The Curriculum Review process involves multiple steps, which look at the proposal with overlapping but also differing perspectives to ensure their completeness and correctness. To ensure your proposals are fast-tracked, please check that your proposals have or do all of the following correctly/appropriately. If you are unsure about how to fill out one or more of the sections below, please feel free to contact your Curriculum Committee Representative, the Articulation Officer, the Curriculum Analyst, or the Curriculum Committee Faculty Co-Chair.

Faculty Authors, Chairs, Deans, the Articulation Officer and the Curriculum Analyst followed by the Librarian and Faculty Reviewers check the proposal for completeness, correctness, and/or appropriateness:
PART 1—COURSES:

- **Course Title**
- **Course Number**--See the Course Numbering System on the Curriculum Committee Website or consult with the Articulation Officer
    - 1-399 are numbers reserved for credit courses
        - 1-89 and 300-399 represent credit courses that are nontransferable and non-degree applicable (with 1-49 serving special populations and 50-89 representing developmental or remedial courses)
        - 90-99 and 300-399 represent credit courses that are degree applicable but nontransferable (with the exception of English courses 90-99, which are both non-degree applicable and nontransferable)
        - 100-299 represent credit courses that are both degree applicable and transferable (with 100-199 courses typically representing first-year courses and 200-299 courses typically representing second-year courses).
    - 600-999 are numbers used for noncredit courses
- **Discipline**—Add the discipline the course will fall under. This also determines who is qualified to teach the course. In situations where the discipline is in doubt, courses will be referred to the Discipline Placement Subcommittee per our Discipline Placement Process.
- **Division** (usually automatically assigned)
- **Subject Code**—For credit, usually a 3-4 letter code. For noncredit, usually a 5-6 letter code that ends in NC. For example, ASL is the credit code for American Sign Language courses, ASLNC would be the noncredit code.
- **TOP/SAM* Codes**—the Faculty Author is responsible for identifying and entering the TOP Code. The Curriculum Analyst will add the SAM code. (Originators, chairs, and deans do not have access to the codes page.) If your course is a CTE course, the Curriculum Analyst will contact you or the dean for the appropriate SAM code; if your course is a non-CTE course, the SAM code is E-Non-Occupational)
- **Rationale** addresses the need for the new course or for the modification of the course. If it's a new course, the rationale should address the need for the course as well as the scope of the course, that it's in line with the college's/program's mission, that it's appropriate in terms of the type of course (degree applicable, non-degree applicable, noncredit, etc.). If the proposal is a modification, the rationale should identify what is being changed to help the curriculum committee chair know whether modifications represent substantive or non-substantive changes and reviewers what to focus on.
    > **Note:** Reviewers review the whole COR for compliance, completeness, appropriateness, alignment, clarity, correctness, so the cleaner and more complete the COR a Faculty Author submits, the smoother (fewer steps) the process is likely to be.
- **Number of Weeks**—Typically courses are 18 weeks, but some courses may always be for a certain time frame. If you know what the weeks of the course will be, enter it here.
- **Open Entry/Open Exit**—Courses designated open entry/open exit must be a positive attendance course, i.e., must take attendance and turn in every student's hours in WebAdvisor at end of semester.
- **Units**--Some courses have or require variable units. Make sure types of hours and total contact as well as outside of class hours reflect this range as well.
- **Total Contact Hours**-- List the total hours listed for lecture, lab, and/or activity (required for all credit and noncredit courses, does NOT include outside of class hours).

