

Guidelines for Course Revision Scheduled and Unscheduled Review in CurriQunet META

MAVERICK



2025

Contents (Each item on this list is a link that will take you directly to the topic)

Purpose	3
General Notes	3
Course Revision in CurrIQunet MAVERICK.....	4
Modifying Course Elements	6
Cover Screen (Part 1)	7
Cover Screen (Part 2)	8
Cover Screen (Part 3)	9
Units/Hours Screen (Part 1)	10
Units/Hours Screen (Part 2)	12
Repeatability	13
General Education/Transfer.....	14
Methods of Instruction	15
Content	16
Learning Objectives.....	17
Student Learning Outcomes	18
Requisites.....	18
Assignments.....	21
Methods of Evaluation.....	22
Required Texts	23
Library	23
Distance Education	24
Attached Files Screen.....	26
Co-Contributor(s)	26
Finishing the process.....	27

Purpose

The purpose of this guide is to walk you through the process of revising an already approved outline in CurriQunet MAVERICK. 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.

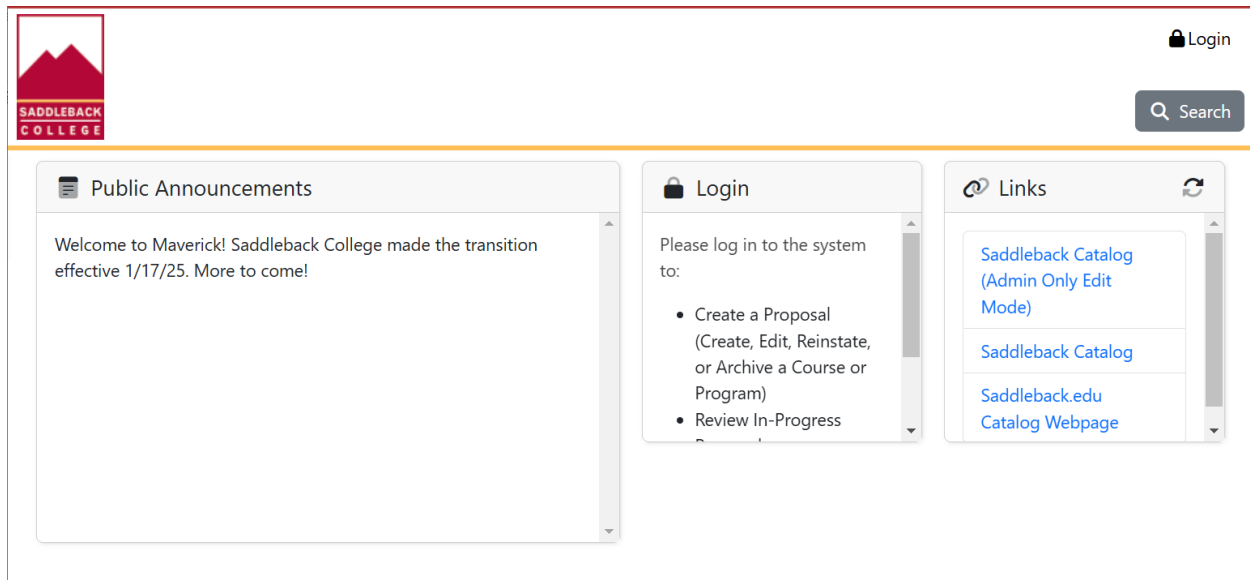
General Notes

1. When working in MAVERICK, work on a single course at a time.
2. MAVERICK 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 Course Outline of Record: A Curriculum Reference Guide \(ASCCC, 2017\)](#)
 - [The Program and Course Approval Handbook \(PCAH\) \(State Chancellors Office, 8th edition\)](#)
4. Don't hesitate to ask for help. The Curriculum Chair should be your go-to resource!

