

Chabot College: CurricuNet 101

CurricUNET Training

Creating a New Course

Logging On to CurricUNET

1. Open an Internet browser, e.g., IE, Safari, Firefox, etc.
2. Type www.curricunet.com/chabot
3. Enter your user name in the User Name box (first initial and last name; all one word, all lowercase).
4. Enter your password. (changeme) all lower case. (will be able to create one for yourself)



What the Icons Mean?



View the course outline (Word report).



View the course impact report (what course could be impacted by changes to this course)



Report showing information that has been entered for all fields (all pages).



Edit



Delete



Ordered List (A., B., C., etc.)



Indent (demote level)



Outdent (promote level)

Course Cover

The Course Cover page is used to provide basic information about the proposal that you are developing.

If this is a new course, the Discipline, Course Number, Full Course Title, and Catalog Course Description will be transferred from the Course Construction Main Menu page.

1. Fill in remaining items on the Cover page
 - a. Rational for proposal—why this course; how does it fit into your discipline, degree, certificate, college mission, etc.
 - b. Will it be offered in Distance Education format?
 - c. When do you plan to start offering the course?
 - d. Is this course shared with Las Positas? If not, is there a similar course at Las Positas? What is it?
2. **Save** what you have entered. Saving doesn't lock the form; you can come back and edit at any time.

Note: If you don't save, you will lose what you have entered on this page

3. When you have completed the page and do not believe that you will have additional changes, click **Finish**. Selecting Finish saves and locks the page. As the originator, you will be able to unlock the page to make changes, if necessary. Selecting Finish also places a checkmark in the Course Checklist indicating that the page is completed.

The screenshot shows the 'Course Construction Main Menu' page. It includes a 'Course Checklist' on the right with items like 'Cover', 'Units/Hours', 'Requisites', etc., each with a checkbox. The 'Cover' checkbox is checked. Below the checklist is a 'Help' section with instructions on adding co-contributors and submitting the course. The main content area shows course details for '999 CurricUNET Training-How to Create a Course', including a 'Short Title' of 'Create a New Course' and a link to 'Add a Co-Contributor'.

The screenshot shows the 'Course Cover' form. At the top, it says 'Page Last Saved on Wednesday, Aug 17, 2011 at 1:42 PM By Jane Church'. The form has several sections: 'Division' (CTFM - CurricUNET Training), 'Discipline' (CTFM), 'Course Number' (999), 'Full Course Title' (CurricUNET Training-How to Create a New Course), 'Short Title' (Create a New Course), and 'Cross Listed Course' (None). There are two 'Catalog Course Description' boxes: one for 'Schedule Description' and one for 'Catalog Course Description'. The 'Rationale' section contains text about faculty training. The 'Proposal Information' section shows 'Proposed Start Year: 2012' and 'Semester: Fall'. There are 'Save', 'Finish', and 'Cancel' buttons at the bottom.

Units/Hours

1. If this is not a variable unit course, skip the Variable units section. If the course is a variable unit course, click **Yes** in the Variable Unit section.

Note: A Max section will be added to the so that you can add the maximum number of units for lecture/lab.

2. Enter # of Lecture units. **Note:** The number of lecture hours will automatically displays in the hours column.
3. If needed, enter # of Lab units. **Note:** The number of lab hours will automatically displays in the hours column.
4. **Note:** 17.5 hours will be automatically be inserted into the Hours box when the page is saved.

Note: You will need to complete the No Unit Lab Addendum page after you have saved the Units/Hours page. The link to the No Unit Value Lab Addendum will become available after you have saved the Units/Hours page.

5. The total number of units and hours displays in the Total area. **Note:** The hours for no unit value lab will be added when you save the page.
6. If the course can be taken for credit more than 1 time, select the desired # of times that the course can be taken.
 - a. Also, if a course can be taken more than once, provide rationale for repeating the course.
7. Select the desired Grading Method, i.e., Letter Grade, Letter or P/NP, P/NP only, or Non-Credit.
8. Save and Finish the page.

Note: Remember to complete the No Unit Value Addendum, if necessary.

