The Curriculum Writer's Handbook

Santa Rosa Junior College 2025-2026 Edition

This version of SRJC's *Curriculum Writer's Handbook* represents revisions and contributions from the following individuals:

- Curriculum Review Committee (CRC) Co chairs:
    - Josh Adams, Dean of Curriculum and Administrative Co-chair
    - Ann Foster, CRC Faculty Co-chair
- Current and former Curriculum Technicians Chas Crocker, Rosa Garcia, Katie Lam, Adrienne Leihy, and Josh Pinaula
- Current and former Curriculum Office Administrative Assistants, Katie Lam and Kathleen Mathies
- Articulation Specialist, Kate Blackwell
- Distance Education Director, Lisa Beach
- CRC Members 2020-2023
- CRC Members 2023-2024
- CRC Members 2024-2025
- CRC Members 2025-2026

The Curriculum Writer's Handbook includes information needed to understand the federal, state, and local requirements that govern SRJC's curriculum and curricular processes. This information is intended to facilitate effective and collaborative academic course and program development, review, and revision to meet students' needs while also reflecting SRJC's commitment to excellence in teaching and learning.

NOTE: ***This version of the handbook includes workflow descriptions based upon SRJC's SIS system and processes; workflow information and related forms will be updated to reflect the new curriculum system once implementation has been completed.***

Additionally, this information represents a distillation and interpretation of the most updated curriculum resources from relevant local and state organizations, such as the ASCCC. State regulations are inevitable, so current curriculum-related materials are available online via SRJC's Curriculum website. Occasionally, questions about curriculum surface that are not easily answered here and

require further research. In this case, please contact SRJC's Curriculum Office about new or revised curriculum within your discipline.

Any significant changes in SRJC's local curriculum review and approval process will be discussed and voted upon by CRC, then moved to Academic Senate for further discussion and action. Any resulting changes will be communicated to all deans, faculty, and staff through Academic Senators, the Curriculum Review Committee (CRC), and the office of the Dean of Curriculum, Educational and Support Services. Changes will be made on the Curriculum website, on relevant SRJC webpages and updated in the electronic version of this *Handbook*.

Developing and maintaining courses and programs is a complex process, and most faculty need support and guidance at some time. The primary contacts for curriculum related concerns are listed below.

- **Curriculum Review Committee members:** Please see the CRC Website for the most current list of members. If you're not sure which individual to contact, start with the CRC Faculty Co-Chair.
- **Curriculum Office (Office of Curriculum and Educational Support Services)**
    - Curriculum Specialist, Courses: 522-2707
    - Curriculum Specialist, Programs: 527-4521
    - Articulation Officer: 527-4275
    - Administrative Assistant to the Curriculum Dean: 521-77826
    - Curriculum Dean: Please contact through the Curriculum Office Administrative

Section 1. Overview of Curriculum Review Structure

The purpose of the Curriculum Review Committee (CRC) is to recommend to the Board of Trustees those courses and programs that meet stated standards.

The CRC reviews and approves courses, certificates, and majors that support the SRJC Mission to provide:

1. lower division academic education, to support transfer to four-year institutions
2. career and technical education, to support economic development and job growth
3. basic skills, to include English language skills acquisition
4. student and academic support services, to improve student success and student retention

CRC also works with the Office of Curriculum and Educational Support Services to provide information, training, systems, interpretation of state regulations, and guiding principles to faculty and staff for developing and revising curriculum that meets Title 5 requirements and SRJC standards of quality.

Section 1.01 Curriculum Review Committee Function and Composition

Title 5 §55002 requires that all courses and programs be approved first by a college committee; this committee shall be either a committee of the Academic Senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the Academic Senate.

> **ASCCC explains**
>
> "The curriculum committee reviews and recommends courses and programs functioning under policies and procedures set by the Academic Senate (either through primary advice to or mutual agreement with the board). The composition of the curriculum committee is agreed upon mutually even if the board relies primarily upon the Senate for other curriculum policies and procedures. The board approves courses and programs recommended directly by the curriculum committee and with the assurance of the Academic Senate that established policies and procedures have been reviewed and followed."

At SRJC, this committee is known as the **Curriculum Review Committee (CRC).** The Academic Senate appoints the faculty representatives, the college president appoints the administrative representatives, and some members are on the committee by position. The CRC is both an Academic Senate Standing Committee and an Academic Senate Consultation Committee. CRC follows its bylaws approved by Academic Senate.

CRC meets every 2nd and 4th Monday during the academic year, 3:15-5:15 p.m.

- CRC meetings are open to all members of the college community, including the public
- Agendas, minutes, and current locations of meetings are accessible via SRJC's Curriculum website
- Additional meetings are scheduled when extra time is needed for course and/or program approval.
- CRC bylaws state "All actions taken by the Curriculum Review Committee are subject to review by the Academic Senate."
- Monthly reports plus an annual summary of CRC actions are presented to the SRJC Board of Trustees.

The CRC's official membership includes 22 members, 20 of whom are voting members; CRC is co-chaired by the Dean of Curriculum & Educational Support Services and a faculty member elected by the committee according to CRC Bylaws.

- 15 faculty
  - 14 appointed by Academic Senate
  - 1 Transfer Center Director
- Deans
  - 1 appointed by Academic Affairs
  - 1 Dean, Curriculum & Educational Support Services
  - 1 Senior Dean, Counseling and Student Success or designee
  - 1 Dean (or management), Admissions & Enrollment Services or designee
- 1 Articulation Specialist (classified, by position)
- 2 students, appointed by Student Government Association
- 2 ex-officio (non-voting)
  - 1 from the Assessment Office
  - 1 from the Distance Education Office

Section 1.02 Curriculum Review Committee (CRC) Responsibilities

A. SRJC's CRC is charged with ensuring that all courses and programs meet the standards for approval stated in Title 5 and in the Chancellor's Program and Course Approval Handbook 8th Edition. To ensure this, CRC:

- recommends approval of all new and revised courses, including online courses;
- recommends approval of all new and revised Programs of Study;
- recommends approval of CRC subcommittees' suggestions;
- ensures each Cluster Tech Review Committee (CTRC) includes a CRC representative who serves as CTRC co-chair along with Cluster Dean;
- interprets and communicates all curriculum standards and requirements to the college community;
- creates and maintain forms and processes for course approval including Distance Education

offerings (e.g., Emergency DE form)
- supports faculty in developing and revising courses and programs;
- facilitates discussion and decision-making regarding curriculum at SRJC; and
- maintains clear communication with the Academic Senate.

B. CRC Co chairs shared responsibilities are listed below. For a complete list of each chair's responsibilities, see CRC Bylaws.

- Prepare and distribute each CRC agenda, including placing courses on the Action or Consent agenda.
- Vote at meetings.
- Stay informed of curriculum standards as stated in Title 5, the Chancellor's *Office Program and Course Approval Handbook*,8th Edition and the regional accrediting body.
- Assure that committee functions take place smoothly, including:
    - Cluster Tech Review;
    - prerequisite and recommended preparation review (through Content Review);
    - Distance Education (DE) review;
    - General Education (GE) review;
    - sign-off by the Dean of Learning Resources and Educational Technology, Library and Information Resources;
    - sign off by District Facilities as needed, and
    - Articulation processes

Section 1.03 Curriculum Office Responsibilities

The responsibilities of the Office of Curriculum and Educational Support Services (referred to as the "Curriculum Office" throughout this handbook) and the Curriculum Dean are listed below:

- Manage submission of proposed and revised course outlines, distribution of course outlines to committees, and follow-up after approval of proposed courses;
- Keep records of all CRC agendas and actions;
- Identify and communicate new information and laws from the State level to the CRC, deans, and other college bodies; and
- Submit course and program information and forms as required by the State.

<u>Section 1.04</u> Cluster Tech Review Committee (CTRC) Composition and Responsibilities

These committees review new and revised Course Outlines of Record (CORs) from disciplines within the cluster before the COR appears on a CRC agenda.

A. **Composition**. A Cluster Tech Review Committee includes:

1. A CRC faculty member, who serves as co-chair of the CTRC;
2. The cluster dean, who serves as the other co-chair of the CTRC;
3. An adequate number of faculty representing the different disciplines within a given cluster (approximately 2-5, depending on the cluster); and
4. Classified staff, usually the dean's Administrative Assistant, for administrative support

B. **Responsibilities**. The CTRC reviews each new and revised COR for departments within that cluster. Specifically, this committee:

1. Ensures that the course meets the standards spelled out in this *Handbook* for format, compliance, content, clarity, rigor, completeness, and correctness;
2. Reviews the feasibility and alignment of the Student Learning Outcomes (SLOs) with the course objectives, using the guidelines in this *Handbook;*
3. Ensures that the course demands critical thinking, and, for CSU and UC transfer-level courses, demonstrates appropriate rigor; and
4. Acts as a resource for instructors to discuss ideas for creating or revising courses before formally writing them.

C. **Submitter Responsibilities.** Faculty submitters should revise their courses in their entirety using the Cluster Tech Checklist and IDEAA principles as guides in anticipation of their upcoming Cluster Tech meeting. Ideally, the submitter attends the CTRC meeting when the course is reviewed to receive feedback firsthand so changes can be made in real time at the CTRC meeting.

- Please note that up to 20 minutes is allotted for each course review at a CTRC meeting.
  - If the course needs significant changes or requires more than the allotted 20 minutes,

CTRC Co-Chairs will ask the submitter to bring the course to a future meeting.
  - The Co-Chairs will determine which Cluster Tech agenda the course can be added to and the submitter will be notified of the new review date.

Section 1.05 Curriculum Review Committee (CRC) and Subcommittees & Responsibilities

Several subcommittees support the functions of the CRC. Membership on these committees is outlined in CRC bylaws.

A. **The General Education (GE) Subcommittee.** This committee reviews courses that have been submitted for approval under any of these general education patterns:

- SRJC's Local GE for Associate Degrees
- CalGETC

All GE proposals must go through the GE Subcommittee and be approved by the full CRC. For more on General Education, see Section 7.5.

B. **Distance Education (DE) Advisory Committee (also known as: DE Reviewers)**

- Review DE proposals and course compliance with Title 5 regulations for DE delivery.
- Consult with submitting faculty on any changes to DE course or proposal
- Discuss course DE proposal, and recommend DE delivery for approval on CRC Consent Agenda

C. **Majors & Certificate Review Committee (MCRC): MCRC is advisory to the Education Planning and Coordinating Council. (EPCC).** The MCRC reviews all applications for new programs requesting or requiring Chancellor's Office approval. MCRC works with the department until the proposal for a major/certificate is ready for recommendation and forwarding to CRC for approval. The MCRC:

- Reviews the application for completeness and accuracy and
- Ensures that Transfer Model Curriculum (TMC) templates comply with Chancellor's Office accepted templates and policies.

D. **Ad hoc Committee-** When needed, CRC membership will form Ad hoc committees to work on time-specific curricular matters, such as Discipline Overlap/Conflict process.

<u>Section 1.06</u> Degree of Course Change, Review, and Status

This section outlines categories of revision and criteria for a "full review" in the course revision cycle. When considering substantial revisions, refer to the chart below to determine whether the changes might require creating a new course.

Full Review	
(Requires Cluster Tech Review; 6-year review cycle updated)	
New Course: Action Agenda (Contact Curriculum Office)	
If the focus and purpose of the course changes significantly, then a new course is recommended rather than a revision. Additionally, if a course significantly changes due to new scholarship within a discipline, trends in the field, or evolving technologies, a new course may be required.	
Course Outline of Record Section	**Changes/Revisions**

Unit Value Change	- Varies by course level and context.
	  o see Section 3G about submitting Unit Value Change Rationale Statement for a Unit Value increase or decrease.
	  o If the units of a UC transfer level course decrease, seek guidance from the Curriculum Office and Articulation Officer

Hours	If a lecture/lab course becomes lecture- or lab-only, or vice versa; configuration of lecture/lab hours change
COR Content	Elements in the COR have been significantly changed so that the course is essentially a different course.
Course split (or merge)	A semester course is broken into separate modules. OR Two or more short, related courses are combined to make a semester length course.
Major Change: Action Agenda (ASCCC page 51)	
Course Outline of Record Section	**Change/Revision**
Course Review	6-year review cycle updated

Units	Change in configuration or total number of units
Hours	Change in configuration or total number of hours
Number of Repetitions	Change in number of repetitions
Prerequisites, Corequisites, Recommended Preparation	Change(s) in prerequisites, corequisites, and/or recommended preparation (Title 5, §55200);
Limits on Enrollment (LOE)	Change(s) to LOE
Student Learning Outcomes (SLOs)	Addition/Removal/Revision of SLOs that represent a major change to course or result in changes to course content (i.e. Topics and Scope)
Objectives	Addition/Removal/Revision of objectives that represent a major change to course or result in changes to course content (i.e. Topics and Scope)
Course Status	Change in credit/noncredit status
Course Length	Change in term length into a compressed timeframe if student spends more than 26.25 hours on coursework due to the compressed timeframe.

