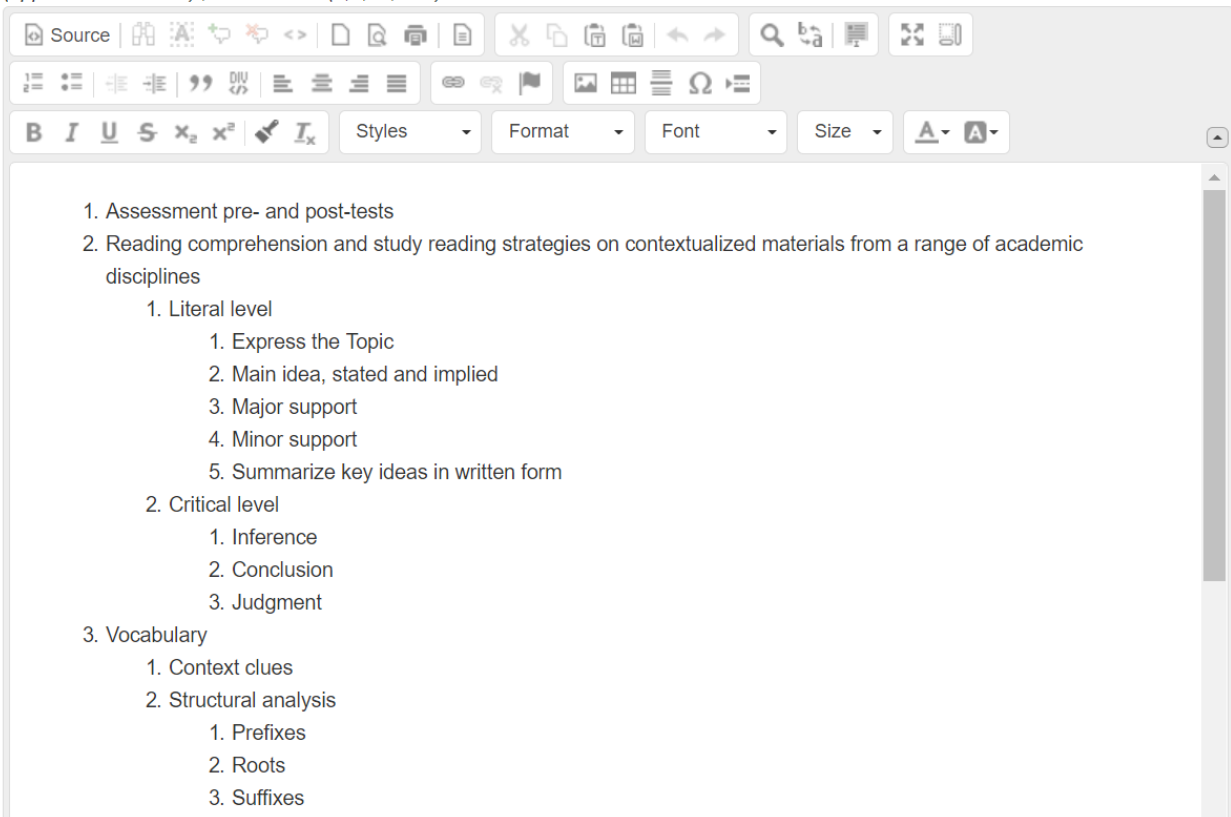
## Content

Even if no major changes are planned for the lecture content, this section should be reviewed for accuracy and updated as necessary. Guidelines for these stylistic elements can be found in the [Saddleback Style Guide](#).

The outline format for the Content Screen is not your traditional outline format and will look like the example below. In addition, this screen is linked to the Units/Hours Screen and the fields for lecture content, lab content, and/or learning center content will only appear if a value other than 0 is entered into the associated fields on the Units/Hours Screen.