Course Units/Hours	
Page Last Saved on Friday, Aug 19, 2011 at 11:12 AM By Jane Church	
Class Hours	
Variable Hour Exist	Yes: <input type="radio"/> NO: <input checked="" type="radio"/> ?
Units	<input type="text" value="1.5"/> ?
Lecture Hours	<input type="text" value="1.00"/> <input type="text" value="17.5"/> ?
Laboratory Hours	<input type="text" value="0.50"/> <input type="text" value="8.75"/> ?
Studio Hours	<input type="text" value="0"/> <input type="text" value="0"/> ?
Repeatability	May be taken <input type="text" value="0"/> time(s) ?
Notes on Repeatability (for the student)	<div style="border: 1px solid black; height: 40px;"></div> ?
Typical Maximum Enrollment	<input type="text"/> ?
Grading Methods	<input type="text" value="Pass/No Pass"/> ?
Expected Costs	
Are there expected costs for new facilities, faculty, equipment, etc?	<input type="radio"/> Yes <input checked="" type="radio"/> No
<input type="button" value="Save"/> <input type="button" value="Finish"/> <input type="button" value="Cancel"/>	

Advisory Requisites




1. Select the type of requisite, e.g., Prerequisite, Strongly Recommended, or Corequisite.
2. Select **Add** to choose the advisory course.
3. Click on the drop down list area for the Course # and Title and select the desired advisory course.
4. Enter the minimum grade, e.g., C.
5. For Prerequisites, specify if the courses can be taken concurrently.
6. If there will be other advisory course, select a **Condition** (and, or, or and/or) if necessary.

Examples: Student can take CAS 8 or CAS 50

Student must take HLTH 81 and HTLH 83

7. Select **Add**.
8. Click the **Skills Analysis** button next to the advisory course.
9. For each listed skill, select **Critical**, **Very Helpful**, **Desirable**, or **Not Necessary**. (Only skills ranked as Critical or Very Helpful will be transferred to the course outline.)
10. Select **Save** to save your selections.

Note: *If you do not select Save, your selections will be lost!*
11. Select **Done** when you have completed the skills analysis for your advisory course.
12. If there are additional advisory courses, repeat steps 1-11.
13. When all advisory courses have been added, select **Finish**.

Requisites		
Select Requisite Type		
Requisite Type	Prerequisite	
Add		
Edit/Delete	Requisites	Analysis
  	Prerequisite CAS 50 with a minimum grade of C	Skills Analysis
Finish		

Content Review	
Requisite Type	Prerequisite
Course Number	CAS 50
Skill From Requisite Course	Degree of Importance
Identify and categorize popular software applications such as word processing, spreadsheets, databases, graphics packages, PDF's, electronic mail, browsing and searching;	Not Necessary
Identify the hardware components, input/output devices of a computer system;	Not Necessary
Describe common features of popular operating systems such as MS Windows, Macintosh;	Not Necessary
create and organize files and folders using Windows Explorer and My Computer;	Critical
prepare a business document, such as a letter or memo;	Very Helpful
prepare a spreadsheet and chart;	Very Helpful
describe the capabilities and characteristics of various databases and data collection as they apply to personal and work use;	Very Helpful
create a simple slide presentation;	Not Necessary
describe the capabilities of the internet and browsers and be able to perform basic navigation over the world wide web;	Not Necessary
describe the importance of programming languages, and how to use them;	Not Necessary
analyze various current computer-based careers;	Not Necessary
identify web based communications, and netiquette;	Not Necessary
identify security and ethical issues that affect the worldwide web and software piracy today;	Not Necessary
demonstrate the ability to recognize and use technology as a productivity tool;	Not Necessary
demonstrate the ability to select the appropriate technology components, and/or	Not Necessary

(DISREGARD FOR NOW.....UNDER CONSTRUCTION)

Distance Education

If you selected Distance Education on the Cover page, the Distance Education link will be available in the Course Checklist.

1. Click on the **Distance Ed** link in the Course Checklist.
2. Select desired Delivery Method(s).
3. Check Accessibility options that apply to your course.
4. Click **Save**.
5. Click **Finish**.

Distance Ed—Course Interaction


For all distance education course, you need to complete the Course Interaction page. You need to specify the types of interaction that will be used in the course, Student-Instructor, Student-Student, and Student-Contact. Several options are available under each type of interaction. Choose and describe all that are applicable to your course.