Minor Change: Consent Agenda

Course Outline of Record Section	**Changes/Revisions**
Course last reviewed 6 years or earlier	6-year review cycle updated
Prefix/Course Number/Title	Changes in course number or title
Course Description	Minor revisions to Catalog Description to align with IDEAA principles, clarity, transparency, and conciseness
Student Learning Outcomes (SLOs)	Minor Revision to SLOs, to align with IDEAA principles, clarity, transparency, and conciseness (e.g., word choice, combining two SLOs into one)
Objectives	Minor Revision to Objectives (e.g., word choice, combining Objectives, breaking one objective into two)
Topics and Scope	Minor Revisions to Topics and Scope (e.g., word choice or formatting)
Assignments	Minor Revisions to Assignments (e.g., word choice)
Methods of Evaluation	Minor Revisions to Methods of Evaluations (e.g., word choice)
Textbooks	Updating edition of texts; adding Open Educational Resource(s)
Other	1. Addition of a focus area to a currently approved Special

	Topics umbrella course. 2. Adding Distance Education as a mode of delivery
Modification/Technical Correction	
(Does NOT require Cluster Tech; 6-year review cycle will NOT be updated)	
Course Outline of Record Section	
Prefix / Course Number	If revisions are minimal, and/or occur in only one section, then CRC Co-Chairs may recommend a modification rather than full review
Title	
Program Applicable	
Course Description	
SLOs	
Objectives	
Topics and Scope	
Assignments	
Methods of Evaluation	
Textbooks	
Typographical or grammatical	Corrections of errors
Coding	Most coding changes (not part of COR *Content*) can be modification items. Examples are: • **Changing Major or Certificate status** • **Changes in TOP or SAM Codes**

Section 2. California State Requirements for Course Approval

This section summarizes regulations for the course approval process; the program development and approval process is outlined in Section 5.

Section 2.01 Basic Criteria for Approval

All courses and programs must meet the five basic criteria for approval stated in Title 5, as summarized below in the PCAH 8th Edition, pages 24-28. Courses being approved for inclusion in a Transfer Model Curriculum (TMC) must meet additional criteria. (See Section 7)

A. Appropriateness to mission.

Course must be directed at the appropriate level for community colleges; must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose; and must provide distinct instructional content and specific instructional objectives.

B. Need. Must provide evidence of need for the course in college service area.

C. Quality (Curriculum Standards).

Must fulfill the requirements of the local curriculum approval process, which includes a thorough review by the college's curriculum committee; approval within the local district as well as on a regional level (career education); alignment with requirements of accrediting agencies.

D. Feasibility (Adequate Resources).

The college has the resources needed to offer the course at the level of quality described in the COR.

E. Compliance.

The design of the course or program is not in conflict with any law, including both state and federal laws, statutes, and regulations.

Section 2.02 Associate Degree Credit Course Standards

All credit courses must meet the following standards, as written in Title 5, §55002.

A. Grading Policy

The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter

and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

B. Units

The course grants units of credit in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

C. Intensity

The course treats subject matter with a scope and intensity that requires students to study independently outside-of-class time.

D. Prerequisites and Corequisites

Except as provided in section 55522, when the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites (credit or noncredit) that are established, reviewed, and applied in accordance with the requirements of this article.

E. Basic Skills Requirements

If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

F. Difficulty

The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

G. Level

The course requires learning skills and vocabulary that the curriculum committee deems appropriate for a college course.

Section 2.03 Non-degree Credit Course Standards (Numbers 300-399)

All non-degree credit courses must meet specific standards like those for Associate Degree credit courses (see above and Title 5, §55002). The assignments will be sufficiently rigorous so that students completing each non-degree credit course successfully will have acquired the skills needed to successfully complete

degree-applicable coursework upon the required sequence of such courses. The types of courses that are non-degree applicable credit courses include:

- Non-degree applicable basic skills courses;
- Courses designed to enable students to succeed in degree-applicable credit courses that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;
- Pre-collegiate career education preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career education courses or programs

Section 2.04 Standards for Stand-Alone Courses

A *stand-alone* course is a credit course that is *not* part of a Chancellor's Office approved program. For example, if a course is part of a Skills Certificate, and not part of another Chancellor's Office approved program, despite being in a locally approved program, it is considered a stand-alone course. SRJC has various stand-alone courses because they meet the standards defined in 2.1-2.3 and fulfill purposes within the college's mission.

Only a small portion of SRJC's courses stand alone; most courses are part of an SRJC program of study (See list below). These programs, except for Skills Certificates, require Chancellor's Office approval. (See Section 5 for more on Programs)

- Skills Certificates;
- Certificates of Competency;
- Certificates of Completion;
- Certificates of Achievement;
- Associate in Arts (AA) degrees;
- Associate in Science (AS) degrees; and
- Associate Degree for Transfer (ADT) degrees.

Section 2.05 The Course Outline of Record (COR) as a Legal Document

Title 5 requires that every course has a COR, an official public document approved by a curriculum committee and local board, and, usually, the Chancellor's Office, which must approve all courses, including noncredit courses, associated with programs. The COR must meet all Title 5 standards and also:

- State the Student Learning Outcomes, Objectives, content, and level of rigor for which students and faculty—across all sections of the course—will be held accountable;

- Provide the basis for determining the degree of preparation (prerequisites, corequisites, and/or recommended preparation) that students need to advance successfully through a series of courses;
- Ensure consistent, quality instruction (from instructor to instructor, section to section, and year to year) by clearly identifying standards and content of the course while still providing flexibility for individual instruction. "*Curriculum approval at the local level plays a central role in ensuring that all students receive the same quality of instruction"* (PCAH, 8th Edition page 52);
- Play a critical role in the college's ongoing program review process that aims to keep SJRC's curriculum relevant and sufficiently allocate resources to maintain the college's programs and courses;
- Demonstrate that all the required components are present in the course to the required degree of rigor as specified in Title 5; and
- Serve as documentation of the college's high academic standards and quality for accreditation.

Also, the COR is an essential element in the transfer process because it is:

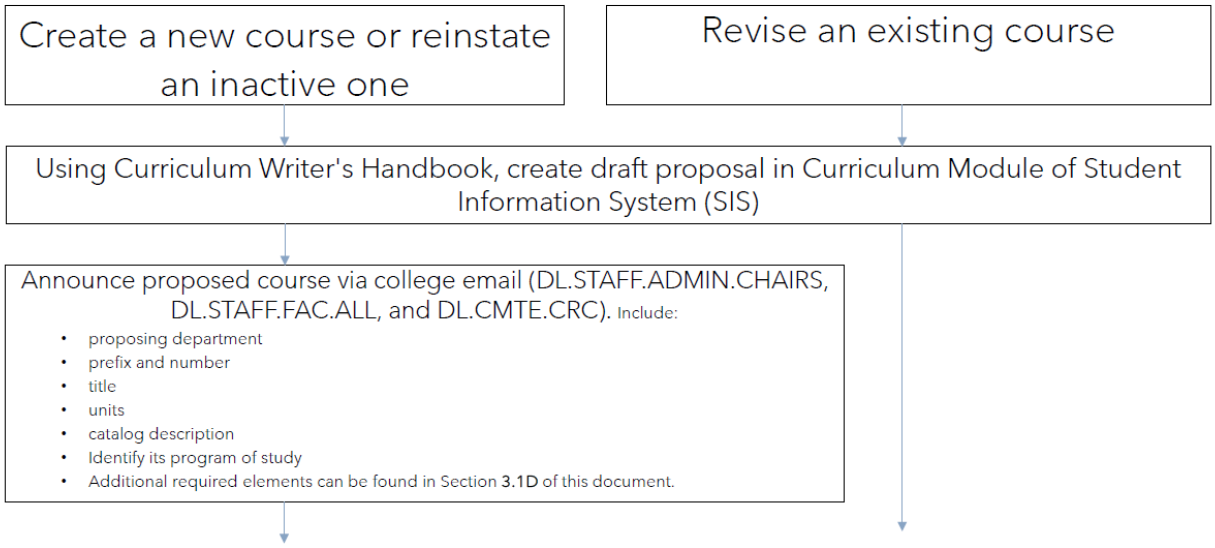
- submitted for approval as meeting CalGETC requirements, and/or may be part of a Transfer Model Curriculum (TMC) and
- the basis for evaluating the transferability of courses and evidence of their equivalence to those courses offered at four-year schools based on compliance with C-ID descriptors and the existence of comparable courses at the lower-division level at CSU and UC institutions.

To document all courses, standardize the presentation, and demonstrate how they meet State regulations, all CORs are entered through SRJC's online Curriculum Database System.

<u>Section 3.</u> Curriculum Development and Approval Process

The **flow charts** below outline the steps for establishing a new course or changing an existing course. Each step helps establish course integrity and clarity while also communicating the course's role in the institution. The required approval steps also ensure that the course meets State approval standards, and requirements for occupational programs, regulating agencies, and/or transfer institutions.

COURSE DEVELOPMENT



FORMS

New Course or Reinstatement

Course Revision

Fill out New Course Proposal or Reinstatement form in SIS

If applicable, fill out Content Review, Limits on Enrollment (LOE), General Education (GE), Environmental Health and Safety (EH&S) forms in SIS

Email Cluster Dean and Cluster Administrative Assistant that course is ready for Cluster Technical Review (Cluster Tech)

CLUSTER TECH

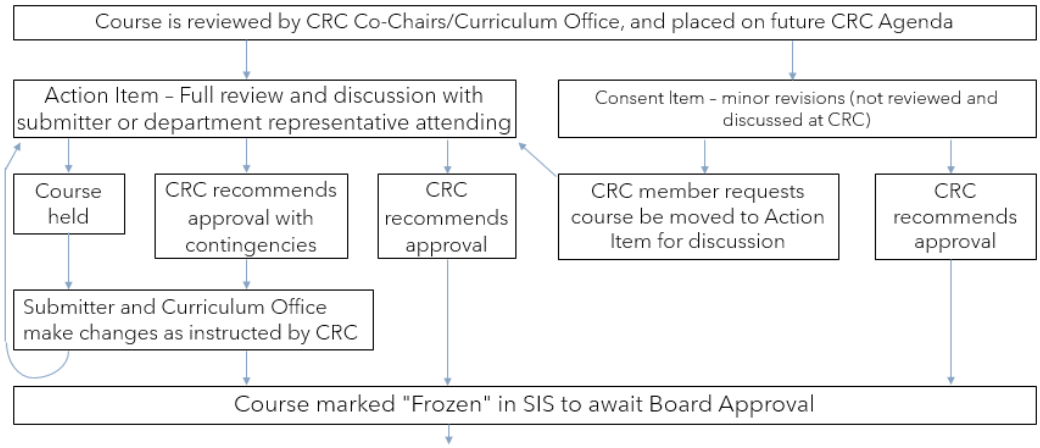
Cluster Tech Review Committee reviews course and recommends edits, if needed (Submitter or department representative attends, if possible)

Cluster Tech Admin Assistant confirms approval from Submitter, Department Chair, and Dean then informs Curriculum Office that course is ready for Curriculum Review Committee (CRC)

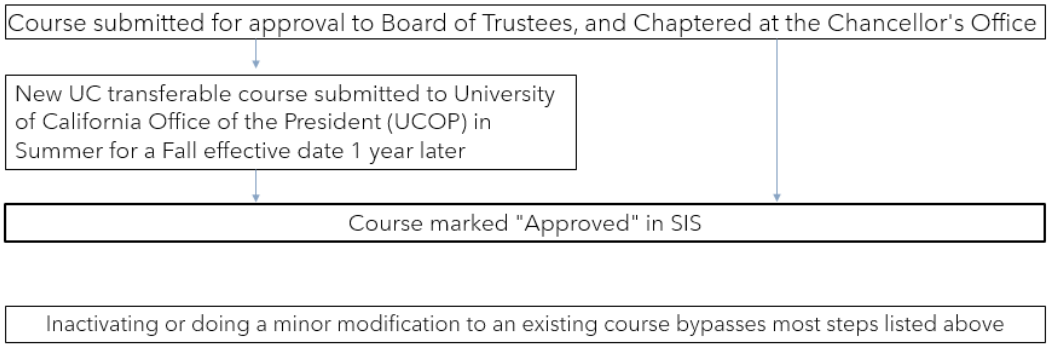
Curriculum Office seeks additional approvals if necessary:

- Dean of Learning Resources
- Manager of EH&S (if needed)

CURRICULUM REVIEW COMMITTEE (CRC)



FINAL APPROVALS



<u>Section 3.01</u> Initial Steps in New Course Development or Revision

A. Discussion and Research

As new knowledge and skills emerge, disciplines do not always fall neatly into one discipline. To avoid unnecessary duplication of content available through regularly offered courses (those courses offered at least every two years), faculty/course submitters (in consultation with department chair) interested in creating a new course must complete research and initiate conversations with disciplines/departments that might have similar content to clarify whether the overlap in the new course is needed.