### Course Lecture Content (Use outline format) \*

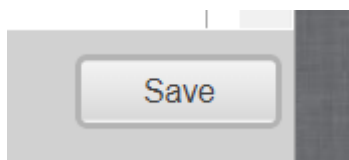
To change the outline format, select the outline type in the tools, then place your cursor in the text area and "right click". From the new menu select "bulleted or numbered list properties" This will allow you to change the list type (i.e., From Roman Numerals, to Alpha (upper or lower case) , or Decimals (1,2,3, etc.)



The screenshot shows a rich text editor interface with a toolbar at the top. The toolbar includes icons for source, undo, redo, bold, italic, underline, strikethrough, subscript, superscript, text color, background color, styles, format, font, size, and text alignment. Below the toolbar, the text area contains a numbered list:

1. Assessment pre- and post-tests
2. Reading comprehension and study reading strategies on contextualized materials from a range of academic disciplines
  1. Literal level
    1. Express the Topic
    2. Main idea, stated and implied
    3. Major support
    4. Minor support
    5. Summarize key ideas in written form
  2. Critical level
    1. Inference
    2. Conclusion
    3. Judgment
3. Vocabulary
  1. Context clues
  2. Structural analysis
    1. Prefixes
    2. Roots
    3. Suffixes

If the screen has been updated, please click the save button at the bottom right corner of the screen.

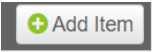




If no changes were made, the save button is not needed and will not appear.

## Learning Objectives

Even if no major changes are planned for the Learning Objectives, this section must be checked for accuracy and to see if the objectives represent what has so far been mentioned in the course description and content areas. There should be a clearly observable thread through the entire course that weaves through course description, content, objectives, assignments, and methods of evaluation. There should not be anything in one area that cannot be tied to another. See the integration statement in the [Saddleback Style Guide](#). Bloom's Taxonomy is a helpful resource when considering verbs for objectives and methods of evaluation. There is a link to Bloom's at the top of the screen (see image below).

If a Learning Objective needs to be edited, simply click on the  icon, edit, then click .


If a Learning Objective needs to be added, simply click , enter objective and . Objectives can be reordered by dragging them into the desired position.













\*If a Learning Objective needs to be removed, you will need to remove it from the Distance Education screen first by going to that screen, clicking the , and then confirming the deletion. Once that is complete, it can be removed from the Learning Objectives screen using the same procedure.

### Learning Objectives

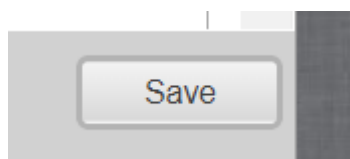
Last updated by Michelle Duffy on 1/5/2021 at 7:58 PM

[Bloom's Taxonomy](#)

Students participating in this class will:  Show Details 

-  Identify topic, main idea, major details and minor details in academic content area reading and expository composition.  
-  Make inferences, draw conclusions, and formulate judgments when reading critically.  
-  Apply contextual cluing strategies to unlock the meaning of words.  
-  Apply knowledge of Greek and Latin word parts to unlock the meaning of words.  

If the screen has been updated, please click the save button at the bottom right corner of the screen.



If no changes were made, the save button is not needed and will not appear.

## Student Learning Outcomes

Even if no major changes are planned for the course's Student Learning Outcomes, this section should be reviewed for accuracy; however, changes to SLOs need to be made in Improve rather than in META.

As you may notice, you are not able to edit this screen directly. Changes made to SLOs will be imported into META from Improve twice each year- once in October and then in late February. Rest assured that any changes you make to the course's SLOs will appear in META before the version of your course you are currently working on becomes the ACTIVE version. Any questions can be directed to your Curriculum Chair or the SLO Coordinator.