1. Click on the **Course Interaction** link in the Course Checklist.
2. Click on the down arrow beside the Contact Type text box and select a type of interaction.
3. Write a brief description of how the selected interaction will occur.
4. Click **Add**.
5. When you have added all the course interaction details, select **Finish**.


Expected Outcomes

1. To enter Expected Outcomes for Students for your course, click the “Expected Outcomes for Students” link in the Course Checklist.
2. To enter a Top Level Outcome (1, 2, 3, ,etc), click the **Top Level Outcome** button (a checkmark should display).
3. Type the outcome text in the Outcome Text box. You do not need to type a letter at the beginning of the sentence. The list will be numbered for you automatically.
***NOTE:** Outcomes are entered one at a time. Click Add after each outcome is entered.*
4. Click **Add**. You will see your text in the list at the bottom of the page.
5. To add a second level outcome (e.g., a. b. c. etc.), **deselect** the **Top Level Outcome** box. Type the text of the second level outcome in the Outcome Text box. Select **Add**.
The outcome will be added in the list at the bottom of the page.
6. When you have entered all the measureable outcomes, for the course, click **Finish**.

Delete an Objective

1. To delete an outcome, click the Scissors icon  beside the outcome in the bottom section of the page.
2. Select **OK** to the message box asking if you wish to delete the outcome.

Edit an Objective

1. To edit an outcome, click the Pencil icon  beside the outcome in the bottom section of the page.
2. Make desired changes in the Outcome Text box. Select **Save**.

Expected Outcomes for Students
Page Last Saved on Wednesday, Aug 17, 2011 at 2:06 PM
By Jane Church

Text Upon completion of the course the student should be able to:













B *I* U ABC | Format | Font Family | Font size

Path:

Add




Finish

Upon satisfactory completion of the course, students will be able to:

1.    Complete Cover Component
2.    Complete Units/Hours Component
3.    Complete Requisites componet
4.    Describe Blooms Taxonomy in detail
 1. Use action verbs effectively


Course Content

On the Course Content page, you can create a multi-level listing of the materials to be covered. The text entry is similar to the creation of a numbered list in Word.



The Ordered List , Indent , and Outdent  buttons are used to create a multi-level outline as show in the screen to the right. Currently there are three levels available. Additional levels will be defined if needed.

Also note to enlarge the display of the text on the screen, press CTRL and + (to reduce the display, press CTRL and -). This may be necessary depending upon the size and resolution of your monitor.

Save frequently!!

1. To begin the listing of the contents of the course, click on the **Ordered List** button . Type the text for the first major topic to be covered in the course and press **Enter**.

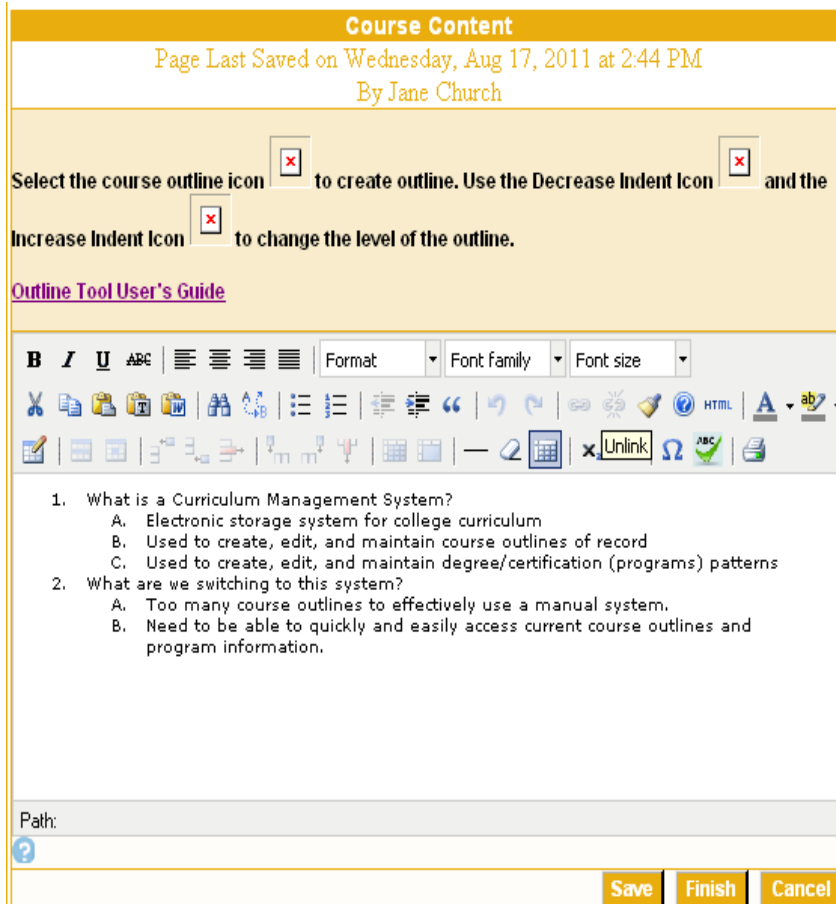
Note: When you press Enter, B. displays and you are ready to enter the second major topic of the course.