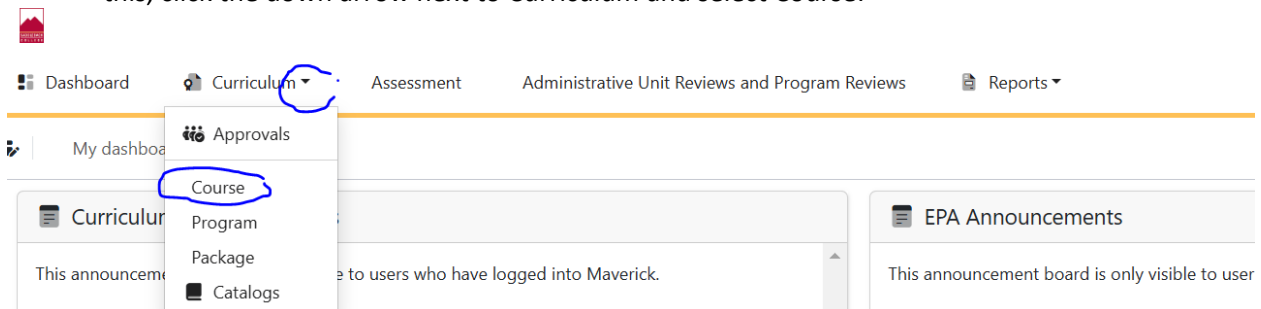
Course Revision in CurriQunet MAVERICK

(**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 the Curriculum Chair for information on how to proceed.)

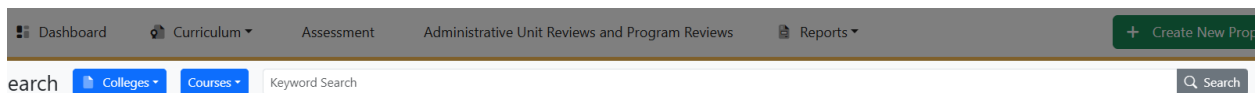
1. Login to [MAVERICK](#) using your email address and single sign-on password
If you need help with your single sign-on please contact District IT.



2. Once logged in, the first thing you need to do is find the class that you want to modify. To do this, click the down arrow next to Curriculum and select Course:



3. In the Keyword Search bar, type in the prefix and number of the course you would like to review/modify and click Search:



- Find the most recent version of the course. It will say Active (Fully Approved) or Approved and have a Modify button underneath it. You may have to scroll down to find it and can use the dropdown by Status to limit the responses. You will click on the Modify button:

▶	ENG	190	ACADEMIC READING - SUCCESS AND STRATEGIES FOR COLLEGE	Saddleback - Course Modification	Active (Fully Approved)	Clone	Reports
▶	ENG	190	ACADEMIC READING - SUCCESS AND STRATEGIES FOR COLLEGE	Saddleback - Course Modification	Approved	Modify	Clone Deactivate Reports

- Once you have clicked the Modify button, a pop-up will appear in the middle of the screen. Use the down arrow, select Saddleback- Course Modification, and click Create.

Modify Proposal

Proposal Type

Saddleback - Course Modification

Create Cancel

- The next screen will be the course modification cover screen with all the tabs on the left as usual. A new addition to the cover screen is the option to mark the course as Common Course Numbering. Most likely this should be marked No. If in doubt, ask the Curriculum Chair. The tabs to the individual screens are on left need to be reviewed/updated in order to launch the course.

Form Sections

Cover

Units/Hours

Repeatability

General Education/Transfer

Methods of Instruction

Content

Learning Objectives

Student Learning Outcomes

Requisites

Assignments

Method of Evaluation

SADDLEBACK - COURSE MODIFICATION: ENG 190 - ACADEMIC READING - SUCCESS AND STRATEGIES FOR COLLEGE

Reset CB Codes

1 of 44 Requirements Remain

Reports Launch Delete

Cover

Common Course Numbering (CCN)*

No

Suggested Catalog ID

993108.00

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) onl

Catalog Id

296040

CB00 Course Control Number

CCC000503264

Course Prefix*

(ENG)

Modifying Course Elements

Form Sections

Cover

Last Updated: 3/2/2025 2:05:30 PM by Michelle Duffy

19/20

Units/Hours

10/10

Repeatability

1/1

General Education/Transfer

1/1

Methods of Instruction

1/1

Content

Learning Objectives

1/1

Student Learning Outcomes

Requisites

Assignments

3/3

Method of Evaluation

4/4

Required Texts

1/1

Library

Distance Education

1/1

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 19/20 items complete.