New course development or course revision requires that course submitters complete research within and beyond the department and in consultation with the department chair. Initially, faculty/course submitters review existing course inventory within and beyond department courses before writing a new course to determine whether a similar course already exists or has existed in the past. Following this, course submitters must gather research regarding new course. Research can include information gathered from sources such as those listed below.

- **SRJC's Public Fact Book**
- **Labor Market Data for Career Education courses**
- **Regional Advisory Group for Career Education courses**
- **Requests vis SRJC's Institutional Research and Planning Office, such as SRJC student surveys**
- **SRJC Course Catalog**
- **Enrollment/success of comps at other institutions (CCCs, CSUs, and UCs)**

Faculty submitter (in consultation with department chair) must also initiate and engage in cross-disciplinary conversations with departments/disciplines whose course might contain similar content. Lastly, submitters complete a one-page summary (See Appendix K for template) of their course-related research and evidence of cross-disciplinary conversations to Curriculum Office.

This summary will be shared with the ***Ad hoc committee formed in alignment with CRC Bylaws*** as part of the Discipline Overlap Process if needed.

Specific criteria must be considered for any newly proposed course; the required criteria are listed below and are fully explained in the PCAH 8th Edition

- Appropriateness to Mission
- Need
- Curriculum Standards
- Adequate Resources
- Compliance

Beyond the five basic criteria listed above, the faculty submitter should also consider the questions below.

- What role does this course have within the educational plans of students?
- For a transfer level course, what are comparable courses at other institutions, and how would the proposed course transfer?
- For a career education course, how will the course fit into a program and/or otherwise prepare a student for work?
- How feasible is this course in terms of faculty, facilities, resources, and scheduling?

Explanation below is excerpted from PCAH 8th Edition :

> The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. Additionally, the college must demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success. The college must commit to offering all required courses for the program at least once every two years, unless the program goals and rationale for the particular program justify or support a longer time frame as being in the best interests of students.

B. New Course Development Steps

1. Complete New Course Proposal Form.

2. Send New Course Announcement by end of Week 12 of a full-length semester. (NOTE: The week number is determined by the semester's faculty evaluation timeline in accordance with AFA.). New courses announced after Week 12 might not be reviewed by CRC until the following full-length semester; course review depends on current inventory of courses awaiting review.

3. If there is a plan for the course prefix and/or course number to change (e.g. CSU # to a UC #), include current and potential prefixes and course numbers in this initial announcement.

   a) To announce a New Course, the discipline/department representative(s) must send an email introducing the proposed course (include future UC number if course is currently numbered from 50-99) during the Fall or Spring semester; the email must be sent out no later than the end of Week 12 in fall or spring semester. The email must be sent to the following distribution lists:

   DL.STAFF.FAC.ALL

   DL.STAFF.ADMIN.CHAIRS

   DL.CMTE.CRC

   b) The email must include:

   1) the proposing department;

   2) the course prefix and number(s); If the course has both CSU and UC number, both numbers should be included in this announcement.

   3) the course title;

   4) the number of units;

   5) the catalog description;

   6) if applicable, the name of the program to which the course belongs;

   7) a link to the most recent draft of Course Outline of Record; and

8) the CRC- and Senate-approved statement below:

i) If a faculty member (in consultation with their department chair) perceives a conflict regarding discipline or duplication of courses or course content, the faculty member and/or department chair must notify the Curriculum Office of perceived conflict within 3 weeks (during a full-length semester) of the announcement.

4. Course Renumbering Announcement, including prefix changes

a) A department only needs to send an email announcing new course numbers and prefixes if new course numbers and prefixes were not listed in original email announcement)

b) This email must be sent out no later than the end of Week 12 in fall or spring semester.

1) This email must be sent to the following distribution lists:

DL.STAFF.FAC.ALL,

DL.STAFF.ADMIN.CHAIRS, and

DL.CMTE.CRC

2) *The email must include:*

i) the proposing department;

ii) the course prefix and number(s); If the course has both CSU and UC number, both numbers should be included in this announcement.

iii) the course title;

iv) the number of units;

v) the catalog description;

vi) if applicable, the name of the program to which the course belongs;

vii) a link to the most recent draft of Course Outline of Record; and

viii) the CRC- and Senate-approved statement below:

a. *If a faculty member (in consultation with their department chair) perceives a conflict regarding discipline or duplication of courses or course content, the faculty member and/or department chair must notify the Curriculum Office of perceived conflict within 3 weeks (during a full-length semester) of the announcement.*

C. Discipline Overlap Mediation Process

1. If a department/discipline voices concern (within 3 weeks (during a full-length semester) of the announcement, the process outlined below begins as soon as possible within the same semester. Faculty submitters and faculty voicing concern will complete the steps below in consultation with their department chair.

   a) *The Ad hoc committee formed in alignment with CRC Bylaws* will meet to discuss each of the statements described below. The CRC Bylaws read, "Ad hoc committees: Membership and function to be discussed and voted upon by the CRC."

   1) Proposing discipline/department will submit a rationale statement to Curriculum Office to explain justification for a course with similar content. This statement must be submitted by the last day of regular class (not last day of Finals Week) in the current semester.

   2) Discipline/department voicing concern will submit a rationale statement to Curriculum Office to explain their perspective, including why there is no need for similar content via newly proposed course and/or to voice concern over minimum qualifications and placement of course content within disciplines. This statement must be submitted by the last day of regular class (not last day of Finals Week) in the current semester.

   3) Both rationale statements are shared with the Ad hoc committee formed in alignment with CRC Bylaws within one week of receipt.

   4) If additional information is needed, the Ad hoc committee meets with or e-mails each faculty group separately to ask clarifying questions to obtain needed information.

5) ***The <u>Ad hoc committee</u> makes its recommendation based on the established criteria for new course development as outlined in <u>PCAH 8th Edition</u> and local curricular considerations. Discipline Overlap Process Checklist is available in Appendix J.***

i) The Ad hoc committee shares its recommendation with CRC as a Business Item prior to the course being placed on an CRC agenda as an Action Item.

ii) CRC members may ask clarifying questions at this time.

b) *<u>The Ad hoc committee</u>* submits its recommendation and all supporting materials to Curriculum Office for CRC review.

1) ***If <u>the Ad hoc committee</u> recommends that CRC reviews the new course, CRC co-chairs place the new course on an upcoming agenda; CRC members will receive all written documentation pertaining to the disciplinary overlap prior to the meeting when the course will be reviewed.***

2) ***If <u>the Ad hoc committee</u> does not recommend the new course for CRC review, the committee provides feedback and guidance to submitting department/discipline for course redesign and/or additional research. Research can include information gathered from sources such as those listed below.***

i) SRJC's Public Fact Book

ii) Labor Market Data for Career Education courses

iii) Regional Advisory Group for Career Education courses

iv) Requests via SRJC's Institutional Research and Planning Office, such as SRJC student surveys

c) CRC will use regular meeting guidelines to review the course and will allow for 20 minutes for course review.

d) CRC's decision cannot be appealed; however, the submitter can resubmit the course the following academic year.

D. **Revised courses:** Determine if changes would be substantial enough to warrant a new course. Certain types of course revisions can significantly change the course, which means a new course proposal is required. (See Section 1.7 Chart).

1. <u>If revision includes a change in Unit Value (increase or decrease), first, email CRC Co-Chairs, Curriculum Technicians, and Articulation Officer with a request for Unit Value Change along with a rationale statement in alignment with Section 3.2G below. This allows for guidance on how to proceed through the course approval process while still following relevant requirements and policies for that specific course.</u>

E. **Inactivating a Course.** Sometimes, during course development or Program Review, a department may determine that certain courses should be removed from the current inventory. *Inactivation* means the course may be resurrected and revised at some time in the future. Course outlines for inactivated courses remain in the Curriculum Database, but the numbers can never be used for any other course in the discipline. To inactivate a course, the department must submit the Curriculum Course Submission Form with the word 'inactivation' next to it via the course intake process. Then, the course will be placed on a CRC agenda and deactivated the following academic year.

<u>Section 3.02</u> Writing the Course Outline of Record

A. **Read *Curriculum Writer's Handbook*, Sections 3 and 4.** These sections provide an overview of the COR's key components and the COR approval process.

B. **Create a draft of course (or make revisions to course) in Curriculum Database.** The course submitter or the department's Administrative Assistant enters course content directly into the Curriculum Database. (See Appendix C)

C. **Review, revise, finalize.** Obtain feedback from department chair and other department members before finalizing the draft.

D. For new courses only, complete the applicable New Course Proposal. Examples include:

1. New Permanent Course Proposal (Transferable)
2. New Permanent Course Proposal (Non-Transferable)
3. Reinstatement Transferable Course Proposal
4. Reinstatement Non-Transferable Course Proposal

E. Complete *Content Review* form for courses with prerequisites, corequisites, and/or recommended preparation. Any course that lists prerequisites, corequisites or recommended preparation must have a *Content Review* form to show how the required or recommended preparation supports the target course.

F. Complete any required additional forms for the course, which may include:

1. Distance Education Proposal
2. Noncredit Distance Education Proposal
3. Limitation on Enrollment
4. Health and Safety

   a. *Note:* The above forms are available for preview in Appendix F and on the Curriculum Review Committee's website. However, the forms must be completed within the Curriculum Database System. Read Section 7.1 to become familiar with transfer guidelines for UCs, CSU, and other transfer institutions.

G. Submit Unit Value Change Rational Statement (only if seeking a Unit Value change)

1. **A unit value change is sometimes needed for a course.** According to ASCCC's The Course Outline of Record: A Curriculum Reference Guideline Revisited, "Faculty must be thoughtful about units and contact hours, taking into account elements including student need, potential effects on financial aid eligibility, enrollment priorities, and other concerns." Before requesting a unit value change, faculty should consider the concerns ASCCC has noted along with the factors outlined below, which are referenced in Appendix A sources. Additionally, please note that at SRJC, one unit equals 52.5 total hours of student work, inclusive of in-class and out-of-class learning hours, which aligns Title 5, § 55002.5.

a) **Unit Increase**--When increasing the unit value of a course, consider:

i)Relevance and necessity of new content; new content

1) *should reflect new disciplinary knowledge or skills required within the discipline or related career education pathways.*

i)If the new content is relevant and necessary, consider whether or not the new content calls for a new course.

a. *Changes within discipline within CCC system and/or CSU or UC system.*

2) *Are other schools increasing the unit value of the same course?*

3) *Are other schools using other curricular options, such as:*

i)noncredit courses

ii)mirrored courses (see Glossary)

iii)corequisite support courses (see Glossary)

iv) Student success data

4) *Does student success data show a significant decrease in course completion and/or next course success or persistence if the course is part of a pathway or sequence of courses within a given major?*

i)Does this decrease suggest that more instructional time is needed for existing course content?

ii) If so, what is best option:

a. *Lab time*

b. *Lecture time*

c. *A corequisite model*

5) *Financial cost to students*

i) A 1-unit increase equals a total of 52.5 additional hours of work at SRJC and requires additional tuition cost, and for some students, there is additional financial impact due to decrease in ability to work while in class, potentially leading to lost wages.