2. To create a second level topic, click the **Indent** button . Type the text for the second level topic. When you press enter another second level topic. You can click the **Outdent** button  to promote your outline level to the previous level.

Note: Each time you click the Indent button, the level is demoted; each time you click the Outdent button the level is promoted.




3. When you have entered all the main topics and subtopics, press **Finish**.

Note: Save as you go along so that you don't accidentally lose text.





Course Content

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By Jane Church

Select the course outline icon  to create outline. Use the Decrease Indent Icon  and the Increase Indent Icon  to change the level of the outline.

Outline Tool User's Guide

B *I* U ABC |  | Format | Font family | Font size



1. What is a Curriculum Management System?
 - A. Electronic storage system for college curriculum
 - B. Used to create, edit, and maintain course outlines of record
 - C. Used to create, edit, and maintain degree/certification (programs) patterns
2. What are we switching to this system?
 - A. Too many course outlines to effectively use a manual system.
 - B. Need to be able to quickly and easily access current course outlines and program information.

Path:

Save **Finish** **Cancel**

Methods of Instruction

1. Click on the down arrow at the end of the Method of Instruction text box and select the desired method. If you don't see a listing for the method that you want to use, select Other, and then type a description of the method in the Comments box.

Note: The Comments box can be used to add more specific details about any of the methods of instruction that you choose.




2. Select **Add** to enter the selected Method of Instruction and comment (if specified).

Note: Selecting Add saves the method of instruction that you just selected.


3. When you have selected all the desired Methods of Instruction, click **Finish**.



Assignments

The Typical Assignment page is similar in function to the Course Content page. The

Ordered List , Indent , and Outdent  buttons are used to create a multi-level outline as show in the screen to the right. Currently there are three levels available. Additional levels will be defined, if needed.

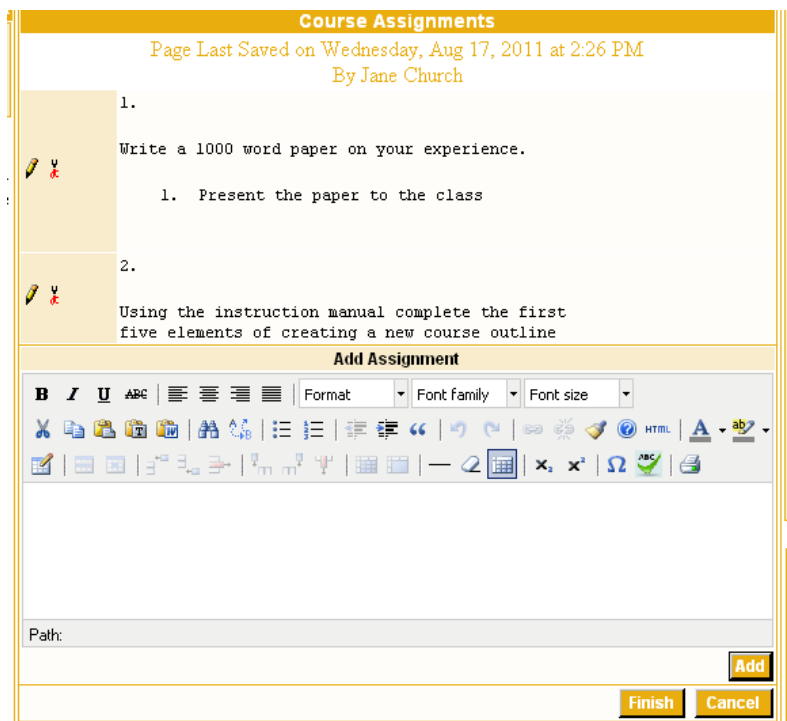
Save frequently!!