Once the missing elements are filled in and saved, the box will be update to 20/20 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:

SADDLEBACK - COURSE MODIFICATION: ENG 190 - ACADEMIC READING - SUCCESS AND STRATEGIES FOR COLLEGE Proposed

Cover

Common Course Numbering (CCN)*

ⓘ

⚠ This field is required

Suggested Catalog ID

993108.00

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

296040

CB00 Course Control Number

CCC000503264

Course Prefix*

(ENG) ✓

Course Number*

190 ✓

Course Suffix

Schools*

SH - Humanities & Social Sciences ✓

Department*

READ - Reading ✓

Subject*

ENGLRT - English (Reading: Transfer) ✓

Program*

ENGLRR - English (Reading) ✓

Course Title*

ACADEMIC READING - SUCCESS AND STRATEGIES FOR COLLEGE ✓

Short Title*

ACADEMIC READING ✓

For the most part, for course revisions, these fields will not change. You may need to mark the class as CCN (or not). **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 TOP code, Catalog Course Description, and the Class Schedule Course Description. Please be aware of the character limits for each which include spaces.

CB04: Credit Status*

D - Credit - Degree Applicable ✓ ▾

Top Code (CB03)*

152000 - Reading ✓ ▾

Sam Code (CB 09)*

E - Non-Occupational ✓ ▾

CB10 Course COOP Work Exp-ED

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

California Classification Code (CB11)*

Y - Credit Course ✓ ▾

First Semester Intended to Offer*

Fall 2025 ✓ ▾

Catalog Course Description*

(limited to 840 characters)

Designed to improve students' abilities for college-level work. Introduces various learning strategies to improve textbook reading as applied to all stages of academic reading.

Class Schedule Course Description*

(limited to 360 characters)

Designed to improve students' abilities for college-level work. Introduces various learning strategies to improve textbook reading as applied to all stages of academic reading.

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.

The one thing that will change is the "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 2025 would have their "First Semester Intended to Offer" as Fall 2026.

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 Center of Excellence's [TOP-CIP Crosswalk](#) (in SharePoint) to determine the appropriate CIP Code (select one only). Then, use the [O*Net Online Education Crosswalk](#) Search to select corresponding SOC code(s).

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*

23.0101: English Language and Literature, General.



Soc Code *

2 of 868 selected

Type to filter

☐ Show Select

☐ 11-1011 Chief Executives

Justification of Need*

This statement will be included on the State-required application for new and revised courses

This field is required


Material Fee

0

☐ Is this a cross listed course?

Changes will automatically save.

Units/Hours Screen (Part 1)

 Units/Hours

CB04: Credit Status

D - Credit - 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*

3 ✓

Weekly Faculty Contact Hours Lecture Max*

3 ✓

Weekly Faculty Contact Hours Lab Min*

0 ✓

Weekly Faculty Contact Hours Lab Max*

0 ✓

If you currently have a course that has more than one version (ie. 1-unit, 2-unit and 3-unit versions), then you will click the “This course is variable” box. Then, you will enter the minimum units in the min box and the max in the max box.

Weekly Faculty Contact Hours Total Min

3

Weekly Faculty Contact Hours Total Max

3

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

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

For the most part, this screen will be populated from information previously held in CurricUNET.

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)

Maximum Enrollment*

Anticipated Enrollment*

Maximum WSCH

135



Average WSCH

66

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. Room capacity or available equipment is NOT a reason for a change to the maximum and anticipated enrollment numbers.

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

Functionally Identical Courses

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:

Repeatable*

Yes ✓ ▾

Times Repeated*

3 ✓ ▾

Max Units/Hours Allowed*

4 ✓

Repeatability*

E - Repeatable using model E ✓ ▾

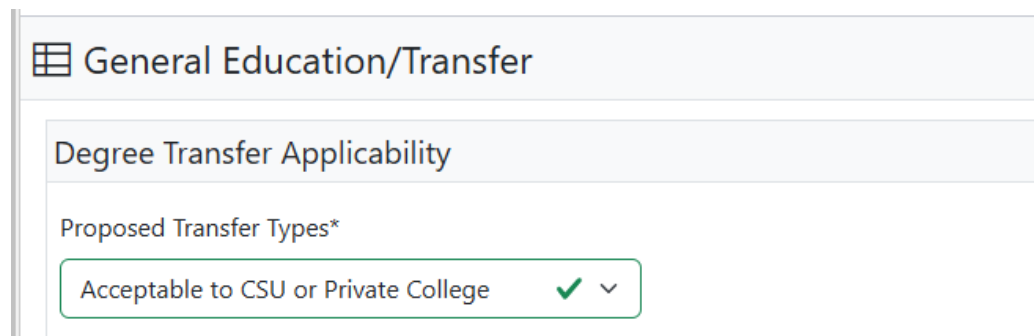
Justification for Repeatability*

Two years experience required by transfer institutions for admission. See attached file for CSU Long Beach.
CSULB is accredited by NASD.
NASD guidelines require "Technical proficiency standards must be established for each area of technique appropriate to each dance genre and for each level (e.g., freshman, sophomore, etc.), and the achievement of a specified level of proficiency in technique is required for graduation."

