Curriculum FAQ’s

- Where do I find information regarding curriculum?
  - Curriculum website: [www.butte.edu/curriculum](http://www.butte.edu/curriculum)
  - Curriculum Chair: Boyd Trolinger: Email trolingerjo@butte.edu
  - Curriculum Support:
    - Marie McSpadden: Email mcspadenma@butte.edu
    - Heather Rau: Email rauhe@butte.edu

- How do I create a new course or modify an existing course?
  - Use CurricUNET (our online curriculum management software)
    - Website: [www.curricunet.com/butte](http://www.curricunet.com/butte)
    - Assistance: Email rauhe@butte.edu Phone 895-2462

- How do I create a new program?
  - Email Heather Rau for an application, details and timelines

- What is our course numbering structure?
  - 1-99 Degree Credit (transfers to CSU/UC systems)
  - 100-199 Degree Credit (for Associate Degree only)
  - 200-299 Non-degree Credit (remedial and developmental courses)
  - 300-399 Noncredit (must meet noncredit criteria)

- What are the different types of Transfer Status?
  - CSU: Transfers to campuses of California State University system
  - UC: Transfers to campuses of University of California system
  - NT: Not Transferrable

- What is the difference between “Long Title” and “Short Title”?
  - Long and Short titles should match whenever possible
  - Long title shows in the catalog (*it should describe the course content well*)
    - Example: Administration of Child Care and Education Programs
  - Short title shows on schedules and student transcript (*limited to 30 characters*)
    - Example: Admin of Chld Care & Ed

- What length and style should the “Catalog Description” be?
  - The catalog description should describe the content of the course (this is the only part of the course outline that shows in the college catalog). Review the current catalog for description content and style consistent with other courses in your department.

- How do I calculate hours and units?
  - Lecture: 1 unit = 17 hours (assumes 34 hours homework outside of class)
  - Lab: 1 unit = 51 hours
  - Lecture/Lab = calculate Lecture and Lab separately and add them together
  - Variable unit courses should include min and max units and hours (cannot be lecture, must be open-entry/open-exit)* (*Rarely approved by Curriculum Committee)

- When is a course repeatable?
  - Never
  - OK – very few exceptions:
    - Required for CSU or UC majors (documentation needed and approved through Curriculum Committee)
    - Intercollegiate Athletics (including related conditioning courses)
- Intercollegiate academic or vocational competition (CMST-12 is our only course)

- **What grading options are available?**
  - **Regular graded:** student receives a grade unless they petition to earn pass/no pass by 30% point of a class
  - **Graded Only:** student receives a grade only
  - **Pass/No Pass Only:** student receives pass/no pass only

- **How many objectives should my course have?**
  - Typically 5-10 or as many needed to explain the major objectives of the course
  - Objectives should relate well with the description of the course

- **Do I need to use any special language for my “Course Objectives”?**
  - Yes. Objectives must be “measurable” meaning they must contain cognitive action verbs. The majority of objectives for transfer-level courses should contain higher level critical thinking verbs. For examples, consult “Taxonomy” under Links in CurricUNET

- **What are unit titles and how many should I list?**
  - Unit titles are segments of course content that all instructors must cover. These should relate well to the course description and objectives.
  - Each unit title is assigned a number of hours as a guide to instructors on how much time to spend on each unit
  - Typically 5-15 or as many needed to cover the course content

- **Examples of Assignments**
  - Include 2 examples in each of the 3 sections (these should be written as if you are giving them to a student)
  - See Curriculum Website for specific examples

- **Must instructors use all the “Methods of Instruction” and “Methods of Evaluation” specified in the course outline?**
  - No, choose the instruction and evaluation methods your discipline recommends for teaching this course. Individual instructors may choose from the methods according to experience and pedagogical philosophy. All methods should be appropriate for course type.
  - 4-6 is a preferred amount

- **Why must my textbooks be less than five years old?**
  - When transfer courses are evaluated by four year colleges, they routinely examine the textbook list to make certain the course is up to date. Exceptions may be made where an older textbook or “classic” is the best choice for a particular class. Occupational course textbook lists need to demonstrate currency in the marketplace.

- **What is a pedagogical cap?**
  - The maximum number of students that can be taught in an educationally sound manner for a typical section of the course (not to be confused with the number of seats in a particular classroom)
  - Academic Senate Paper on Ped Caps

- **What is a TOP code?**
  - A coding system called Taxonomy of Programs (TOP) which groups courses by subject matter. Courses should be aligned with the TOP code that best describes the content of the course.
• **What is a SAM code?**
  ➢ A reporting element that indicates the degree to which a course is occupational and to assist in identifying course sequence in occupational programs.

• **How do I ensure only qualified faculty can teach a course?**
  ➢ Every course has one or more “disciplines” assigned to it when a course is created. These “disciplines” align with the Minimum Qualifications for Faculty. A faculty member can teach a course if one of their quals matches at least one discipline assigned to the course. Course “disciplines” may be changed through the curriculum process.
  ➢ Placement of Courses within Disciplines

• **What documentation is needed to create a new course?**
  ➢ All new courses require documentation of need, quality, compliance and resource feasibility (this is built into CurricUNET)

• **What is Distance Learning?**
  ➢ Any instruction which replaces face-to-face instruction (internet, Hybrid). This modality is only approved if the course rigor and quality is not affected.
  ➢ Be prepared to explain why you want to teach your course online and what benefit it has for students.

• **How is my course approved for General Education?**
  ➢ If you have questions about whether a course may or may not be approved for GE, contact Susan Carey, Articulation officer: Email CareySu@butte.edu
  ➢ A request for General Education is done through Curriculum and is built into CurricUNET. (see below for timelines)

• **What is curriculum review?**
  ➢ A 6-year review process of all courses in a subject. This is typically a joint-effort by all faculty in a department to ensure that the content of the course is current and accurately reflects what is being taught in the classroom.

• **What are the timelines?**
  ➢ Timelines are posted on the Curriculum Website under “Timelines”

• **Resources:**