1. To begin the listing of typical assignments, click on the **Ordered List** button . Type the text for the assignment and press **Enter**.
Note: When you press Enter, B. displays and you are ready to enter the second typical assignment.

2. To create a sub-level, click the **Indent** button . Type the text for the sub-level. When you press enter another entry at the same level. You can click the **Outdent** button  to promote your outline level to the previous level.

Note: Each time you click the Indent button, the level is demoted; each time you click the Outdent button the level is promoted.

3. When you have entered all typical assignments, press **Finish**.



The screenshot shows the 'Course Assignments' interface. At the top, it says 'Page Last Saved on Wednesday, Aug 17, 2011 at 2:26 PM By Jane Church'. Below this, there is a list of assignments:


- 1. Write a 1000 word paper on your experience.
 - 1. Present the paper to the class
- 2. Using the instruction manual complete the first five elements of creating a new course outline

Below the list is an 'Add Assignment' section with a rich text editor toolbar. The toolbar includes buttons for Bold (B), Italic (I), Underline (U), ABC, and various list and indent/outdent options. There are also dropdown menus for Format, Font family, and Font size. At the bottom of the 'Add Assignment' section, there is a 'Path:' field, an 'Add' button, and 'Finish' and 'Cancel' buttons.

Methods of Evaluation

The Methods of Evaluation page allows you to check off multiple ways that students will be evaluated. For each method selected, you need to enter the frequency for the method, e.g., approximately how many quizzes will there be during the semester, how many research papers and their length, etc.

If you want to add a method of evaluation that isn't in the list, select the "Other" option and enter the method in the text box below the "Other" checkbox.

1. Click each method of evaluation that you anticipate using for the course.
2. In the Frequency box, use the **Ordered List** , to describe the frequency of each method you have selected.
3. When you have completed the page, select **Finish**.

Methods of Evaluation

This section defines the ways students will demonstrate that they have met the student learning outcomes.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor's syllabus.

Multiple measures may include, but are not limited to, the following:

Methods

Typical classroom assessment techniques

- Exams/Tests
- Quizzes
- Research Projects
- Portfolios
- Papers
- Oral Presentation
- Projects
- Field Trips
- Simulation

Required assignments

- Group Projects
- Class Participation Note: Length and type of writing assignments must be included for all Humanities/Fine Arts/Communications courses.
- Class Work
- Home Work
- Lab Activities
- Standard instrument measuring student subjective opinion
- Standardized instrument objectively measuring student knowledge
- Student satisfaction with their educational experience
- Labor Market Information
- Class Performance

Additional assessment information (optional).

- Labor Market Information
- Class Performance
- Final Class Performance
- Final Performance
- Final Examination Presentation
- Substantial writing requirements are not appropriate for this course. Alternately, students are assessed through demonstrations of problem solving ability using music symbols and language.

Additional assessment information (optional).

B **I** **U** **ABC** |  | **Format** | **Font family** | **Font size**



Path: _____

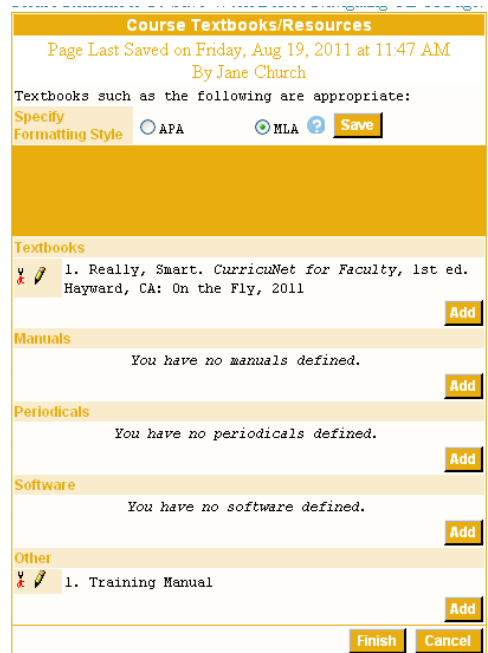
Save **Finish** **Cancel**

Typical Text

The Typical Text page is used to enter information about several possible texts (textbooks, manuals, etc.) that might be used when teaching the course. MLA is the default format.