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 CSULB 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.

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.



The screenshot shows a web interface with a sidebar on the left containing a grid icon and the text "General Education/Transfer". The main content area has a header "Degree Transfer Applicability" and a section titled "Proposed Transfer Types*". Below this is a dropdown menu with the text "Acceptable to CSU or Private College", a green checkmark, and a downward arrow.

For transfer courses only

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

On this screen, double check that the listed comparable courses are still valid. 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.

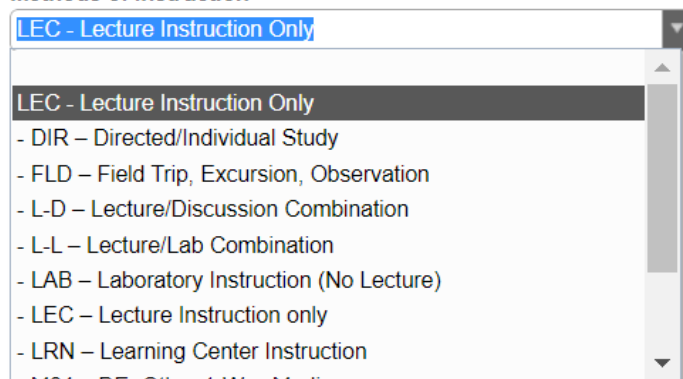
If the course is approved for C-ID, that section should be completed as well and the C-ID prefix and number should be identified. If adding one here, be sure to add it to the Class Schedule Course Description. (Do not add to the Catalog Description since it's inclusion on this page automatically pulls it into the published catalog- trust me!)

Methods of Instruction

Methods of Instruction

Method of Instruction

Methods of Instruction *

A screenshot of a web-based form showing a dropdown menu for 'Methods of Instruction *'. The menu is open, displaying a list of options. The first option, 'LEC - Lecture Instruction Only', is highlighted in blue. Below it, several other options are listed with a minus sign prefix: '- 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', and '- LRN – Learning Center Instruction'. The dropdown menu has a scroll bar on the right side.

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 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 appropriate to the objectives? If an objective is to “physically perform,” then lecture as the sole method for learning likely 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.

Content

If no fields show, then the lecture or lab fields on the Units/Hours tab are 0

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 (1,2,23, etc.)

1. Active Learning

1. Evaluation of present study skills
2. American Survey of Study
3. Self-evaluation of study habits
4. Learning Styles

2. Establishing goals and managing time

1. Goal setting
2. Scheduling study time
3. Creating a to do calendar

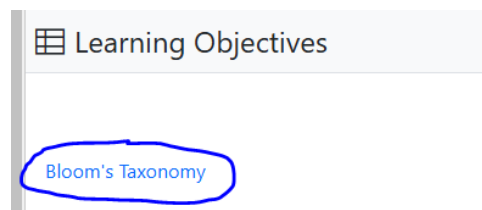
3. Memory and Concentration

1. Overview
2. Strategies

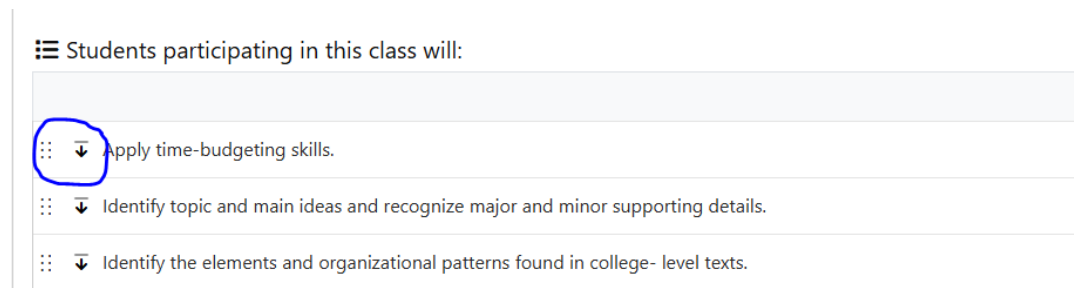
Changes are automatically saved.

