Guidelines for Creating a New Course in CurricUNET

March 2016
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How to Begin

1. Complete your New Course Proposal Form. This will help you prepare the majority of the elements and work out details prior to encountering the screens where the information will be needed.

2. Prepare your course outline draft in a word document. Use the Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008) as a reference to ensure that you have all the right parts and that there is a clear connection between each of the elements.

General Notes

1. These guidelines are to be used within the context of The Program and Course Approval Handbook (PCAH) to ensure compliance with all state expectations.

2. The statewide academic senate provides recommendations on the content of course outlines in The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008).

3. Guidelines and examples for format are provided in the Saddleback College Style Guide

4. If you need to stop and come back to your work later, the easiest way to find the version you were working on is to make a note of the “Cat Id”. When you need to come back to the course, from the CurricUNET home-screen, choose “search” under Course (left side towards the bottom) you can put the Cat Id in the open box, click “ok”, and your course will come right up.

Then, choose the “edit” icon to continue changes in your proposed version of the course.

Creating a course in CurricUNET

1. Log onto CurricUNET (if you need help with login or CurricUNET access, contact your lead)

2. In the column on the left, find “BUILD” and click on “COURSES”

3. Click “Create Course” from under Courses

4. Choose the department from the drop down menu.

5. Use a 600 number that includes the intended number of your course for example 624 if you are planning for your course to be 24, 124, 224, or 324

6. Enter your course title and short title. The short title is what will be seen on the transcript so make sure the abbreviation is recognizable.

**Note:** the characters ?<>*"; are not allowed in the title. This is new as of 4/11/16

7. Enter your Catalog and Schedule description being mindful of the character limits. Make sure to leave space for any special language such as a family statement, Honors class statement, or CWE hours statement if it is that type of course.

8. Leave the default “new course” as the proposal type then click “Save”.
Adding a Co-Contributor

On the next screen you can add a co-contributor. This is helpful if you are having someone help you proofread because they can make any small changes as they go. Select the blue “add a Co-Contributor link.

On the next screen, use the drop down menu to select your co-contributor and give them screen rights. Make sure to use the “check all” if you want them to be able to access all parts of the course. Alternatively, you can check only the areas you want them to be able to edit.
The Cover Screen

You will now be able to work through each screen, adding all required elements. Use the Program and Course Approval Handbook (PCAH) for further clarification on any element to ensure you are making selections that are compliant with state regulations. The PCAH has been revised and organized into a much more user-friendly format. It has a clear table of contents to make things easy to find.

1. **The Course ID, Course Title, and Short Title** You can still make changes here if needed.
2. **Program:** Use the drop down menu to select the program this course will be assigned to. If a new program is being created, that may require a new program code to be developed as part of a new taxonomy. If this is the case, get assistance from your curriculum lead.
3. **CB03-TOP Code:** Use the drop down menu to select the TOP code for this class. In most cases it will be the same as other courses in your department but there are sub numbers that highlight various nuances of a discipline especially for CTE courses so check the descriptions here TOPs CODE Manual to make sure your selection is accurate.
4. **CB09-SAM Code:** This identifies the extent to which the class is occupational. For CTE courses the selection will be one of A-D, for all other courses the selection will be E-Non-Occupational. CTE course use the descriptions linked here to determine the SAM Code.
5. **CB11-California Classification Codes:** Use the drop-down menu to select an appropriate code.
   a. Letters A-L refer to non-credit coding. If the course is intended to be non-credit, use this guide to determine which category course: **Course Data Elements.**
   b. All other courses use category Y-Credit Course
6. **School:** Use the drop-down menu to select the division.
7. **Department:** Use the drop-down menu to select the department.
8. **Subject:** Refers to the program within the department that this course will belong to. If a new program is also being created along with this course, a new subject code may also have to be created. Check with your curriculum lead if this is the case.
9. **Proposal Purpose:** Use the drop-down menu to select “New Course”
10. **Proposed Start:** Use Fall of the following academic year
11. **Justification:** The justification must answer the following three questions: How this course will meet student needs in ways that currently approved courses do not?, How the need for the course was identified (i.e. C-ID, advisory board, student success, transfer, industry, innovative idea etc.), and how the course will fit into new and/or existing programs. Make sure your justification is on point to those three questions, includes references/citations as necessary, and is professional and concise.
12. **Cross-Listed:** Select yes or no. If yes, on the next screen you will identify whether this course is the parent or child.
13. **Catalog Description:** This will be populated from when you created the first screen but you can modify if necessary. Use The Course Outline of Record: A curriculum reference guide pg. 44 to make sure your catalog description included all required elements.
14. **Schedule Description:** This is what the students see and use. Make it as complete as possible keeping within 360 character limit.
15. **Materials Fee:** Leave this area alone. An email will come from the Office of Instruction (typically in January) with directions on how to request or change a materials fee. Once the fee has been requested and approved, the curriculum specialists will make the update for you.