To add a Textbook/Resource

1. Click **Add** in the desired resource area, e.g., click Add in the Textbooks area.
Note: A second page displays requesting information about the specific resource.
2. Enter data for the resource, e.g., author, title, edition, etc.
3. When you have completed the requested information, click **Add** to save the data you have entered.
4. Repeat steps 1-3 for each textbook, manual, etc.
5. When you have entered all the desired resources, select **Finish**.



Course Textbooks/Resources
Page Last Saved on Friday, Aug 19, 2011 at 11:47 AM
By Jane Church

Textbooks such as the following are appropriate:
Specify Formatting Style APA MLA

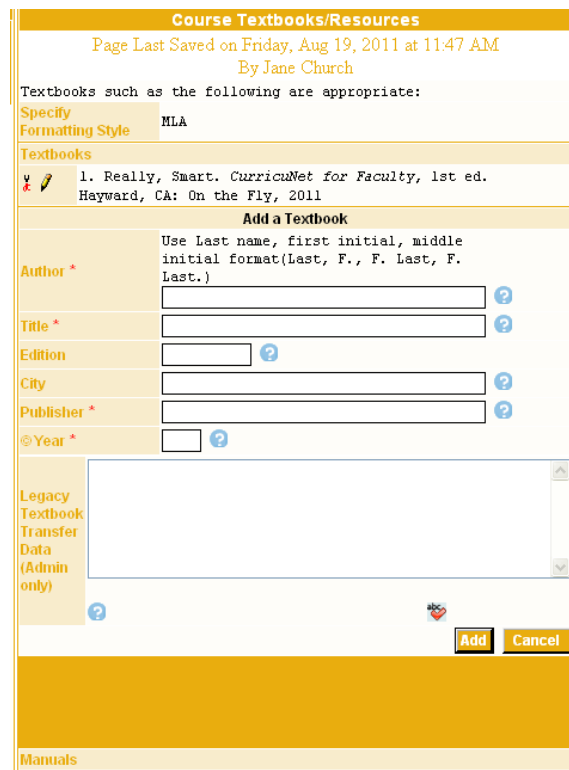
Textbooks
1. Really, Smart. CurricuNet for Faculty, 1st ed. Hayward, CA: On the Fly, 2011

Manuals
You have no manuals defined.

Periodicals
You have no periodicals defined.

Software
You have no software defined.

Other
1. Training Manual



Course Textbooks/Resources
Page Last Saved on Friday, Aug 19, 2011 at 11:47 AM
By Jane Church

Textbooks such as the following are appropriate:
Specify Formatting Style APA MLA

Textbooks
1. Really, Smart. CurricuNet for Faculty, 1st ed. Hayward, CA: On the Fly, 2011

Add a Textbook
Use Last name, first initial, middle initial format (Last, F., F. Last, F. Last.)

Author * ?

Title * ?

Edition ?

City ?

Publisher * ?

©Year * ?

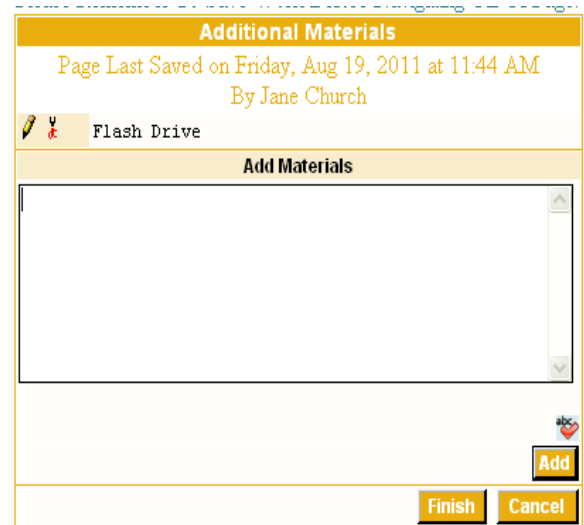
Legacy Textbook Transfer Data (Admin only)

Manuals

Other Materials Required of Students

If students need to have other materials for the course, e.g., storage media, safety glasses, a Flash Drive, etc. you need to enter that information into the Other Materials Required of Students page.