Learning Objectives

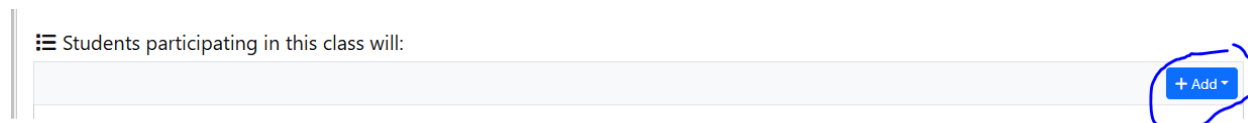
Even if no major changes are planned for the Learning Objectives, this section must be checked for accuracy and to see if the objectives represent what is in the course description and content areas. There should be a clearly observable thread through the entire course that weaves through course description, 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 down arrow next to the objective .



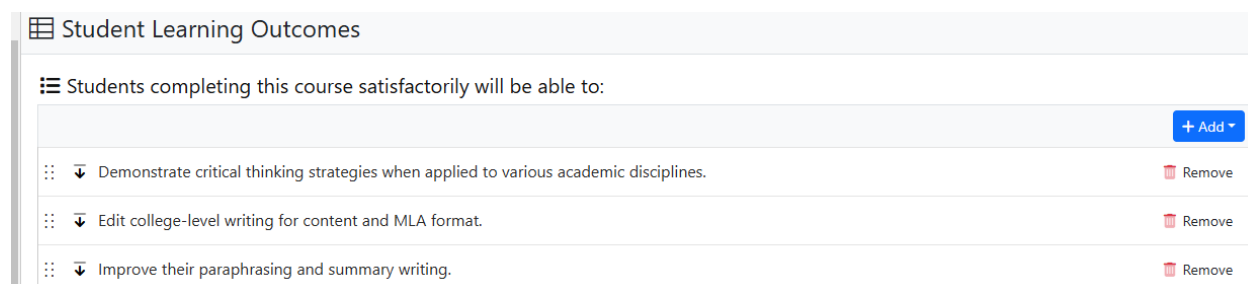
If a Learning Objective needs to be added, simply click +Add on the right and enter the objective. Objectives can be reordered by dragging using the six dots on the left them.



*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 to initiate the deletion. Once that is complete, it can be removed from the Learning Objectives screen using the same procedure.

Student Learning Outcomes

Even if no major changes are planned for the course's Student Learning Outcomes, this section should be reviewed for accuracy. Changes can now be made in META Maverick. Keep in mind that these changes will be effective for the same date selected on the Cover screen.



Student Learning Outcomes	
Students completing this course satisfactorily will be able to:	
+ Add	
⋮ ⬇ Demonstrate critical thinking strategies when applied to various academic disciplines.	Remove
⋮ ⬇ Edit college-level writing for content and MLA format.	Remove
⋮ ⬇ Improve their paraphrasing and summary writing.	Remove

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
Pre-requisite course in a sequence in a discipline <i>Example:</i> ENGL 100 F for ENGL 103 F	Objectives from pre-requisite course
Pre-requisite course for vocational discipline <i>Example:</i> PRNT 101 F for PRNT 151 F	Objectives from pre-requisite Course
Pre-requisite course out-of-discipline (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
Pre-requisite course or eligibility for course out of discipline (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
Pre-requisite Cut Score (For use within same discipline sequence) <i>Example:</i> ENGL 060 F or assessment process for ENGL100 F	Objectives from requisite course plus Test approved by CO plus Validated cut-off scores plus Multiple Measures Plus Disproportionate impact study
Pre-requisite Cut Score (For use outside the Assessment Skill area) <i>Example:</i> ENGL 060 F or assessment process for HIST 170 F	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