## Requisites

On this screen, you will identify any prerequisites, corequisites, recommended preparations, or limitations that this course will have. There are particular rules about establishing pre and corequisites and specific requirements for documentation and process. To start:

Prerequisites or corequisites may be established only for any of the following purposes (Section 55003(d) :

1. The prerequisite or corequisites is expressly required or expressly authorized by statute or regulation; or
2. The prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or
3. The corequisites course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisites is highly unlikely to receive a satisfactory grade in the course or program for which the corequisites is being established; or
4. The prerequisite or corequisites is necessary to protect the health or safety of a student or the health or safety of others.

### Recommended Preparation

Signify that acquisition of a body of knowledge or course skills will be of great advantage to a student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended.

If a requisite will be established, the requirements for validation are specific and can be found in the Guidelines for Title5 Regulations Section 55003 [Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation](#).

There are different reasons to have a requisite, each one requires a specific type of documentation.

**If you are entering the objectives from a pre-requisite course:**

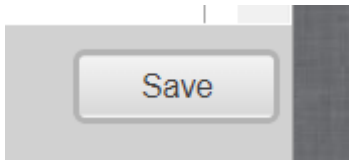
1. Put the prefix and number of the course, for example CDE 7
2. Copy the objectives from the **most** updated version of the course. Sometimes this is the active version, but sometimes it is the modification version for the upcoming year if changes have been made. Ask your lead for help!

Choose the reason for your requisite from the left-hand column, then see what is needed in the validation screen in the corresponding right-hand column.

Type of Validation	What to put in the validation screen
<b>Pre-requisite course in a sequence in a discipline</b> <i>Example:</i> ENGL 100 F for ENGL 103 F	Objectives from pre-requisite course
<b>Pre-requisite course for vocational discipline</b> <i>Example:</i> PRNT 101 F for PRNT 151 F	Objectives from pre-requisite Course
<b>Pre-requisite course out-of-discipline</b> (NOT English or Math Skills) <i>Example:</i> PHYS 221 F for ENGR 201 F	Objectives from pre-requisite course Plus Proof from catalog pages that similar pre-requisites are required by 3 UC or CSU campuses
<b>Pre-requisite course or eligibility for course out of discipline</b> (English or Math skills) <i>Example:</i> MATH 150AF for PHYS 221 or Eligibility for ENGL 100 for POSC 200 F	Objectives from requisite course Plus one of the following: Data collection and analysis Or Proof from catalog pages that similar pre-requisites are required by 3 UC or CSU campuses Or a letter from a baccalaureate granting institution requiring the prerequisite as a condition for granting transfer credit
<b>Pre-requisite Cut Score</b> <b>(For use within same discipline sequence)</b> <b>Example: ENGL 060 F or assessment process for ENGL100 F</b>	Objectives from requisite course plus Test approved by CO plus Validated cut-off scores plus Multiple Measures Plus Disproportionate impact study
<b>Pre-requisite Cut Score</b> <b>(For use outside the Assessment Skill area)</b> <b>Example: ENGL 060 F or assessment process for HIST 170 F</b>	Objectives from requisite course plus Test approved by CO plus Validated cut-off scores plus Multiple Measures Plus Disproportionate impact study Plus

	Data Collection and Analysis
<b>Pre-requisite Health &amp; Safety</b> <b>Example: Basic Scuba certification through NAUI;</b> <b>Ability to swim 500 yards.</b>	Objectives from requisite course Related to health & safety skills plus documentation if mandated by outside agency.
<b>Non-course prerequisites (recency etc...)</b> <b>Example: Prerequisite course must be completed</b> <b>within</b> <b>the last 7 years</b>	Objectives from requisite course plus Data collection & analysis
<b>Recommended Preparation</b> <b>Examples:</b> <b>Strongly recommend ENGL102 F for ENGL 243 F</b> <b>Or Strongly recommended ENG 200 for CDE 7 Or</b> <b>Two years of high school Spanish</b>	Objectives from requisite course  Explanation of why this preparation is needed
<b>Limitation: Imposed by Law or Contract</b> <b>Example: Valid Cosmetology License for COSM</b> <b>060 F</b>	Documentation of regulation
<b>Limitation Performance Courses Audition</b> <b>Example: Audition for MUS 275 F</b> <b>Limitation box on the requisites screen must</b> <b>state what the audition will be looking for</b>	Other courses available to meet degree/cert requirements that do not require audition Plus disproportionate impact study
<b>Limitation: Skills or Performance</b> <b>Example: Demonstrated ability to sight read</b>	Explanation of why this skill will help student succeed in the class.
<b>Honors Courses</b> <b>Example: ENGL 100F vs. ENGL 100HF</b>	Other non-honors sections/courses are available to meet degree/cert requirements
<b>Blocks of Courses or Sections (establishing a</b> <b>cohort)</b>	Other non-cohort sections/courses are available to meet degree/cert requirements