1. Enter the item that students will need.
2. Press **Add**.
3. If needed, enter a second item,
4. Press **Add**.
5. Repeat until all needed items have been entered.
6. When all items are entered, press **Finish**.



Additional Materials
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By Jane Church

Flash Drive

Add Materials

Add

Finish **Cancel**

Library

If library/learning resources are needed for your course, e.g., texts, databases, CDs, e.g., the needed resources should be listed in the Library/Learning Resources Review page.

1. If resources are sufficient, click **Yes** and select **Finish**.
2. If additional resources are needed, click **No**.
3. Listed the additional needed resources and/or database.
4. Select **Finish**.



Library Consultation
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By Jane Church

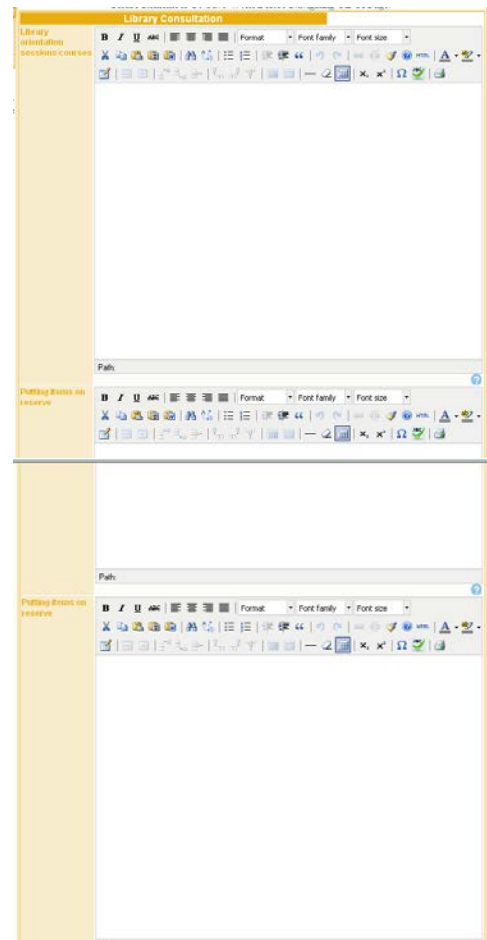
Library orientation sessions/courses

Putting items on reserve

Recommending book, periodical, or audio-visual material to support your course

Other

Unlock



Library Consultation

Library orientation sessions/courses

Path:

Putting items on reserve

Path:

General Education/Trans-Bac	
Page Last Saved on Wednesday, Aug 17, 2011 at 2:41 PM By Jane Church	
CSU/UC Transfer Course	
B. Transfers to CSU	
Proposed For *	-Select-
Categories	-Select- CSU/UC Transfer Course Chabot General Education Other Graduation Requirement IGETC Area 1: English Communication IGETC Area 2: Mathematical Concepts and IGETC Area 3: Arts and Humanities IGETC Area 4: Social and Behavioral Scie IGETC Area 5: Physical and Biological Sc IGETC Area 6: Language other than Englis CSU GE Area A: Communication in the Engl CSU GE Area B: Physical and its Life For CSU GE Area C: Arts, Literature, Philoso CSU GE Area D: Social, Political, and Ec CSU GE Area E: Lifelong Understanding an CSU GE Area US1, US2, US3 IGETC Area US1, US2, US3

General Ed

1. Select the type of transfer/GE pattern that you believe the course satisfies.
2. For each option that you select, complete the rationale form providing information to the reviewers on why you believe the course satisfies the specific option. Select **Save** to return to the main General Education/Degree/Transfer Course page.
3. When you have completed all transfer/GE pattern information, select **Finish**.