6) *Impact on program(s) that include the course either as a required or elective course.*

7) *Discuss impact on programs with faculty from those departments.*

8) *Alignment with transfer model curricula and C-ID (see Glossary)*

i) Is the increase needed so the course aligns with C-ID or Transfer Model Curriculum (TMC)?

9) *Common Course Numbering (CCN)*

i) If SRJC's pre-existing course contains fewer units than the CCN course, SRJC will have to increase the unit value of its course.

b) Unit Decrease--When decreasing the unit value of a course, consider

1) *Relevance and necessity of content that is being removed.*

i) Will removing content impact articulation?

ii) If course is a prerequisite to another course, will removing content reduce a student's likelihood of success in target course?

2) *Changes within discipline within CCC system and/or CSU or UC system.*

i) Are other schools decreasing unit value of the same (or similar) course or are other schools using other curricular options, such as:

a. *Noncredit courses*

b. *Mirrored courses*

3) *Impact on a student's Financial Aid eligibility*

i) Would a decrease in unit value negatively impact a student's financial aid eligibility?

4) *Impact on program(s) that include the course either as a required or elective course.*

i) Discuss impact on programs with faculty from those departments.

5) *Alignment with C-ID for CSU equivalent courses.*

i) Will the unit reduction maintain course alignment with C-ID and/or with Transfer Model Curriculum (TMC)

6) *Common Course Numbering (CCN)*

i) If SRJC's pre-existing course contains more units than the CCN course, SRJC does not have to reduce the unit value of its course.

ii) If SRJC does not have a CCN course already developed and faculty want to develop an SRJC version of that CCN course, the new course must align with the unit value on the CCN template.

2. Unit Value Rationale Statement--If after considering the above factors, faculty submitter/submitting department wants to increase or decrease the unit value of a course, they must submit a rationale statement to the Curriculum Office, Dean of Curriculum, and Articulation Officer that outlines the rationale for the unit value change. This rationale statement will be available as needed during CTRC and CRC meetings.

a) Unit Value Change Rationale Statement

1) *If Unit Value Change is needed to match a desired/existing articulation (C-ID or UC course), or TMC, please state that as the rationale; no further rationale statement is needed.*

2) *If Unit Value Change is requested for reasons other than matching desired/existing articulation, please include the following information:*

i) any student data and/or feedback, or other research that helped discipline faculty determine the need for this change;

ii) explanation of any impact this unit value change might have on programs that include this course as a requirement or as an elective; and

iii) description of any trends within the discipline (e.g. new content or skills requirements) that align with this unit value change.

H. **Secure required approvals-** Confirm your department chair's and dean's support before submitting the course, including support for Unit Value Change if applicable. The dean or supervising administrator will add the course to an upcoming Cluster Tech Review Committee meeting agenda.

Section 3.03 Submission, Cluster Tech Review and CRC Subcommittees

Once the COR and required forms are completed and the course is submitted to the dean or supervising administrator, the course moves to the next phase of the course approval process;

A. **Cluster Tech Review Committee (CTRC) meets.** Submitters are notified and encouraged to attend the CTRC meeting when their course(s) are reviewed. CTRC review aims to ensure that the course meets all CRC and State requirements. The submitter approves the suggested changes or explains why the change is not needed or not reasonable.

B. **After Cluster Tech Review,** if the submitter, department chair, and dean support the latest changes to the COR, then it can be submitted to the Curriculum Office.

C. **CTRC Follow Up-Once the COR has been submitted to the Curriculum Office,** one of the CRC Co chairs and/or curriculum technician might contact submitter with a cc to the CTRC seeking additional information or with questions regarding technical issues. For example, a prerequisite on the COR might be inactive or not adhere to Title 5, Section 55003, so the submitter will have the chance to select an appropriate prerequisite, corequisite, or recommended preparation. Other examples include but are not limited to:

- formatting;
- invalid percentages in Methods of Evaluation;
- questions about Limits on Enrollment; or
- misalignment between Assignments and Methods of Evaluation.

D. **Subcommittee review.** If appropriate, a course will be forwarded by the Curriculum Office, or for GE by the Articulation Officer, for review by the appropriate CRC subcommittee(s) listed below.

- Majors & Certificate Review Committee
- General Education Subcommittee
- Distance Education Advisory Committee (Distance Education Reviewers).

Subcommittee review might occur while the course is also undergoing Cluster Tech Review. A subcommittee may either recommend the course for approval and return it to the Curriculum Office, or if a course does not meet all the criteria, provide feedback to the submitter. Depending upon the feedback, either the submitter or Curriculum Technician will make necessary edits in the Curriculum Database System.

Section 3.04 Curriculum Review Committee Actions and Follow-Up

After a new or revised course has gone through CTRC, it is ready to be placed on the next available CRC agenda for full review and voting. Because there is often a backlog of courses awaiting review, it may take several weeks for the course to appear on the agenda. In general, courses are placed on the agenda in the order that they are received in the office *after* Cluster Tech Review and the Curriculum Submission Form has been submitted to the Curriculum Office.

A. **Placement on CRC Agenda and Notification.** Once the CRC agenda is set, the submitter, the chair, and the dean will receive a copy of the CRC agenda via email. The submitter, the chair, or a department representative should plan to attend the CRC meeting when the course is discussed as part of the Action Agenda. CRC members' questions can be answered, minor but important changes clarified, and holding courses can be avoided. Questions/suggestions might include:

- Are SLOs assessable?
- Are key concepts and/or ideas in Catalog Description, SLOs, Objectives present in Topics and Scope
- Is each assignment listed in MOE box represented in the Assignments list.

Priority consideration will be given to courses when a departmental representative is present

B. **CRC Voting.** At CRC meetings, CRC representatives introduce and discuss courses on the Action Items Agenda. The CRC members might ask course-specific information of the submitter or department representative. If minor changes are needed and the submitter approves them, the Curriculum Technician makes those during the CRC meeting. When the vote (by simple majority) is taken, one of five actions occurs.

1. **Course approved after full review.** Once a course on the Action Items Agenda is approved, the Curriculum Office notifies the submitter, the department chair, and the dean within a few days after the meeting. The Curriculum Office designates the course "approved" within the Curriculum Database System.

2. **Course approved with contingencies.** If the course needs minor changes that cannot be made at the meeting, it may be approved with contingencies. The submitter must make these minor changes sometime after the meeting and then notify the Curriculum Office when the changes have been made. Once the Curriculum Dean has verified the changes, the course will be designated as "approved" within the Curriculum Database System; the submitter, department chair and dean will be notified.

3. **Course on Consent Agenda approved.** Courses are voted upon without discussion. However, CRC members are responsible for viewing courses on the Consent Agenda prior to the meeting. A CRC member who believes a course on the Consent Agenda needs full review must request that course be moved to the Action Items section of the next CRC meeting agenda. This request must occur before or at the beginning of the CRC meeting. This allows time for the Curriculum Office to notify the submitter.

4. **Course held.** If there are issues concerning the course that cannot be resolved at the meeting, the CRC will hold the course. The submitter, chair, and dean will receive feedback that explains CRC's concerns and suggestions. When the issues have been resolved, the course is resubmitted to the Curriculum Office to be placed on the appropriate CRC agenda.

5. **Course denied.** While this rarely occurs, the CRC may vote to deny approval of a course that does not meet local, State, or accrediting body regulations.

C. **Final Steps in Approval and Scheduling.** After CRC approval, the semester that a course can be offered depends on the type of course. To consistently align with College Catalog rights and SJRC's Degree/Audit system, approved courses (other than new UC courses) can be offered in the next Fall semester. Approval procedures vary and are outlined below.

1. ***Revised* credit courses** that have been submitted to Curriculum Office by posted deadline may be offered the next Fall semester as soon as they are entered as "approved" in the Curriculum System.

2. ***New* credit courses** that have been submitted to Curriculum Office by posted deadline must be approved first by CRC and then by the Board of Trustees; new *credit* courses, including stand-alone courses, can be offered the Fall semester following Board approval.

3. **New *noncredit* courses** approved by the Board must then be submitted to Chancellor's Office. The Curriculum Office will secure the required signatures and email documents to the Chancellor's Office. When notification of approval is received from the Chancellor's Office, the courses may be offered the next Fall semester.

4. **New UC Transfer courses (1-49)** must be approved by UCOP before they can be offered. The Articulation Office handles articulation agreements and submission of courses to transfer institutions. In general, these courses are offered 1-year after submission to UCOP, which occurs each summer.

D. **Permanent Records.** The Curriculum Office keeps a permanent file of all course approval packets, arranged alphabetically by discipline for each academic year.

Section 4. Components of the Course Outline of Record

This section explains each COR component and requirements for completing each section during the course development or revision process. The COR serves as a guide for required instructional elements in each course. ASCCC states, "teaching should always be a dynamic and adaptive process, constantly adjusting to accommodate the ever-changing, diverse learning needs of students in the California community colleges." (*Course Outline of Record, 2*). For information regarding course syllabi and the COR, see AFA/District Contract 17.05 A 4. To that end, consider how IDEAA principles can be integrated into the COR; see IDEAA resources in Appendix I.

Each section of the COR has a specific format, but some general conventions apply to the outline in general.

- Language should be:
    - student-centered
    - clear, concise
    - jargon free
    - accessible to the general reader.
- Capitals and quotations may be used as appropriate but avoid using all caps for formatting.
- Acronyms and abbreviations should be spelled out the first time they are stated with abbreviations or acronyms in parentheses, unless they are universally known within a given discipline or field. Once the full name/title and abbreviation or acronym has been provided, only the abbreviation or acronym is required.
- The word "and" should be spelled out except when an ampersand (&) is necessary due to the character limitation in the short title.
- Drop hyphens from "online," "midterm," "email," and "noncredit."

Section 4.01 The Integrated Course Outline

A. **The COR demonstrates compliance with Title 5 requirements,** the Chancellor's Office's *Program and Course Approval Handbook (PCAH)*,8th Edition, ACCJC accreditation standards, and SRJC policies and procedures. Since curriculum falls under faculty purview, the COR also reflects the Academic Senate for California Community Colleges' guidelines set forth in their Spring 2017 publication titled, *The Course Outline of Record: A Curriculum Reference Guide Revisited*.

B. **The COR demonstrates an integrated approach to instruction.**

- College-level critical thinking and the basic theories and concepts of the discipline are evident through the Student Learning Outcomes (SLOs) and Objectives.
- Topics and Scope content relates to course SLOs and Objectives to show that the information and skills needed to meet the SLOs and objectives are taught in the course.
- Assignments support and assess students' achievement of the SLOs and Objectives in alignment with Title 5, Section 55002.
- Representative textbooks and instructional materials relate directly to the content, are at an appropriate level for the course, and are current for the discipline.
- A well-written, integrated course outline provides for consistency across instructors, sections, and semesters to guarantee that the course offers the quality preparation students require to meet their educational and career goals *(Course Outline or Record, Curriculum Reference Guide Revisited, (page 4)*

C. **The COR provides information and guidance for multiple audiences.**

- The description, SLOs, and course objectives are important to the general college community, accrediting agencies, students, and public. Students, instructors, counselors, other community colleges, transfer institutions, and occupational boards need to be aware of the course outcomes, expectations, rigor, and the required level of critical thinking and/or problem-solving in a course.

- The Topics and Scope section outlines the course content and is important to instructors who will be teaching the course or who teach related courses. All content in Topics and Scope must be taught in all sections of the course.
- The assignments, MOE, and textbook sections answer two questions for students:
    - "What kind of work do I have to do?
    - How will my work be assessed?"

  The assignment and MOE sections help instructors understand the flexibility they have in selecting, designing, and assessing assignments. As noted above, a well-written, integrated course outline provides consistency across instructors, sections, and semesters to guarantee that the course offers the preparation students require to meet their educational goals.

Section 4.02 Term Effective Date

This date appears with the title at the top of the COR. Example: AGRI101 as of Fall 2024.

Generally, any course approved within the Curriculum Office deadlines for an academic year becomes effective in Fall of the next academic year to align with SRJC's College Catalog rights and Degree Audit System. (e.g., approved in January 2025, scheduled Fall 2025). Occasionally, requirements or changes in licensing programs mandate that curriculum changes become effective immediately. Departments facing such changes should consult with the CRC Co-Chairs before submitting the course for review.