Save this page, then Finish this page. You should now see a . Move on to the next screen Units and Hours
Units and Hours Screen
Explanations and examples of how to calculate units and hours can be found in Program and Course Approval Handbook beginning on page 32.

1. **Designation:** Select Credit or Non-Credit. This should correspond with your selection for California Classification Code from the previous screen.

2. **Class Hours:** Enter the intended class lecture and lab hours. The total will auto-populate.

3. **Units:** Enter the intended units for the course

   **Note:** Sometimes the auto-calculations have to be re-worked by the curriculum office. If they don’t save how you intended for them to – ask your lead for assistance.

4. **Repeatable:** Select Yes or No. See the PCAH page 37 and the Credit Course Repetition Guidelines to determine if the course qualifies. In general:

   **To be repeatable, the course must be:**
   a. Transferrable
   b. Required in the lower division core requirements of at least one CSU or UC for students in this major.
   c. Required specifically as an individual course requirement, not part of a list of restricted electives where students COULD take another course to meet the requirement.
   d. The number of multiple enrollments or number of units must be clearly stated.
   e. **The only acceptable documentation for repeatability is a copy of a catalog page from the university with the requirement circled or highlighted.** This document will be submitted with your proposal and uploaded to CurricUNET. If this cannot be obtained, the course cannot be repeatable.

5. **Maximum Enrollment:** At the time of course development, this will always be 45 as dictated by our Master Agreement.

6. **Anticipated Enrollment:**

7. **Open Entry:** Use the drop down menu to make a selection See PCAH pg 40 for further information.

8. **Grading Method:** Use the drop-down menu to select an option

9. **Fixed or Variable Units:** Use the drop down menu to select an option.

   **Save this page, then Finish this page. You should now see a . Move on to the next screen Methods of Instruction**

Methods of Instruction Screen
This screen identifies the instructional format of the class. It includes some obsolete and little used options. Generally, your selections will be either:

**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-Lecture/Lab Combination** Choose this option where 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.

**The other options are for special circumstances only—ask for advice.**

We no longer use the “M” selections on this page. That classification is done at the point of scheduling. Pretend those are not options here.

Save the page, Finish the page and you should now see a [ ]. The next screen is Degree/Transfer Degree/Transfer Applicability Screen

Completion of this page must be made with the input of the Articulation Officer

Aimee Tran atran@saddleback.edu

Make your selection and then Save the page, Finish the page and you should see the [ ] appear.

If you have chosen either of the last two options, you will also fill out the Comparable Transfer Course Screen. If the course you are working on is a non-transfer course, this screen will not be available to you.

You must identify at least one active, lower division comparable course from each system you identified (CSU or UC, even though CurricUNET lists private as an option, there is no provision in the drop down to add one (don’t ask, the wisdom behind that one is unknown).
How to find an active, lower division course:

a. You can go to the transfer school’s catalog find the course, use their numbering system to verify whether or not it is a lower division course. CSU Numbering System UC Numbering System
b. Use the advanced ASSIST link, do a course search and choose only CSU and UC courses and search your course.

If you find one on the list you still have to do 3 things:

1. MAKE SURE IT IS LOWER DIVISION (check the course numbering resources linked above)

   ![Curriculum Course Search Report](image)

   If yes, then check to make sure it is active by clicking the “curric” link. You must find a course that does NOT have an end date listed.

   ![Curriculum Summary](image)

   There must NOT be an end date.

2. ADD THE COURSE TO CurricUNET, click the “Add” button to open the screen. Use the drop down menus to select the system (CSU or UC) and then the name of the school. Enter the course ID and the Course Title, then save and finish.