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

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

Assignments

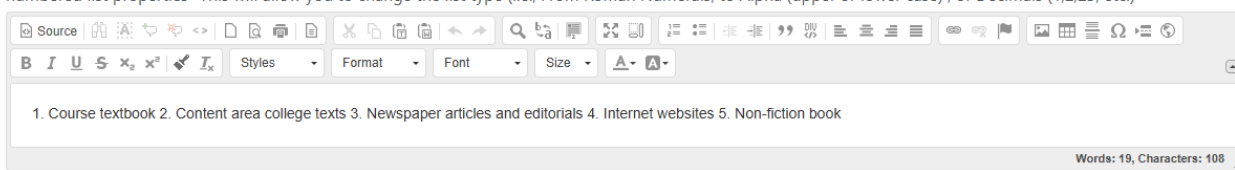
Even if no major changes are planned in the assignments area, this section must be checked for spelling, grammar and completeness. There should be a clearly observable relationship between the course objectives and the assignments. Guidelines for these stylistic elements and examples of assignments can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

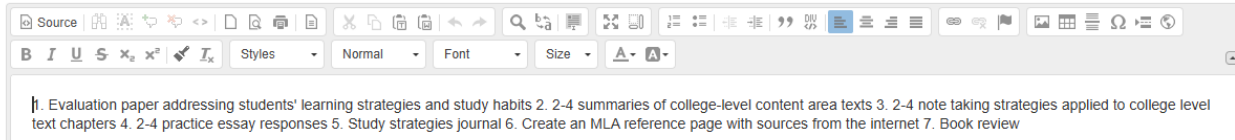


1. Course textbook 2. Content area college texts 3. Newspaper articles and editorials 4. Internet websites 5. Non-fiction book

Words: 19, Characters: 108

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. Evaluation paper addressing students' learning strategies and study habits 2. 2-4 summaries of college-level content area texts 3. 2-4 note taking strategies applied to college level text chapters 4. 2-4 practice essay responses 5. Study strategies journal 6. Create an MLA reference page with sources from the internet 7. Book review

Changes are saved automatically.

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 (what and how). 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.

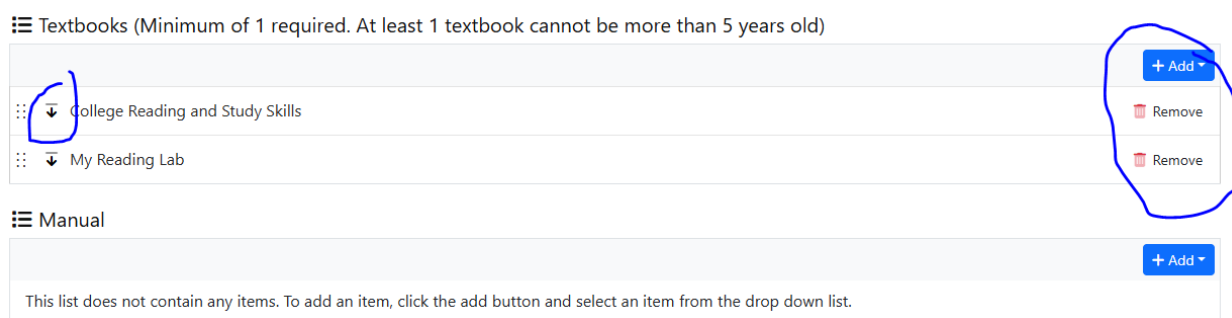
There must be at least one evaluation method in each of the four sections. If you have a box checked and nothing is included in the Description, now is the time to fill it in. If your MOEs are all included in the “Other (please describe)” section, it is preferred that you move the MOE under the appropriate type of assignment. The snippet below gives a good example. If you read through what is included in the MOE, “term or other paper(s)” as well as “written assignments” could be checked and then the appropriate MOEs would be moved under each.

The screenshot shows a web-based form titled "Writing Assignments". At the top right, it says "1 of 6 selected" and has a search bar labeled "Type to filter", a "Show Selected" checkbox, and a "Clear All" button. Below the title, there is a list of checkboxes for different assignment types: "short answers", "term or other paper(s)", "laboratory reports", "written assignments", "reading report(s)", and "Other (please describe)". The "Other (please describe)" checkbox is checked. Below this list is a text area labeled "Description*". The text area contains the following text: "Students will be evaluated on their ability to write a summary identifying topic, main idea and major details for a college-level textbook chapter. b. Students will be evaluated on their ability to apply appropriate academic standards when writing a summary. c. Students will be evaluated on their ability compose a study skills journals showing skills learned throughout the semester. d. Students will be evaluated on their ability to construct a reference page using correct MLA format." Above the text area is a rich text editor toolbar with various icons for text formatting, alignment, and insertion.

Changes are saved automatically.