Section 4.03 Prefix and Course Number

An official discipline prefix and number identify every course. The course number communicates to students, counselors, faculty, and other institutions course transferability, relationship to other courses and programs, and any special designations, such as noncredit or independent study.

A. CA Community College Common Course Numbering

The California Community College system is implementing a student-facing Common Course Numbering (CCN) system that will create common course numbers for comparable courses across all community colleges in the state, facilitating smoother transfers to four-year institutions and reducing unnecessary credit accumulation.

SRJC is currently renumbering its courses to align with common course numbering as well as aligning with the requirements for implementing a new student information system. You can access the updated numbering system on the Curriculum Website.

Over the next few transition years, SRJC numbering will include CCN numbers along with legacy numbers as outlined in the chart below.

B. SRJC Course Numbering System

1-49	**Transferable to the University of California (UC) system**. CRC provisionally approves these courses before they are sent to UC for final approval. These courses must be approved during the spring semester to be submitted in the summer and cannot be scheduled until UCOP has approved them. A UC course approved by CRC in Spring will be submitted for UCOP approval in the summer and be offered one year later. (See Section 7.3 for information on courses numbered 48-49.)
50-99	**Transferable to the California State University (CSU).** These courses are designed to transfer to CSUs and most other four-year colleges and universities, but not the UC system. These courses must align with a C-ID Descriptor if one is available and demonstrate comparability to at least one lower division course offered by one college within the CSU system.
100-299	**Associate degree applicable, but not transferrable**. These numbers are mainly used for courses in Career Education (CE) certificate programs.
300-399	**Credit non-degree applicable courses.** These courses earn credit but do not count toward required units for certificate or degree programs. These courses are intended to assist students in performing skills needed for college-level courses; the units apply toward residency, athletic eligibility, work-study, financial aid, Veterans' benefits, associated student body office, and full-time status. (e.g. EMLS 372, EMLS High Intermediate)
400-799	**Noncredit courses.** These include tutorial sites and labs. Noncredit courses must fit specific noncredit course criteria listed in Title 5 and by the Chancellor's Office. **(See Noncredit Section for full explanation of noncredit courses.)**
49	**Independent Studies Courses, UC transfer level**. These independent study courses are designed to transfer to UCs. These include instruction, research, or activities beyond the scope of currently offered courses.
98	**Independent Studies Courses, CSU transfer level**. Special project courses are offered for students to further their knowledge and skills in a specific subject. These independent study courses are designed to transfer to CSUs.
99-99I	**Work Experience and Work Experience Internship**. For work experience, one credit is earned for 52.5 hours (paid or unpaid) of work experience within a semester.

1. **Numbers, Letters, and Decimals:** A course may use a whole number alone or in combination with letters or decimals to indicate how courses within a discipline are related.

Course Numbering	Example
A whole number with a letter indicates a course with a sequential and prerequisite relationship among courses.	MATH 1A, MATH 1B, MATH 1C MATH 1A is a prereq for MATH 1B and MATH 1B is a prereq for MATH 1C.
Courses with whole numbers, decimals, and letters follow the prerequisite relationship indicated by the letters, indicating that the courses must be taken in sequence.	CS 60.11A and CS 60.11B (Microsoft Word 1 and 2).
A series of courses with the same whole number and sequential decimal indicates a relationship between courses, but they do not need to be taken in sequence.	CS 82.55 and CS 82.56 are both advanced Photoshop courses that can be taken in either order.
The same whole number with a range of decimals indicates that these courses are specific topics within an "umbrella" Special Topics course. These courses do not need to be taken in sequence.	CUL 275 is Special Topics in Ethnic Cuisine and has many courses with different decimals to indicate the specific cuisines: CUL 275.31 (Pekinese), CUL 275.34 (Cantonese), and CUL 275.49 (Malaysian). No sequence is implied.
Other Letters: The letter "I" indicates "internship" and is used with some Work Experience courses. The letter "L" may be attached to a course number to distinguish it as the lab that goes with a lecture course.	COUN 99I, RADT 64L

Section 4.04 Course Titles

The COR lists the course's full title and short title. The full title is used in the SRJC Catalog and online descriptions; the short title (limited to 24 characters) appears in the Schedule of Classes, official registration printouts, transcripts, and other Admissions and Records listings. The two versions of the titles should be as similar as possible; truncating words and using slashes (/) and ampersands as needed. For instance, ANAT 140, Fundamentals of Anatomy and Physiology, has the short title of FUNDAMENTALS ANAT/PHYSIO.

Course titles should be unique, but related courses may use the same title with numbers. Example: Jazz Dance I, Jazz Dance II, Jazz Dance III. The discipline may use either Roman or Arabic numerals to indicate the level, as long as their use is consistent across related courses.

Section 4.05 Hours, Units, Weeks

The COR must state the units, the number of hours per week and total hours per semester, the maximum and minimum number of weeks, and the type of activity involved in a course—lecture, scheduled lab, activity, or To Be Arranged (TBA)

A. **Units:** One unit of credit is earned through 3 hours of student learning per week for a semester. At SRJC, the semester is 17.5 weeks, and 52.5 hours is required for one unit of credit. The relationship between "student learning hours," 'units," and "method of instruction" is defined by Title 5 and the *PCAH, 8th Edition*, page 58 and summarized in the table below.

One unit equals one semester (17.5 weeks) of:

Instructional Category	In-class hours/week	Outside of Class hours/week
Lecture (lecture, discussion, seminar, related work)	1	2 (reading, writing, research, other preparation
Activity (traditional athletics/dance/physical education)	2	1 (practice, preparation)
Lab (traditional lab, clinical, computer lab)	3	0 (little to no homework)

To Be Arranged (TBA): student work in the presence of faculty or supervisor (i.e., clinical). Calculated as traditional lab	3	0 (little to no homework)

B. Unit/Hour/Learning Time Relationship: When writing, reviewing or revising a course, it is important to refer to PCAH, 8th Edition to ensure that the unit/hour relationship is supported throughout the COR.

Maximum/minimum weeks: The minimum number of weeks should allow adequate time for student work. For instance, a lecture course requires 2 hours of homework for every hour in class; therefore, a typical 3-unit lecture course requires 6 hours/week of outside work. While the COR lists a total of 52.5 hours for a 3-unit course, this represents only the in-class time. The actual number of student learning hours is 52.5 in class and 105 outside of class, totaling 157.5 hours per semester. See ASCCC resolution language below for courses offered in a compressed time frame of fewer than six weeks.

According to ASCCC Resolution 9.09 S06, Resolved, That the Academic Senate for California Community Colleges recommend that when a course of three or more semester or equivalent quarter units is to be offered in a time frame of fewer than six weeks, the local curriculum committee, as part of the curriculum approval process, engage the discipline faculty in a separate review of the course for the following: academic integrity and rigor, the method for meeting Carnegie units, the ability for students to complete and for faculty to evaluate assignments, including those done outside of class, and the appropriateness of the method of delivery, to determine whether the course should be offered in a specific shortened time frame. MSC Disposition: Local Senates, Curriculum Chairs, CIOs

- **Short Courses.** Short courses, as opposed to compressed courses, are **designed to be less than a semester in length** and are represented as such in the COR. Usually, these classes follow a traditional meeting schedule of 1-3 hours of in-class time per week. Some short courses are modularized versions of semester-length courses.
    - NOTE: UC does not accept short courses. Thus, modularization of a UC transfer- level course into two 8-week courses would not be approved.
- **Compressed Courses. Compressed courses fit a semester's number of hours into a time period less than a full semester.** This means that the compressed version is worth the same number of units as the original course. The most common version of this is summer classes, where students

earn a full semester's worth of units for a course in fewer weeks. Refer to ASCCC resolution above for offering a 3-unit course in fewer than six weeks.

- **Topics and Scope:** Some courses are listed as a combination lecture and lab and/or To Be Arranged (TBA) hours. If appropriate, topics that are addressed in lab should be labeled as such within the Topics and Scope area. However, some courses may deliver information during the lecture and allow students to interact with the concepts during lab, so separate designations are not necessary.
    - To communicate this clearly, the phrase "All Topics covered in lecture and lab" should appear at the beginning or end of the Topics and Scope section.
- **Assignments:**
    - For a lecture course, assignments should reflect the amount of out-of-class learning through references to reading and writing assignments, research, and the implied preparation for projects, presentations, and exams.
    - Activity courses should state the expected work outside of class (usually practice).
    - For courses that are a combination lecture and lab or TBA lab (such as clinical time), typical activities that occur during the lab or TBA /clinical time should be distinguished from other assignments. This provides clear and transparent information to students and instructional faculty. See Section 4.13 for more detailed information.
- **Methods of Evaluation:** Appropriate weight should be given to assignments that require more student time. For instance, a typical lecture class would have higher grading percentages assigned to activities that involve considerable reading, writing and/or problem-solving, and exam preparation. See Section 4.14 for more detailed information.
- **Textbooks:** Most lecture classes involve considerable reading and homework, and specific textbooks are usually expected, especially for transferable courses.
    - For UC transfer-level courses, refer to UC TCA Textbook Requirements for textbook requirements.

- For example, certain lab classes require that the Textbook Section includes a Lab Manual. If you are including Open Education Resource (OER) materials, please see UC-TCA Textbook Requirements. UC courses require online/digital texts that are stable and publicly available as published textbooks.

Section 4.06 Title 5 Categories and Grading

The SRJC COR lists specific information required by the Chancellor's Office; the Curriculum Office will vet this information prior to CRC approval.

A. Title 5 Category. This relates to the level of the course and should align with the course number.

- AA-degree applicable (for courses numbered 1-299)
- AA-degree non-applicable (300-399)
- Noncredit (400 and above, mainly 700 at SRJC).

B. Title 5 Grading. Grade option is usually made at the discipline/department level:

- Credit Course for Grade or Pass/No Pass (P/NP)
- Credit Course Taken for P/NP Only
- Grade only
- Non-graded Credit Course
- Noncredit Only

NOTE: Title 55002 provides detailed information regarding grading. For degree applicable courses, Title 5 states,

"*The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students*."

<u>Section 4.07</u> Repeatability

Under Title 5, most community college courses are *not* repeatable once a student has successfully completed a course with a "C" or better, or a "P" (Pass). However, students may repeat a course two more times if they failed to pass the first time (received a D, F, or NP).

Only certain courses may be eligible for additional repeatability. These specific course categories, named by the Chancellor's Office, are kept by the Curriculum Office.

SRJC Repeat Codes

Title 5 Course Category	Repeat Code	Example
Almost all credit courses.	00 = Two repeats if grade of D, F, NC, or NP	ANTHRO 1 Biological Anthropology
Specific Courses required for CSU or UC major requirements (usually performing arts).	May be taken: 39 = Total of 2 times 33 = Total of 3 times 34 = Total of 4 times	MUSCP 42A Jazz Combo Ensemble 1
Intercollegiate Athletics Courses	34 = May be taken a total of 4 times	ATHL 14 Women's Varsity Basketball
CE Program Specific (often for licensing)	42 = One repeat if grade of D, F, NC, or NP	NR75D Advanced Care of Acutely Ill
Noncredit	27 = Exempt from repeat provisions	CSKLS 731 Basic Academic Skills and GED Preparation
Required for State Certification/ongoing training (e.g., Public Safety)	21 = Legally mandated repetition	FIRE 206 CAL FIRE Wildland Firefighter Academy
Work Experience	25 = 16 units total	WRKEX 97 General Work Experience

A. **Also Listed As:** A few courses are cross-listed with different prefixes so they can apply to different certificates, but they are the same course. *Example:* AGBBUS 56 and WINE 56 (Intro to Agriculture Business Management and Intro to Agriculture and Wine Business Management).

B. **Formerly.** If a course had a different prefix or prefix and number, it will be listed for historical purposes. *Example:* KFIT 3.3, Advanced Body Conditioning, was formerly PHYED 31.3.