If the screen has been updated\*, please click the save button at the bottom right corner of the screen.



\*Keep in mind that adding or removing requisites may require that any program the course is in be updated as well.

If no changes were made, the save button is not needed and will not appear.



## Assignments

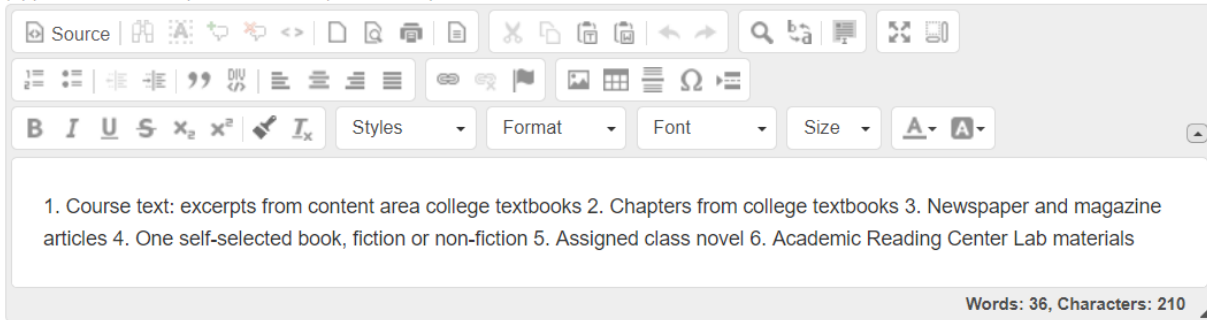
Even if no major changes are planned in the assignments area, this section must be checked for spelling, grammar and completeness. There should be a clearly observable relationship between the course objectives and the assignments. Guidelines for these stylistic elements and examples of assignments can be found in the [Saddleback Style Guide](#).

Below is a snippet of the first part of the screen:

### Typical Outside-of-Class Assignments

#### Reading Assignments \*

To change the outline format, select the outline type in the tools, then place your cursor in the text area and "right click". From the new menu select "bulleted or numbered list properties" This will allow you to change the list type (i.e., From Roman Numerals, to Alpha (upper or lower case) , or Decimals (1,2,23, etc.)