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 2026 (see cover screen), it would need to have at least one text that is 2021 or newer. You will click on the down arrow on the left to see the details of the textbook. You can remove using the trashcan image on the right and add a text using the +Add button.



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

⌵	College Reading and Study Skills	+ Add	Remove
⌵	My Reading Lab		Remove

☰ Manual

+ Add

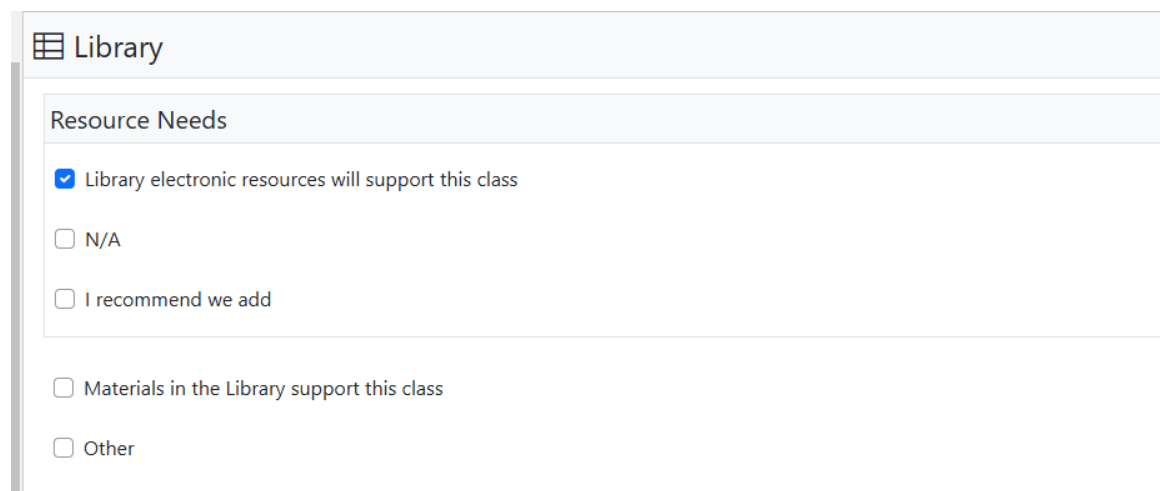
This list does not contain any items. To add an item, click the add button and select an item from the drop down list.

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

Changes are saved automatically.

Library

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



☰ Library

Resource Needs

☒ Library electronic resources will support this class

☐ N/A

☐ I recommend we add

☐ Materials in the Library support this class

☐ Other

Changes are saved automatically.

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 unless the course is one of the very few exceptions.

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 Addenda*

Yes ✓ ▾

Is this DE Addenda approved for emergency use only?

Yes ▾

☐ 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:

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

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

Methods of Instruction: Instructor-Student Interactive Contact

6 of 7 selected

Type to filter

☐ Show Selected

Clear All

Choose a minimum of four items below. Two of the four options selected must include Regular Announcements and Virtual Office Hours.

☒ 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)

Weekly ▾

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 3 of 4 selected ☐ Show Selected

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

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

☰ Course Objectives

⋮	↓	ENG 190 (Proposed) - Identify the elements and organizational patterns found in college- level texts.	<input type="button" value="Remove"/>
⋮	↓	ENG 190 (Proposed) - Distinguish between objective and essay type tests and demonstrate the appropriate test-taking strategies for each.	<input type="button" value="Remove"/>
⋮	↓	ENG 190 (Proposed) - Apply time-budgeting skills.	<input type="button" value="Remove"/>
⋮	↓	ENG 190 (Proposed) - Apply study skill strategies, time-spaced learning, SQ3R and mapping when reading a college-level test.	<input type="button" value="Remove"/>

You simply click on each objective's down arrow to open it:

⋮ ↑ ENG 190 (Proposed) - Identify the elements and organizational patterns found in college- level texts.

Objective

Identify the elements and organizational patterns found in college- level texts. ▼

Assignment same as traditional

Yes ▼

MOEs same as traditional

Yes ▼

Grading same as traditional

Yes ▼

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.

You will need to do this for each objective.

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

Again, changes are saved automatically.

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.

☐ Show selected

- ☐ Abbas, Sam (sabbas@saddleback.edu)
- ☐ Abrams, Karl (kabrams@saddleback.edu)
- ☐ Akter, 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 area’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).