<u>Section 4.08</u> Course Descriptions for Catalog and Schedule of Classes

The course description should:

- Include student-centered language and include at least one sentence that clearly states what the students will experience in the class.
    - Example sentence starters
        - Students will study
        - Students will examine
        - Students will learn
- State the course content clearly, concisely, and accurately. Complete sentences are preferable but not necessary if the description is clear;
- Describe the scope of the course, its level, and optionally, course outcomes and activities involved in the learning;
- Mention how the course fits within a certain program or fulfills external organization requirements; and
- Indicate for which students the course is intended.
    - *Examples:*
        - "first course in the graphics arts major";
        - "intended for students in allied health majors."
- Mention any required equipment or student participation outside of the usual expectations. *Examples:*
        - "Students must provide their own guitars";
        - "Field trips required."

NOTES:

- The Method of Instruction (MOI) should not be specified in the course description on the COR since the MOI is listed in the Other Codes section of the COR as well as in the DE Addendum.
- In some cases, certain course types (e.g., Work Experience) require additional information in description. Check with the Curriculum Office for more information.

Section 4.09 Prerequisites, Corequisites, & Recommended Preparation

Discipline faculty determine prerequisites, corequisites, and recommended preparation based on their analysis of the rigor and content of the course, requirements of transfer institutions, and/or external bodies such as licensing agencies. See Title 5, Section 55003 for definition of terms and regulations regarding non-course prerequisites.

A. **Prerequisites and corequisites: Prerequisites** are courses that discipline faculty have deemed are necessary for students to complete to succeed in the target course. **Corequisites** are courses that are taken concurrently to ensure students are adequately supported to pass the target course.

1. **Most prerequisites and corequisites** are within the same certificate or degree program. However, a math or English prerequisite may be added to a course outside of its respective department if:

   - Discipline faculty have determined, in consultation with math or English faculty, that the prerequisite is essential for student success in the target course;
   - A detailed Content Review is conducted and submitted on the appropriate form; and
   - The CRC approves the prerequisite/corequisite.

B. **Recommended Preparation.** Most departments represent the level of reading, writing, or math required for success in a course through Recommended Preparation. The most common Recommended Preparation is ENGL C1000/EMLS 10, which denotes the level of reading required for most degree-applicable and transfer-level courses. This "Recommended Preparation" on the COR helps students decide if they are academically prepared for the course but does not block them from taking it.

C. **Non-course Prerequisites and Recommended Preparation:** Generally, prerequisites are listed as completion of and/or concurrent enrollment in *courses*, but there are some exceptions:

- Minimum age (This is actually a Limit on Enrollment; at SRJC, it is placed in the Prerequisite Limits on Enrollment section to facilitate enrollment.)
- Assessment via qualifying multiple measures (See Title 5, Section 55003)

NOTE: Identifying 'course completion' with a specific letter grade is not allowed as it does not meet 'multiple measures' guidelines. Additionally, if the student received a C, but an A or a B is required per the prerequisite, the student could not legally repeat the course for a higher grade.

D. **Recommended preparation**

- **User-Generated Description:** If a course has several prerequisites plus recommended preparation, the automated wording in SIS can be cumbersome. It is important to remind submitters that they can often streamline the list through the "User Description" field in SIS. This also allows for other non-course recommendations. For instance, the SPAN 1 recommended preparation states, "Not recommended for students who have successfully completed 2 years of high school Spanish or equivalent within the past 3 years."

E. **The *Content Review* Form.** The relationship between a target course and its prerequisites, corequisites, and/or recommended preparation is articulated through a "content review," which is represented by the Content Review (CR) form in SIS. This form shows the relationship between some or all the SLOs, objectives, and assignments ("the content") of the prerequisite or recommended preparation course and the SLOs, objectives, and assignments of the target course. One CR form is needed for every prerequisite, corequisite, and/or recommended preparation. Forms must accompany the proposal for any new course that has prerequisites, corequisites or recommended preparation. Every new and revised course submission with prerequisites, corequisites, or recommended preparation must include CR forms unless the last review was within two years. (For Forms: See Appendix F)

F. **Limits on Enrollment (LOE**). **(See Title 5, Section 58106)** Title 5 provides that all courses at the college shall be open for enrollment by any student who has been admitted to the college but may be limited for specific reasons authorized by Title 5, §58106. A *Limits on Enrollment* form justifies the need for a limit on enrollment and includes a more detailed explanation than the LOE description in the COR. Below are general situations that could require an LOE form (For Forms: See Appendix F)

1. **Admission to Program:** Enrollment in certain courses is restricted because of statutory, regulatory, or contractual requirements. For example, age limits and possession of a valid driver's license are common requirements. The limitation "Must be age 18 or older" requires a Limits on Enrollment designation, but it is also listed as a prerequisite so that the Admissions and Records system can automatically block underage students from enrolling in a course with a specific Limit on Enrollment (e.g. WINE 110).

2. **Tryout or Audition:** A limit on enrollment may require tryouts for intercollegiate athletic teams and auditions for courses involving public performance, such as band, theatre arts, forensics, chorus, and dance performance.
3. **Health and Safety:** Course enrollment may be limited for reasons of health or safety. For example, many Athletics courses require participants to meet certain health standards.

Section 4.10 Articulation, Major, and Certification Information

Articulation, Major, and Certification Information is historical or, for new courses, reflected in the appropriate forms. In general, credit courses numbered 1-299 must be related to a degree or certificate or be transferable to a CSU or UC.

- Beginning Fall 2025, Common Course Numbering (CCN) will impact some credit courses and have numbers outside the 1-299 range noted above. You can access the updated numbering system on the Curriculum Website.

Section 4.11 Student Learning Outcomes (SLOs) and Course Objectives

A. The SLOs and Course Objectives reflect the content and the level of rigor, critical thinking, and specific skill levels of the course. This section informs SRJC students, instructors, and counselors about course expectations and communicates to other community colleges and four-year institutions how the course fulfills prerequisites and/or program or transfer requirements. Furthermore, the list of SLOs and Course Objectives demonstrate to state boards and licensing agencies how an occupational course meets industry standards. Additionally, the SLO statements meet specific accreditation requirements.

While **SLOs** are broader, more global statements, and **Objectives** are more specific, they both:

- Use active verbs that reflect how the learning is observed or measured;
- Emphasize the higher levels of critical thinking involved in the course;
- Are supported by course content and the assignments students complete; and

- Are not so prescriptive that they resemble assignments.
    - Example
        - Objective: Revise essays, paragraphs, and sentences for coherence and development.
        - Assignment: Writing exercises to improve specific aspects of writing, such as thesis formation, organization, development, style, tone, etc.

1. **Assessment of SLOs:** The Assignments and MOE sections of the COR should illustrate how students will achieve each SLO; for example, formal testing, projects, writing assignments, or demonstrations will exemplify students' abilities to meet the SLOs. At SRJC, SLO's are assessed on a four-year cycle.

B. Student Learning Outcomes Format: SLO statements describe the general knowledge and abilities students will be able to apply upon completion of the course. Most courses list 2-5 SLOs. SLO's should be worded such that assessment is straightforward and could be completed within the scope of a class with this COR.

- The course SLOs shall have the introductory phrase:
    - "At the conclusion of this course, the student should be able to:"

C. Objectives Format: Objectives are the more specific skills or knowledge that students need to master to achieve the SLOs. Objectives should relate to and support one or more of the SLOs. ***Since they reflect the more discrete skills and abilities, objectives should not restate any of the SLOs word-for-word.*** While these statements are more specific than SLOs, they should focus on the student's ability to demonstrate a skill or apply course-specific knowledge.

The Objectives field includes a standard preamble:

- "At the conclusion of this course, the student should be able to:"

The objectives should be numbered but do not need to directly correspond to each SLO. Typical semester-length, 3-unit academic courses may have 6-10 objectives, but shorter courses may have fewer. Some Career Education (CE, formerly CTE) courses, especially those designed to meet external standards or licensing requirements, may list considerably more.

<u>Section 4.12</u> Topics and Scope

The Topics and Scope section lists the course content and concepts (Topics) and details the extent to which each of those topics will be covered (Scope) to support students' achievement of the Student Learning Outcomes and course objectives.

A. **Content:** The Topics and Scope section serves as a course's "table of contents" since it outlines the course material. This section should be detailed enough to fully convey the topics to be covered, providing clear guidance for any instructor assigned to teach the course. This section should also give instructors, students, counselors, and transfer institutions a sense of the breadth and depth of the material covered in the course.

The material outlined in the Topics and Scope section represents the fundamental content and concepts required in the course. However, any instructor teaching the course can enhance material with additional information, theoretical approaches, themes, or emphases, while ensuring that all required content and concepts are covered to the extent indicated in Topics and Scope.

When a course includes both lecture and lab hours, CRC encourages lab topics to be identified in the Topics and Scope in one of three ways:

- Each applicable lab-only topic should have an asterisk, and a key at the end with the phrase "*Lab only."
- Create a Topics and Scope list for lecture portion of the class and a separate list for lab portion of the class.
- If all lecture and lab components of the course are intertwined, then CRC encourages the verbiage "All topics are covered in both the lecture and lab portions of the course" at the end or beginning of the Topics and Scope list.

B. Outline Format and Style

Example outline with proper formatting:

I. Main Topic

A. Subtopic one

B. Subtopic two

1. Detailed subtopic

2. Detailed subtopic

a. Very detailed subtopic

b. Very detailed subtopic

II. Main Topic – Single Subtopic Added Here

III. Main Topic

<u>Section 4.13</u> Assignments

The Assignment section includes representative assignments expected of students during class and outside of class, both graded and ungraded. Assignments should reflect the appropriate level of rigor, intensity, critical thinking, and independent work required to meet the course outcomes.

A. Format and Style: The assignments should be described clearly and organized as a numbered list.

- Ungraded assignments should have "(ungraded)" listed after the assignment, except for reading assignments since they are generally ungraded.
- All graded activities must be listed in the Methods of Evaluation (MOE) section
- Some assignments are representative while others are specific. Representative assignments allow for academic freedom but must still be clearly identified in the MOE section if they are graded. In the example below, "Formative Writing Assignments" would be listed in MOE section, but the specific examples would not be listed in the MOE box.
- If the course has both lecture and lab hours, then assignments and activities related to the lab (completed with instructor present) should be listed separately under "Lab-Related

Assignments." Assignments related to lecture (aka homework) should be listed as "Lecture-Related Assignments." If lecture and lab assignments are intertwined, then CRC encourages the verbiage "Lecture- and Lab-Related Assignments" as a preface in this section of the COR.

- The submitting department determines if there should be a number range associated with assignments. If so, Arabic numerals are preferred (usually listed at the end of an assignment) unless the spelled-out version of a number is clearer (e.g., "two 5-7 page research papers").
- Complete sentences should have a period. Incomplete sentences should not have a period at the end of each assignment.

Assignments example: Numbers in parentheses refer to explanations in the above list.

Lecture-Related Assignments: (4)

1. Weekly reading (1)
2. Formative Writing Assignments, such as: (3)
    a. Writing activities to engage the inquiry process
    b. Written responses to presentations
3. Internet research report (ungraded) (1)
4. Quizzes (2-5), Midterm, and Exam (5)

Lab-Related Assignments: (4)

1. Research and class discussion about personal value systems
2. Presentation on research report
3. Recipe journal

Note about Distance Education (DE): The same COR represents all modalities in which a course is approved to be taught. If approval has been given to teach any portion of the course in an online format (visible in the *Other Codes* section of the COR), a Distance Education Addendum will be attached to the COR. If a DE Addendum is attached, all assignments and activities should encompass the modalities in which the course can be delivered. If an assignment or activity is listed in a way that makes it unclear whether it could be accomplished online, the COR may require an update before a DE Addendum can be approved. An example would be "In-class art project." If the assignment is meant to be offered in an online modality, it could either be replaced with "In-class or online art project" or simply "Art project."

Specific technologies or product names should be avoided if possible as they restrict instructor choice and can quickly become outdated.

Section 4.14 Methods of Evaluation (MOE) and Basis for Assigning Grades

All graded assignments must be listed within an appropriate MOE section. References to the assignments should use keywords and omit details used in the Assignments.

- Example: An assignment of "Exercises in textbook and workbook" could be listed as "Exercises" in the Problem-Solving section of the table.

However, whatever terms are used in the MOE, while brief, should still clearly refer to specific assignments.

- Example: "Term paper" does not clearly relate to "8--10-page research report on local environmental issue"; "Research report" in the Writing Assignments section would be a better reference.