   ![Comparable Transfer Courses](image)

3. PRINT A COPY OF THE CATALOG PAGE FROM THE INSTITUTION WHERE YOU FOUND THE COURSE to submit with your proposal.

   When done, Finish the page and you will see the . You are ready to move to the next screen.
General Ed Screen
The Articulation Officer must assist with the selections on this screen

Requisites Screen
On this page 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.

Prerequisites or corequisites may be established only for any of the following purposes.

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 Identifies 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.

Unlock the Screen and choose yes/no For any requisite to be established.
When done, Save the page, Finish the page and you will see the✓. You are ready to move to the next screen.

**NEW REQUIREMENTS for Validation Screen**

If you determine your course needs requisites or a pre-req, you will also need to complete the validation screen. This screen will not be available to you or required if you do not identify a requisite.

These requirements are a NEW expectation in our process so it is expected that they will look unfamiliar to you.

There are different reasons to have a requisite, each one requires a specific type of documentation identified in the chart on the next page.
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. An example of what to put in the validation screen is provided below.

<table>
<thead>
<tr>
<th>Type of Validation</th>
<th>What to put in the validation screen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-requisite course in a sequence in a discipline</td>
<td>Objectives from pre-requisite course</td>
</tr>
<tr>
<td>Example: ENGL 100 F for ENGL 103 F</td>
<td></td>
</tr>
<tr>
<td>Pre-requisite course for vocational discipline</td>
<td>Objectives from pre-requisite Course</td>
</tr>
<tr>
<td>Example: PRNT 101 F for PRNT 151 F</td>
<td></td>
</tr>
<tr>
<td>Pre-requisite course out-of-discipline (NOT English or Math Skills)</td>
<td>Objectives from pre-requisite course Plus Proof from catalog pages that similar pre-requisites are required by 3 UC or CSU campuses</td>
</tr>
<tr>
<td>Example: PHYS 221 F for ENGR 201 F</td>
<td></td>
</tr>
<tr>
<td>Pre-requisite course or eligibility for course out of discipline (English or Math skills)</td>
<td>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</td>
</tr>
<tr>
<td>Example: MATH 150AF for PHYS 221 or Eligibility for ENGL 100 for POSC 200 F</td>
<td></td>
</tr>
<tr>
<td>Pre-requisite Cut Score (For use within same discipline sequence)</td>
<td>Objectives from requisite course plus Test approved by CO plus Validated cut-off scores plus Multiple Measures Plus Disproportionate impact study</td>
</tr>
<tr>
<td>Example: ENGL 060 F or assessment process for ENGL100 F</td>
<td></td>
</tr>
<tr>
<td>Pre-requisite Cut Score (For use outside the Assessment Skill area)</td>
<td>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</td>
</tr>
<tr>
<td>Example: ENGL 060 F or assessment process for HIST 170 F</td>
<td></td>
</tr>
<tr>
<td>Pre-requisite Health &amp; Safety</td>
<td>Objectives from requisite course plus Related to health &amp; safety skills plus documentation if mandated by outside agency.</td>
</tr>
<tr>
<td>Example: Basic Scuba certification through NAUI; Ability to swim 500 yards.</td>
<td></td>
</tr>
<tr>
<td>Non-course prerequisites (recency etc)</td>
<td>Objectives from requisite course plus Data collection &amp; analysis</td>
</tr>
<tr>
<td>Example: Prerequisite course must be completed within the last 7 years</td>
<td></td>
</tr>
<tr>
<td>Recommended Preparation</td>
<td>Objectives from requisite course</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
</tr>
<tr>
<td>Strongly recommend ENGL102 F for ENGL 243 F</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>Strongly recommended ENG 200 for CDE 7</td>
<td>Explanation of why this preparation is needed</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>Two years of high school Spanish</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Limitation: Imposed by Law or Contract</strong></th>
<th>Documentation of regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Valid Cosmetology License for COSM 060 F</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Limitation Performance Courses Audition</strong></th>
<th>Other courses available to meet degree/cert requirements that do not require audition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Audition for MUS 275 F</td>
<td>Plus disproportionate impact study</td>
</tr>
</tbody>
</table>

| **Limitation box on the requisites screen must state what the audition will be looking for** | |
|------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th><strong>Limitation: Skills or Performance</strong></th>
<th>Explanation of why this skill will help student succeed in the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Demonstrated ability to sight read</td>
<td></td>
</tr>
</tbody>
</table>