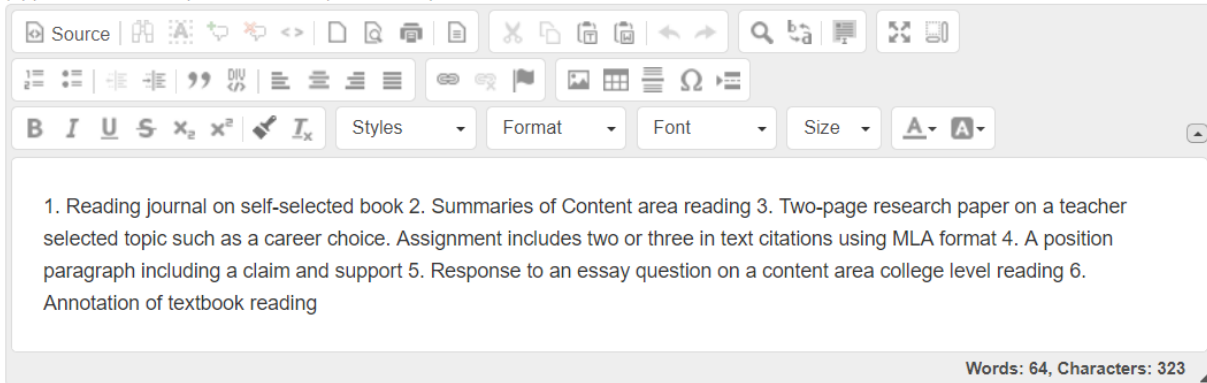


1. Course text: excerpts from content area college textbooks 2. Chapters from college textbooks 3. Newspaper and magazine articles 4. One self-selected book, fiction or non-fiction 5. Assigned class novel 6. Academic Reading Center Lab materials

Words: 36, Characters: 210

#### Writing Assignments \*

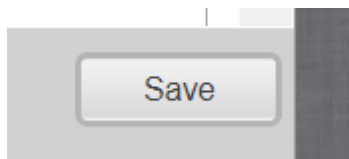
To change the outline format, select the outline type in the tools, then place your cursor in the text area and "right click". From the new menu select "bulleted or numbered list properties" This will allow you to change the list type (i.e., From Roman Numerals, to Alpha (upper or lower case) , or Decimals (1,2,23, etc.)



1. Reading journal on self-selected book 2. Summaries of Content area reading 3. Two-page research paper on a teacher selected topic such as a career choice. Assignment includes two or three in text citations using MLA format 4. A position paragraph including a claim and support 5. Response to an essay question on a content area college level reading 6. Annotation of textbook reading

Words: 64, Characters: 323

If the screen has been updated, please click the save button at the bottom right corner of the screen.



If no changes were made, the save button is not needed and will not appear.

## Methods of Evaluation

Even if no major changes are planned for the Methods of Evaluation, this section must be checked for format, grammar, and clear statements of what the student will be evaluated on in any given assignment. All assignments presented in the previous screen should have how they will be evaluated explained here. Guidelines for these stylistic elements and examples for each area can be found in the [Saddleback Style Guide](#). Also described in the style guide are examples of types of MOEs that represent each of the 4 types of evaluation.

There must be at least one evaluation method in each of the four sections.

**Method of Evaluation**

To change the outline format, select the outline type in the tools, then place your cursor in the text area and "right click". From the new menu select "bulleted or numbered list properties" This will allow you to change the list type (i.e., From Roman Numerals, to Alpha (upper or lower case) , or Decimals (1,2,23, etc.)

Evaluation of the student will be based upon the following items:

**Writing Assignments**

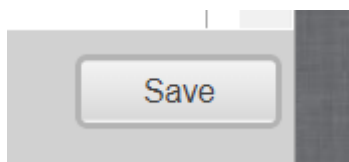
short answers

**Description \***

Evaluate student's ability to summarize in writing the central points in a college textbook reading. Writing an expository paper using a minimum of two researched sources, one of which must come from a library journal or text.

body p Words: 37, Characters: 190

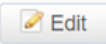
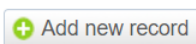

If the screen has been updated, please click the save button at the bottom right corner of the screen.



If no changes were made, the save button is not needed and will not appear.

## Required Texts

In this screen, check to make sure the most recent edition is listed, there are no spelling errors, and the ISBN is correct. Also, at least one textbook needs to be no more than 5 years old when this proposed course modification becomes active. For example, if a course modification is for Fall 2022 (see cover screen), it would need to have at least one text that is 2017 or newer.

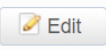
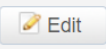
Use the  button to edit current texts, the  to add, or the  to remove (scroll far right to see delete button).