A. **Grading percentages:** Each MOE category is assigned a percentage range to represent the weight of that category in calculating the overall course grade. SIS Curriculum checks for appropriate percentage totals. If the percentage for a section is changed or eliminated, other sections of the MOE table must be adjusted accordingly. For instance, if a percentage has been assigned to "Skill Demonstration" but the assignment is a problem-solving assignment, then the Skill Demonstration percentage would be dropped and the Problem-solving percentage increased.

B. **Basis for Assigning Grades**. Each Methods of Evaluation category has a minimum (Min %) and maximum (Max %) percentage of course grade in the Basis for Assigning Grades area. The percentages are expressed as ranges to allow for grading flexibility among faculty teaching various sections of the same course. Remember, you must supply percentages for all MOE categories identified for the course. Indicate approximate percentage or range of percentages of course grade in each category based on the assignments listed in the Assignments section. If a number in the minimum column is 0%, then the department is indicating that the assignment could be optional for some instructors. While the PCAH, 8th Edition does not provide specific guidelines regarding MOE and related grading, the ASCCC states, "Given the diverse populations community colleges serve, multiple methods of evaluation are usually preferred" (ASCCC Course Outline of Record: A Curriculum Reference Guide Revisited, page 30).

Category	Description	Min %	Max %
Writing Assignments	Provided by submitter	%	%
Problem Solving Demonstrations	Provided by submitter	%	%
Skill Demonstrations	Provided by submitter	%	%
Exams	Provided by submitter	%	%
Other	Provided by submitter	%	%

Once these numbers have been entered, **the Curriculum Database System will automatically calculate the percentage totals for each category and ensure that they fit within these four rules:**

Rule 1: All numbers in the "minimum" column must total less than 100.

Rule 2: All numbers in the "maximum" column must total an excess of 100.

Rule 3: Any *one* minimum plus all other maximums must sum up to 100 or more.

Rule 4: Any *one* maximum plus all other minimums must sum up to 100 or less.

The system provides an error message if the percentages entered don't fulfill the four rules, indicating that you must adjust your percentages.

C. **Categories of Assignments:** Assignment guidelines for aligning Assignments and MOEs are below:

1. **Writing Assignments** mean that all or part of the grade is based on the quality of the writing. Thus, an essay fits this category, but field trip notes may not. Field trip notes might either be ungraded or included under "Other."

2. **Problem Solving** assignments demonstrate critical thinking through assignments such as textbook work, worksheets, problem sets, etc. Assignments may include some writing, but it is the solution or ideas generated through problem solving that are evaluated.

3. **Skill Demonstrations** mean that the student demonstrates an ability that is observable and for which they are graded, such as, an artistic or professional display, a demonstration of specific skills in a clinical setting, or the use of tools or instruments in the profession. An oral presentation assignment would not necessarily be a skill demonstration unless the student is being graded primarily on presentation skills. Rather, it would be listed as "Other." Skill demonstrations can be included in courses that are available for online delivery, but care should be taken to ensure that the language doesn't exclude the possibility of completing the assignment online. For example, 'in-class presentation' could be replaced with 'presentation.'

4. **Exams** include quizzes, tests, midterm and final exams, including essay exams.

   - NOTE: For classes without writing assignments, essay exams are required unless students are assessed primarily through Problem-Solving assignments, and this is indicated in SIS.

5. **Other** is the field for any assignments that do not fit in MOE categories 1-4.. *Examples:* attendance and participation, oral presentation, portfolios, participation in field trips, and professionalism.

D. **Using Multiple Categories.** Some assignments are graded in more than one category. For instance, an architecture design assignment may be graded for its creativity and problem-solving as well as the skill demonstrated in rendering it. In cases like this, the same assignment can be listed in two areas.

Section 4.15 Representative Textbooks and Materials

This section asks for *representative* textbooks and materials. For their specific classes, instructors may choose different texts or editions and will inform their students accordingly. The COR, meanwhile, must list the most current edition of the textbook(s) the discipline faculty select as representative. Certain science classes seeking UC Transfer require a Lab Manual in the list of representative textbooks. See UC TCA Guide.

A. **Citations:** List textbook titles first for easier readability. Here is a recommended set-up:

- Title of Text (in title case, not all caps). Edition number (if applicable). Author's last name, first name and second author last name, first name. Publisher. Year
    - *Example: Elementary Statistics, A Step-by-Step Approach*. 10th ed. Bluman, Alan. McGraw-Hill. 2017.
- In special circumstances, using "Current Edition" might be allowable if textbooks within a discipline are published on an annual basis or changes in law or discipline content are so fluid that revising the COR each year to represent the most current textbook editions is cumbersome and redundant.

B. **"Classic" Textbooks and Literature:** Textbooks that have not had a new edition in five or more years (from the effective date of the course revision) but are still preferred by discipline faculty should have "(classic)" listed after the citation.

- Best American Academic Essays. 7th ed. Atwan, Robert. 2013. (classic).

C. **Periodic Publications:** Print material that changes frequently, such as legal codes or industry manuals, should be listed and use the term "current edition" instead of a year.

- Principles of ICD-10-CM Coding. Grider, Deborah. AMA. Current edition.

D. **Instructor-Prepared Materials:** If a course has substantial reading material from non-textbook sources (e.g., course readers, syllabi, worksheets, and readings distributed by the instructor).

- Instructor-prepared materials

E. **Open Educational Resources (OER)**: Standard Citation Format: Title, Author, Source, License

- Title. Edition or Version (if beyond 1st). Author (last name first). URL. License.
    - Example: Art History 1.3:
      Guide to Ancient Egyptian Art. Smarthistory, 2019. Ezra, Ruth et al.
      https://open.umn.edu/opentextbooks/textbooks/831. CC BY-NC-SA

F. **Computer-based:** Specific software or websites may be referred to by title if they are essential parts of the course for the majority of instructors, but the URL should not be included.

- Lexicomp (online for Dentistry). Wolters Kluwer Clinical Drug Information, Inc. and its affiliates and/or licensors. 2019.

G. **Other Materials**: While Title 5 does not directly address other required learning materials beyond reading materials, the Representative Texts and Materials section of the COR should also include any required software, supplies, or other equipment such as a sports item, lab equipment, art materials, or anything else the student needs to effectively participate in the course.

- TI-30X IIS Solar Calculator.

<u>Section 5.</u> Programs of Study: Certificates and Majors

Programs of Study aim to help students achieve a goal of **career preparation** and/or **transfer**. Generally, certificates are career-based and prepare students for employment in a particular industry or assist with career-advancement. Majors are either vocational or transfer. A vocational major would, like a certificate, prepare students for employment in a particular industry or assist with career-advancement. Transfer majors are designed to provide seamless transfer from SRJC to a 4-year institution. SRJC Board Policy 3.2.2 and Procedures 3.2.2P provide detailed guidelines regarding SRJC's Programs of Study.

Attributes and Approval Steps for New Programs:

The approval process for new programs involves many different groups; the process varies depending upon the type of program being reviewed (i.e. Skills Certificate versus Certificate of Achievement) and also whether the program has a Career Education (CE) TOP Code. Please reach out to the Curriculum Office for first steps

The table below identifies the program type, two of its basic attributes, and which review bodies need to look at the program.

For example, a Certificate of Achievement has the following information:

- Attributes: greater than or equal to 8 units, visible on transcripts
- Program approval workflow:
    - if CE, Advisory Committee recommends creation of the program (meeting minutes will be needed later that include members present and if they voted to support the creation of the program)
    - A New Program Proposal form and Recommended Course Sequence will need to be submitted to the Curriculum Office (LMI data will be included if the program is CE). After review...
    - AAC will review the proposal.
    - MCRC will review the proposal.
    - EPCC will review the proposal.
    - If CE, BACCC will review the proposal.
    - CRC recommends approval (as a Consent agenda item)
    - BOT approves the program
    - Program is chaptered into COCI

Key:

AAC – Academic Affairs Council

MCRC – Majors and Certificates Review

EPCC – Educational Planning and Coordinating Council

BACCC – Bay Area Community College Consortium

CRC – Curriculum Review Committee

BOT – Board of Trustees

COCI - Chancellor's Office Curriculum Inventory System

For clarification on Labor Market Information, contact the Curriculum Office.

Program Type	Attributes		Review Bodies							
	Units	On Transcript	Advisory Committee	AAC	MCRC	EPCC	BACCC	CRC	BOT	COCI
Certificates										
Skills	<16	No	No	Yes	Yes	Yes	No	Yes	Yes	No
Achievement	≥ 8	Yes	*	Yes	Yes	Yes	*	Yes	Yes	Yes
Competency	0	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Completion	0	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Majors										
AA / AS	≥ 18	Yes	*	*	Yes	Yes	*	Yes	Yes	Yes
AA-T / AS-T	≥ 18	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes

***Yes if CE TOP Code. N/A if Non-CE TOP Code.**

Section 5.01 Types of Certificates

SRJC offers four types of certificates: Skills Certificates, Certificates of Achievement (credit certificates), Certificates of Completion, and Certificates of Competency (noncredit certificates. These certificates are developed through the collaboration of SRJC faculty, industry leaders, and advisory committees for the occupational disciplines. The most current information on SRJC certificates is available on SRJC's Curriculum websites Certificates page. Before developing a new certificate, contact the Curriculum Office for guidance.

Section 5.02 Majors for Occupational and Transfer Degree Programs

To obtain an associate degree at SRJC, a student must declare a major. Majors are listed in the College Catalog and on the SRJC website. If a major is not on the list, students may still complete lower-division coursework to prepare for a given major at a transfer institution. Faculty wishing to apply for a new major or revise an existing one can find forms on the Curriculum Website.

A. **Development of a Major.** There are specific requirements for different types of majors based on program goals. Each is explained below**.**

- **Transfer-**If there is an AD-T/TMC major available in the same TOP code as an existing major, departments must offer the AD-T/TMC. Departments can offer their own local major in addition to this AD-T/TMC; however, the local major cannot be offered on its own. When composing the list of required and elective courses for a major, remember:
    - New courses included in the major must be approved by the CRC before the major can be submitted for approval. Remember to send a New Course Announcement (See Section 3.1D) via email for any new courses within a program.
    - All courses in the TMC for which there are C-ID descriptors, must align with the C-ID descriptor.
- Any existing courses must have an approval date within the last five years; otherwise, they must be updated and recommended for approval by the CRC before the TMC can be approved.
- If a department wants to include a course from outside the discipline, and the course is outdated, the department chair should consult with the dean and department chair from the other discipline to discuss updating the course.
- A course may be used to satisfy both a GE requirement and a major requirement (Title 5, §55806).

- In most instances within a major, a course may not be used more than one time to meet a major requirement.

Section 5.03 Program Development and Proposal Process

The process for developing a program varies from program to program. For example, Career Education (CE) majors require labor market data and advisory committee approval; however, non-CE majors do not have these requirements.

For the specific program characteristics and workflow, see SRJC's Program Approval process.

Before beginning any approval process, be sure to consult with the department chair and supervising dean. Required forms are in Appendix F or on the Curriculum website. The Checklist below outlines the general steps required for a program of study. Consult the PCAH,8th Edition for Chancellor's Office guidelines.

- Dean and Department Chair support
- Advisory Committee CE only *
- Academic Affairs Council (AAC)
- Majors and Certificate Review Committee (MCRC)*
- Educational Planning and Coordinating Council (EPCC)
- Bay Area Community College Consortium (BACCC) CE only *
- Curriculum Review Committee (CRC)
- Board of Trustees (BoT)
- Chancellor's Office Curriculum Inventory System (COCI)*

*Skills Certificates Bypass these stages

NEW PROGRAMS: APPROVAL BODIES

- Dean and Department Chair support
- Advisory Committee CE only *
- Academic Affairs Council (AAC)
- Majors and Certificate Review Committee (MCRC)*
- Educational Planning and Coordinating Council (EPCC)
- Bay Area Community College Consortium (BACCC) CE only *
- Curriculum Review Committee (CRC)
- Board of Trustees (BoT)
- Chancellor's Office Curriculum Inventory System (COCI)*

*Skills Certificates Bypass these stages

Section 5.04 Revisions to Certificates and Majors

The steps required for revising a certificate/major depend upon degree of approval and the changes being made. To initiate a revision, contact the Curriculum Office.