**Honors Courses**

| **Example:** ENGL 100F vs. ENGL 100HF | Other non-honors sections/courses are available to meet degree/cert requirements |

<table>
<thead>
<tr>
<th><strong>Blocks of Courses or Sections (establishing a cohort)</strong></th>
<th>Other non-cohort sections/courses are available to meet degree/cert requirements</th>
</tr>
</thead>
</table>

***If the validation requires additional documentation such as catalog pages from a CSU or industry regulations, they will be uploaded in the “attached files” screen

When done, Save the page, Finish the page and you will see the . You are ready to move to the next screen.
Lecture Content Screen

Guidelines for these stylistic elements can be found in the Saddleback Style Guide.

If you are copying content from a word document your best strategy will be to:

1. Open Notepad by (in Windows) clicking the Start button. In the search box, type Notepad, and then, in the list of results, click Notepad. If you use a mac use TextEdit (Click on Finder Icon>Click on Applications>Click on TextEdit)
2. “cut” the entire list out of the lecture content
3. “paste” the entire list into Notepad or TextEdit.
4. Remove any extra spaces, correct spelling, get everything into the right order.
5. Select all text in notepad and then “copy” (control C)
6. In the now empty Lecture Content box of CurricUNET Select the course outline icon to start the outline. A Roman Numeral I will appear. Paste your lecture content copied from Notepad/TextEdit into the first outline position.
7. Use the Decrease Indent Icon and the Increase Indent Icon to change the level of the outline.

The format and font shown below are exactly how your's should look.

<table>
<thead>
<tr>
<th>Lecture Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page last saved on March 13, 2016 by June Millovich</td>
</tr>
<tr>
<td>I. Overview of Developmental theory and processes</td>
</tr>
<tr>
<td>II. Current research</td>
</tr>
<tr>
<td>A. Brain development</td>
</tr>
<tr>
<td>B. Social and emotional development</td>
</tr>
<tr>
<td>C. Influences on growth patterns</td>
</tr>
<tr>
<td>D. Developmentally appropriate practices</td>
</tr>
<tr>
<td>III. Development domains and processes</td>
</tr>
<tr>
<td>A. Physical development</td>
</tr>
<tr>
<td>1. Brain development</td>
</tr>
<tr>
<td>2. Health and nutrition</td>
</tr>
<tr>
<td>3. Growth patterns</td>
</tr>
<tr>
<td>4. Motor skills</td>
</tr>
<tr>
<td>5. Perception</td>
</tr>
<tr>
<td>6. Sensory development</td>
</tr>
<tr>
<td>B. Cognitive development</td>
</tr>
<tr>
<td>1. Preoperational thinking</td>
</tr>
<tr>
<td>2. Information processing</td>
</tr>
<tr>
<td>3. Language development</td>
</tr>
<tr>
<td>4. Literacy development</td>
</tr>
<tr>
<td>5. Theories of language development</td>
</tr>
<tr>
<td>6. Multi-language learning</td>
</tr>
<tr>
<td>7. Critical periods</td>
</tr>
<tr>
<td>8. How preschool children learn</td>
</tr>
<tr>
<td>C. Social and emotional development</td>
</tr>
<tr>
<td>1. Self-regulation</td>
</tr>
<tr>
<td>2. Concept of self</td>
</tr>
<tr>
<td>3. Reciprocal relationships</td>
</tr>
<tr>
<td>4. Psychosocial theory</td>
</tr>
<tr>
<td>5. Temperament</td>
</tr>
<tr>
<td>6. Cognitive development</td>
</tr>
</tbody>
</table>

When done, Save the page, Finish the page and you will see the . You are ready to move to the next screen.
Lab/Learning Center Content Screen

Guidelines for these stylistic elements can be found in the Saddleback Style Guide.

Lab content items must describe action by the students. Verbs should be chosen to indicate what students will do during lab that practices or demonstrates concepts covered in lecture.

Do not duplicate lecture content in the lab area.

Each objective should have an action verb.

If there are formatting issues—odd spacing, indents, use the strategy described under lecture content.

When done, Save the page, Finish the page and you will see the 🔄. You are ready to move to the next screen.
Learning Objectives Screen

Guidelines for these stylistic elements can be found in the Saddleback Style Guide.