### Required Texts

#### Specify Formatting Style


APA

#### Textbooks (Minimum of 1 required. At least 1 textbook cannot be more than 5 years old)


	Recommended	Supplemental	Condition	Author(s)	Title	Edition	City	Pub
	true	false	and/or	Sherrie Nist	Improving Vocabulary	4th		Tow Pre:
	true	false	and/or	Smith, Brenda	Breaking Through College Reading, Custom Edition for Saddleback College	11th		Pea

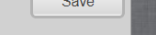
\*All transferable science courses with a lab must have a lab manual included on this screen.

#### Manual

	Recommended	Supplemental	Condition	Author(s)	Title	Date	Publisher
No records to display.							
							
   							
Displaying items 0 - 0 of 0							

#### Periodical

If a new item was added, you will need to click  to save it.

If the screen has been updated, please click  at the bottom right corner of the screen.

If no changes were made, the save button is not needed and will not appear.

## Library

Review the information on this screen to ensure that it still applies. Change if necessary.

### Library

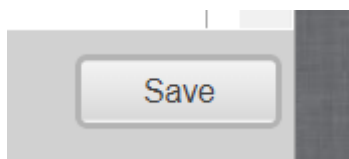
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#### Resource Needs

- Library electronic resources will support this class
  - N/A
  - I recommend we add
- 

- Materials in the Library support this class
- Other

If the screen has been updated, please click the save button at the bottom right corner of the screen.



If no changes were made, the save button is not needed and will not appear.

## Distance Education

While this screen is not mandatory, all courses (with very few exceptions) need to have this page completed. If your course does not have a current DE addendum, there will be a dropdown box marked “No.” This box will need to be changed to “Yes” and the DE addendum needs to be completed.

Saddleback - Course Modification: ENG 332A - READING AND VOCABULA... [Reset CB Codes](#)

Status: Proposed Remaining State Requirements: 0 Remaining Launch Requirements: 2

**Distance Education**  
*Each mode of instruction for an existing course intended for delivery by Distance Education (DE) shall be separately reviewed and approved by the Curriculum Committee prior to being offered. DE mode of instruction includes any regularly scheduled work that replaces otherwise scheduled class ("face") time. [per Education Code 55378]*

Distance Education 1/1

Distance Education Addenda \*  
No

Once the box is changed to “Yes” another question will appear that asks if the course is to be taught online in Emergency situations only.

**Is this DE Addenda approved for emergency use only?**

No

This response defaults to “No”; however, it can be changed to “Yes.” There are three options for “Emergency Only” use for courses that are only to be taught online in emergency situations.

- If the course is expected to be taught in person and is approved to be taught online only in emergency circumstances, check this box.
- If the lecture portion of the class may be taught online, but the lab portion is expected to be taught in person and is approved to be taught online only in emergency circumstances, check this box.
- If part of the class may be taught online, but there is some portion of the class (other than a lab) that is expected to be taught in person and is approved to be taught online only in emergency circumstances, check this box and explain below:

Then, complete the items related to Instructor-Student Interaction, Individualized Assignment Feedback, and Student-Student Interaction.

**Methods of Instruction: Instructor-Student Interactive Contact**

- E-Mail
- Examinations
- Live Audio/Video
- Online Discussions
- Orientations
- Regular Announcements
- Virtual Office Hours
- Other (specify & explain below)

**Frequency of Instructor-Student Contact (demonstrating effective and substantive contact):**

**Individualized Assignment Feedback (select any that may be used to demonstrate effective and substantive contact):**

- Gradebook comments in LMS
- Emailed comments
- Turnitin comments
- Rubrics with comments
- Other

**Methods of Instruction: Student-Student Interactive Contact**

- Live Audio/Video
- Online Discussions
- Orientations
- Posted Audio/Video
- Other (specify & explain below)

**Frequency of Student-Student Contact (demonstrating effective and substantive contact):**

Then, you will need to complete the Course Objectives section. If the Course Objectives appear like this:

Course Objectives [Show Details](#) [+ Add Item](#)