- **Total Student Hours**—List the total number of contact hours plus the outside of class (homework) hours.(required for all credit courses, includes both in-class and outside of class hours).
- **Number of Contact Hours According to Type**: **Lecture/Lab/Activity/Work Experience**—indicated on credit courses only
- **Outside of Class Hours**--not applicable to Lab or non-credit courses
  - Calculating Weekly In-Class Hours and Outside of Class Hours depending on the Type of Course. For a 1-unit course, the weekly In-Class: Outside of Class hours would be
    - Lecture: 1 (in class hour): 2 (outside of class hours)
    - Activity: 2 (in class hours): 1 (outside of class hour)
    - Lab: 3 (in class hours): no out of class hours
    - Total Contact Hours = in-class hours X number of weeks. For a typical 18-week 1-unit course, the Total Contact Hours would be:
      - Lecture: 18
      - Activity: 36
      - Lab: 54
    - Work Experience requires a range of units and Total Contact Hours and has 2 types: Paid and Unpaid. CurricUNET does not allow 2 types/ranges to be given on the Course Standards page, so the minimum-to-maximum is given and the two different types with their ranges are indicated in Notes (if not accessible by the author, then the Curriculum Analyst or Faculty Curriculum Chair will input these in Notes). For a course with .5-3 units:
      - the range given on the Course Standards page will be 30-225 Total Contact Hours.
      - Unpaid Work Experience Hours AND Total Contact Hours: 30-180
      - Paid Work Experience Hours AND Total Contact Hours: 37.5-225
- **Repeatability**--Most courses are not repeatable. Repeatability applies only to specific classes that are expected/permitted by Title V to be repeated multiple times by students, such as team sports. Repeating courses due to a failing grade, referred to as course repetition, is an individual student's right and is covered in the NVC Catalog, not attached to the course.
- **Requisites**--Prerequisites cannot be taken in the same semester as the parent course; Co-requisites can only be taken in the same semester as the parent course; add both Prerequisite and/or Corequisite to give the student the choice of when to take the requisite course.
- ***Degree/Transfer Applicability—**Authors identify the degree/transfer applicability in consultation with the Articulation Officer.
- ***GE Applicability—**Authors request local GE (in Rationale if a new course or new request); the authors may also request CSU & UC GE designation, and IGETC in consultation with the Articulation Officer.

Distance Education Review:
- The DE Reviewer checks all courses with DE modes for compliance, looking at the Distance Education Courses page and also at the Methods of Instruction page to see how they may be adapted to online delivery. The COR indicates only that a course may be offered in a particular DE mode, what contact types, and what online adaptations it may use, not what it must use.
  - On the DE Courses page, the faculty author should check any DE Modes they might wish to use. On the same page, for Entirely Online courses, they need to identify Types of Contact, checking all options that might apply.
  - Then on the Methods of Instruction Page, faculty authors need to check all options for Online Adaptation. Notes about hybrid adaptation are provided together with face-to-face methods of instruction earlier on the same page.

Faculty Reviewers Focus on:

- **Integration of COR**: alignment of outcomes, objectives, and content.
    - It is up to the faculty author (expert) to determine if the number and type of outcomes, objective, and content are relevant and appropriate. Reviewers check only that content aligns with objectives, which in turn align with the outcomes.)
- **Clarity** especially of the Description, the most public part of the COR:
- **Completeness**—Proposals that are missing or have incomplete parts will be sent back for the faculty author to complete.
    - **Parts of the COR**
        - **Description**: Make sure the catalog description:
            - is written in full sentences and typically more than one sentence,
            - doesn't just repeat the title of the course
            - provides clear understanding of the nature and requirements of the course to students, faculty outside the discipline, and the community.
        - **Student Learning Outcomes**—Make sure these are correctly presented as a verb phrase completing the (implied) statement: "Upon satisfactory completion of the course, students will be able to": (For example,), demonstrate X skills
        - **Objectives**—like outcomes, correctly presented as a verb phrase completing the statement: "Upon satisfactory completion of the course, students will be able to":
        - **Content**: This section should cover the entire course and be inclusive rather than prescriptive, as appropriate for the discipline.
        - **Methods of Instruction--**This section lists or describes the types of instruction methods the course uses.
        - **Methods of Evaluation—**This section lists the types of methods of evaluation AND at least two specific examples of such types in keeping with the instructions on the MS-Word Outline Document, which state: "Describe the general types of evaluations for this course and provide at least two, specific examples."
        - **Assignments**: This section must provide 2 specific examples of each type of assignment listed.
        - **Textbooks**:
            - There must be at least 1 textbook that has been published within the past 7 years.
            - Heritage (also known as legacy or classic) textbooks are allowed (again provided at least one textbook meets the currency standard).
            - Open or web sources (or other materials) may fulfill the textbook requirement.

Skip Schedule Description
Skip Competencies