Check Point for Integration: Objectives should 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, and student learning outcome. There should not be anything in one area that cannot be clearly 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. Here are two Bloom’s charts Bloom’s, Bloom’s in a wheel chart

Click UNLOCK to add your objectives.

Click the 🆑 to edit objectives after you have entered them, scissors to delete, and up or down arrow-circles to move up or down.

New Phrasing:

Objectives should describe what students do as part of course curriculum.

These are the “practice” skills that build up to the student’s ability to demonstrate the Student Learning Outcomes by the end of class.

When done, Save the page, Finish the page and you will see the 🔄. You are ready to move to the next screen.
NEW Student Learning Outcomes Screen

This screen is NEW to our process so it is expected that it will look unfamiliar to you.

SLOs MUST be added.

- Student Learning Outcomes are the skills the students will be able to demonstrate upon successful completion of the course.
- Student Learning Outcomes should not be duplicates of the Objectives.
  - Objectives describe the activities and experiences students do during the class to develop the skills necessary to demonstrate the Student Learning Outcomes by the time they have completed the class successfully.

To complete this screen

1. First find the existing SLOs for this class on TracDat, from your dept. chair, or email Kim Stankovich, SLO coordinator kstankovich@saddleback.edu.

2. There is no need to clear the formatting. Add one at a time starting with the action verb.

 Finish the page and you will see the . You are ready to move to the next screen.
Assignments Screen

- Assignment screen should describe the major assignments of the class and clearly represent the content and each of the objectives of the class.
- Avoid generic statements such as “research paper” instead link the research paper to the intent of the course.
- Identify expectations number of writing and oral assignments. These can be expressed in a range: for example, 1-3 or at least 1.
- Identify expected length of written assignments. This can be expressed in a range, for example 1-3 pages, or at least 2 pages.
- This section lists the assignments themselves, the next screen “Methods of Evaluation” will describe what the instructor will look for in order to evaluate the student’s effort.
- There should be a clear correlation between the assignments screen and the MOEs.

![Assignments Table]

When done, Save the page, Finish the page and you will see the icon. You are ready to move to the next screen.
Methods of Evaluation Screen

Guidelines for these stylistic elements and examples for each area can be found in the Saddleback Style Guide.

There must be at least one evaluation method in each of the four sections. #5 Other only needs to be used if students are evaluated using a method not previously described in 1-4.

Evaluations should describe how the assignments listed in the assignments screen will be evaluated for a grade.

Check the “other” box in each of the writing, problem solving, skill demonstration, and examinations sections to make what you have typed show up on the outline when printed.

When done, Save the page, Finish the page and you will see the . You are ready to move to the next screen.
Required Texts Screen

In this screen, check to make sure the most recent edition is listed, there are no spelling errors, and the ISBN is correct.

**There MUST be at least one text listed that is 5 or fewer years old (whether or not it is actually used).** If there are other texts or resources typically used they can be listed as well.

![Required Texts Screen](image)

When done, Save the page, Finish the page and you will see the ✅. You are ready to move to the next screen.

Additional Resources Screen

Open and click finish even if you do not add or modify the screen

Library Screen

Open and click finish even if you do not add or modify the screen

Outline Communication Screen

Open and click finish even if you do not add or modify the screen

Attached Files Screen

Here is where documentation for repeatability or validation of requisites will be uploaded. Clearly label each document uploaded. Open and click finish even if nothing is added or modified.
Finishing the process
You will see a “SUBMIT” button appear on the right hand side of the screen. Click Submit, then follow the blue link to go to the “My Approvals” screen. Alternatively, you can go the My Approvals screen from the CurricuNET homescreen.

On the My Approvals screen, use the drop down menu to select “initiator”, click Next

Choose the course you have been working on,

Click on the Action button, Then choose “LAUNCH”

New Submitting Course Documentation
To finalize the process, you must submit to sc-curriculum@saddleback.edu

1. Your new course proposal
2. Your course outline printed from CurricUNET
3. Supporting Documentation if necessary to validate Transfer or Repeatability
4. Online Addenda Form if the course is ever intended to be offered online.

Notes:

1. Use the W in CurricUNET to open your outline and then save it with a clear file name like CDE 7 child Growth and Development.docx.
2. If you use a division scanner, make sure to take the time to type a clear subject line otherwise we will end up with 20 new courses named "sent from a Xerox". Not good.