- ENG 340 (Proposed) - Make inferences, draw conclusions, and formulate judgments when reading critically. ⬆️ ✖️
- ENG 340 (Proposed) - Demonstrate use of the following textbook reading strategies that support active reading: annotation and highlighting, concept mapping, Cornell note taking, previewing, Sq3r and memory strategies when reading a textbook. ⬆️ ✖️

You simply click on each objective to open it:

**Course Objectives**


**Objective**  
 Make inferences, draw conclusions, and formulate judgments when reading critica ▼

**Assignment same as traditional:**  
 ▼

**MOEs same as traditional**  
 ▼

**Grading same as traditional**  
 ▼

Update  Cancel

Complete each objective by using the toggle to select “Yes” or “No” for the Assignments, MOEs, and Grading being same as traditional. If you select “No,” a text box will open for you to include how the online version of the course differs from face-to-face courses. When finished, click .

You will need to do this for each objective.

If your objectives are not populated, you will need to click on the “Add Item” button, select the objective and then follow the same process above. This will need to be done for each objective.

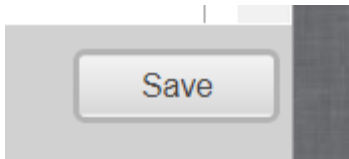
**Course Objectives**  Show Details

Once all objectives have been addressed, please select any Instructional Materials and Resources that will be used. At a minimum, Canvas should be checked.

**Instructional Materials and Resources**

- Canvas
- Lab Kit
- CD-ROM/DVD
- Video/Audio
- Library Resources
- Other

If the screen has been updated, please click the save button at the bottom right corner of the screen.



If no changes were made, the save button is not needed and will not appear.

## Attached Files Screen

Though listed as optional, this area is the repository for transfer documentation related to repeatability and repetition.

## Co-Contributor(s)

Search by last name and click the box by the faculty member's name. Doing so will give the co-contributor access to modify all screens; however, the initiator is the only one who can launch or re-launch the course modification. Also, please keep in mind that curriculum is faculty run and administrators and senior admins should not be co-contributors.

**Co-Contributor(s)**  
*A co-contributor has editing capabilities on draft proposals; however, only the originator can launch proposals or shepherd them through the approval process by responding to requests for changes.*

**Co-Contributor(s)**

Show selected

- Abbas, Sam (sabbas@saddleback.edu)
- Abrams, Karl (kabrams@saddleback.edu)
- Akhter, Khayer (khaier@saddleback.edu)

## Finishing the process

Once you have finished all of the screens, the “Launch” button at the top left of the screen will become active.

Clicking launch will start your course through the local approval queue in the following order:

**Level 1:** Initiator (this you- when you launch, the course goes from Proposed to Launched and moves to the next level)

**Level 2:** Curriculum Lead (your lead is the same as your division’s Curriculum Chair- reviews revisions and provides feedback and assistance to make corrections if needed)

**Level 3:** Department Chair (dept. faculty, dean, library, and DSPS) for review and feedback. Dept Chair forwards to the DE Coordinators and AO)

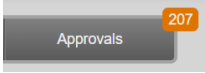


**Level 4:** Distance Education Coordinators and Articulation Officer (check their areas for issues and provide feedback and assistance to faculty to make corrections if needed)

**Level 5:** Curriculum Chair (final check)

**Level 6:** Curriculum Specialist

If a course requires changes be made after it is launched, it will be sent back to the initiator. The initiator will need to go into his/her proposals, open the course modification and make the necessary edits. Once the initiator has made the required changes, he/she will need to relaunch the course by going under the

Approvals tab on the front screen , selecting "Changes Made," and then clicking the Commit button.

---

Once a course makes it through all six levels of the queue, it will go for local approval.

Local approval consists of:

1. Curriculum Committee approval (either consent or info/action depending on changes made)
2. Academic Senate approval (consent)
3. Board of Trustees

After Local Approval is complete, the course can be modified in the state inventory system (COCI).