A. **Approval of Revisions.** Programs and majors that have been revised are placed on CRC's Consent Agenda and follow the same procedure of approval as new programs and majors. After CRC, SRJC's Board, and Chancellor's Office (if needed) approval, the process for revising certificates and majors is complete. Due to the institution's need to maintain clear catalog rights for enrolled students, revisions to an approved major will be made effective in the fall semester.

B. **Inactivating Programs.** There are two ways to inactivate a program: one is through the Curriculum Office and the other is through AP 4021.

- If a department determines that a certificate/major should be inactivated, an email should be sent to Curriculum Specialist for Programs that includes support from the Department Chair and Dean.
- According to Board Policy 3.6, a certificate/major can be inactivated due to low enrollment, lack of faculty, facility limitations, etc. College faculty and administration share the responsibility for program evaluation and review.

Section 6. Noncredit Courses (Numbers 400 and above)

A. Basic Criteria for Approval

All courses and programs must meet the five basic criteria for approval stated in Title 5, as summarized below in the PCAH 8th Edition, pages 24-28.

A) Appropriateness to mission.

Course must be directed at the appropriate level for community colleges; must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose; and must provide distinct instructional content and specific instructional objectives.

B) Need. Must provide evidence of need for the course in college service area.

C) Quality (Curriculum Standards).

Must fulfill the requirements of the local curriculum approval process, which includes careful scrutiny by college's curriculum committee; approval within the local district as well as on a regional level (occupational); course should also be consistent with requirements of accrediting agencies.

D) Feasibility (Adequate Resources).

The college has the resources needed to offer the course at the level of quality described in the COR.

E. Compliance.

Design of the course or program is not in conflict with any law, including both state or federal laws,, statutes and regulations.

B. Noncredit Courses in General.

According to §55002, a noncredit course "treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students." Furthermore, noncredit courses provide educational opportunities for students to acquire basic skills or career-related training. While noncredit courses do not count toward a degree and students do not earn college credit units, these courses can serve as a transitional pathway into credit courses and programs. More information about this in Section 1.1 C.

As noted in Title 5, Section 58160, noncredit courses can be claimed for state apportionment if they fall into one of the categories below:

1. **Elementary and secondary basic skills** courses and other courses such as remedial academic courses in reading, mathematics, and language arts;

   a) Courses in English as a second language, including vocational English as a Second Language;

   b) Short-term vocational courses and programs with high employment potential;

   c) Workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making, problem-solving skills, and other courses required for preparation to participate in job-specific technical training;

   d) Courses in citizenship for immigrants;

   e) Parenting, including parent-cooperative preschools, courses in child growth and development, and parent-child relationships;

   f) Courses and programs for persons with substantial disabilities;

   g) Courses and programs for older adults;

   h) Courses and programs in home economics; and

   i) Courses in health and safety education.

   j) Supervised tutoring is a course option in each of the areas listed above.

C. Noncredit Course Approval Process (400-999)

1. **The approval process** for noncredit courses involves more steps than approval for credit courses.

   a) Steps for Proposing New Noncredit Courses

   1) *Complete the Noncredit New Course Proposal Form. (See Appendix F)*

   2) *The noncredit course proposal then continues through the regular course approval process.*

   3) *CRC and Board of Trustees Approval: Upon Board of Trustee course approval, the Curriculum Office sends a proposal to the Chancellor's Office for approval; once approved, the noncredit course can be scheduled, generally the fall semester following approval.*

b) Final Steps in Approval and Scheduling.

After CRC approval, the semester that a course can be offered depends on the type of course. To consistently align with College Catalog rights and SRJC's Degree/Audit system, approved courses can be offered in the next Fall semester. Approval procedures vary and are outlined below.

1) *Revised noncredit courses that have been submitted to the Curriculum Office by the posted deadline may be offered the next Fall semester as soon as they are entered as "approved" in the Curriculum System.*

2) *New noncredit courses approved by the Board must then be submitted to the Chancellor's Office. The Curriculum Office will secure the required signatures and e-mail documents to the Chancellor's Office. When notification of approval is received from the Chancellor's Office, the courses may be offered the next Fall semester.*

D. Noncredit Mirrored Courses in General

1. **A noncredit mirrored course, in general,** contains the same content and required fields as the credit class equivalent and is offered concurrently with the credit course and with the same instructor. Please note:

   a) A noncredit mirrored course can also be offered as a stand-alone noncredit course.

   1) *These courses can only be offered in the noncredit categories outlined in Title 5, Section 58160.*

   2) *The noncredit mirrored COR goes through the same approval process as the credit COR. These courses provide an opportunity for institutions to bridge pathways for the adult noncredit learner populations to achieve academic success in credit courses. Some of the benefits of mirrored courses are listed below.*

   i) Mirrored noncredit courses allow students to attend course lectures and/or labs throughout the term and complete the same course assignments as the credit students.

   ii) Noncredit students earn a Pass/Some Progress/No Pass grade while the credit students will earn a letter grade or a Pass/No Pass (if allowed) after completing the course.

   iii) In specific circumstances, a student can transition from a noncredit to a credit version of the course within the semester.

2. **Creating Noncredit Mirrored Courses**

   a) Create a copy of the credit course.

   b) Revise the credit and noncredit mirrored courses together since any edits to the noncredit mirrored course must also be made to the credit course. One exception is the inclusion of the sentence below the end of the Catalog Description on the noncredit mirrored course

   1) *As a non-credit offering mirrored with an existing credit course, this course may appeal to working professionals and others who do not seek college credit*

c) Complete required paperwork for noncredit and credit versions of the course so they move through approval process at the same time. Please note:

1) *In most cases, hours are listed in the same way they are listed in the credit course*

2) *Homework can be included in the noncredit version of the course*

3) *Use same Minimum Qualifications as the credit course*

d) Upon completion of the CRC approval process, both courses will be on the same review cycle.

e) For noncredit mirrored courses that are connected to credit courses in another department, faculty from each department must be involved in creating the noncredit mirrored course and in the six-year review process.

3. Noncredit Course Pathways for Career Development and College Preparation (CDCP)

a) To qualify for CDCP (full state apportionment), CDCP courses must belong to a sequence that leads to a noncredit Certificate of Completion or noncredit Certificate of Competency as defined in Title 5 §55151. This same section of Title 5 defines the noncredit course types eligible for CDCP funding.

1) *Courses in elementary and secondary basic skills;*

2) *Workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving that are necessary to participate in job specific technical training; or*

3) *Courses in Short-term Vocational with High Employment Potential*

4) *Courses in English as a Second Language and Vocational English as a Second Language.*

4. Noncredit Courses and Distance Education (DE)

a) Noncredit courses can be delivered in the same modalities as credit courses. The DE approval process, form, and deadlines are the same ones used for credit course DE approval with one exception:

1) ***For any noncredit course with only synchronous delivery (some 770 courses) use the Synchronous Noncredit Distance Education Addendum.***

Section 6.02 Noncredit Programs and Certificates

A. These certificate types must be approved by the Chancellor's Office.

1. ***Certificate of Competency*.** These programs are designed for an academic purpose, such as Basic Skills and/or EMLS; they are not intended for career preparation upon completion of the certificate.

2. ***Certificate of Completion.*** These programs are designed to lead to a job or improved employability upon completion, such as specific Adult Education programs.

B. Creating Noncredit Certificates

1. Like creating credit programs, both a New Program Proposal form and a Recommended Course Sequence (RCS) must be filled out. Once the forms are completed, submit them to a Curriculum Specialist. Any questions or discrepancies will be resolved; then, the program will join the workflow approval process (see Approval Workflow).

2. If the noncredit certificate is mirrored with a credit certificate, then the description (Item 2 in the Proposal form) should align with the credit certificate description with one exception. The following sentence/phrase should be added to the end of the description for the mirrored noncredit certificate:

   a) As a noncredit offering mirrored with an existing for-credit pathway, this certificate may appeal to working professionals and others who do not seek college credit.

C. See 6 for CDCP Certificates

Section 7. Additional Information about Courses

Section 7.01 About Transfer Courses

This section offers information and suggestions for developing or revising UC and CSU transferable courses. Before developing a new transfer-level course, consult with the department chair, Curriculum Office, and Articulation office for guidance about articulation and transfer.

A. About *Articulation* vs. *Transfer*

- *Articulation* refers to a formal, written and published agreement that identifies courses (or sequences of courses) at a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. Faculty determine whether coursework completed at one institution will meet requirements for admission, transfer credit, general education or major preparation at another institution. Successful completion of an articulated course assures the student and faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution. For additional information contact SRJC's Articulation Specialist.
- *Transfer-level* means that a course meets the requirements for transfer to a University of California and/or California State University school. The degree to which a course is articulated and/or transfers depends on several factors. The guidelines below apply to all transfer courses.

B. Currency: SRJC's CORs for transferable courses must be updated.

- Any COR that has not been updated and reviewed by CRC in more than 5 years might not be accepted for UC articulation or included in a TMC.
- CSU and UC routinely require submission of CORs for review to maintain systemwide articulation
- Individual universities may require CORs to review for ongoing course-to-course or major articulation.
- UC transfer courses should be updated at least every five years.
- Courses included in a TMC must be reviewed and updated every five years; thus, the revision process should start in year four to secure course approval before the mandatory five-year deadline.

C. UC Transferability Requirements for Courses Numbered 1-49)

The UC Office of the President (UCOP) determines UC transferability on an annual basis. Applications for additions to the UC transferable list are submitted one year in advance, normally in July, to receive approval for the next catalog year (1 year later)

- Example:
    - CRC approval in Spring 25
        - Submitted to UCOP in Summer 2025
            - Anticipated Approval in Academic Year 2026-27
                - Course Offered in Fall 2026

Among other UC articulation guidelines, UC requires the course proposal includes at least one comparable lower division course offered at UC campuses. Refer to the resources below for detailed information.

- UC Transferability Checklist and UC Guidelines for Articulation and
- CalGETC v1.2 Standards

NOTE: Courses that are approved by SRJC but rejected by UCOP are either revised or resubmitted to UC or renumbered 50-99 (pending a CSU comparable). Courses with a CCN will retain the CCN number during review process.

D. CSU Transferability Requirements for Courses Numbered 50-99

The California State University System (via CSU Executive Order 167) allows California Community Colleges to determine, within certain guidelines, which courses should transfer to CSU campuses. All courses that transfer to UC (1-49) are considered transferable to CSU because they have met the UC guidelines. To determine Baccalaureate Level Course Criteria and Considerations, SRJC refers to regulations concerning transferability outlined in *California Articulation Policies and Procedures Handbook* (revised 2013). The criteria below serve as a guide.

1. **The course requires students develop:**

   a) **A level of intellect, skill, prior knowledge, and maturity consistent with entry level collegiate expectations and the stated prerequisite(s), if any, for that course;**

   b) **learning skills and vocabulary necessary to master the subject matter of a baccalaureate level course; and**

   c) **the capacity to think critically and to understand and apply concepts.**

2. **The course:**

   a) **treats subject matter with an intensity and pace that creates expectations for significantly greater learner independence than required at the secondary level; and**

   b) **requires students to develop communication skills appropriate for higher education.**

   c) **enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions;**

   d) **enhances understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields if theoretical emphasis is present; and/or**

   e) **provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such fields if the primary emphasis is upon understanding theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.**

3. **The CRC committee also looks for evidence that:**

   a) **Student Learning Outcomes and objectives reflect a high level of critical thinking;**

   b) **Topics and Scope emphasize the theories underlying the subject matter;**

   c) **assignments involve substantial reading and writing, usually with research; and**

   d) **textbooks are college-level and current in the field.**

E. Comparable Courses as Support for Transferability

All new 1-99 course proposals require at least one comparable course that aligns with the transfer institution/system: a UC comparable for 1-49 courses and either a UC comparable or CSU comparable for

50-99 courses. According to *A Guide for the California Articulation Number System,* a comparable course content "is such that similar outcomes are assured and advancement to the next level of instruction is appropriate."

- Reach out to SRJC's Articulation Specialist directly if you need assistance locating an active comparable course within the UC or CSU systems statewide.
- UC requires at least one comparable for transfer-level courses.
    - Once a UC proposed course is approved locally through the CRC process, the Articulation Officer submits the course to UC Office of the President (UCOP) for external review. UCOP provides the official determination if a course is transferable within their system.
- The CRC requires a lower-division comparable for proposed CSU transfer courses.
- Listing at least one comparable lower-division course from a CSU campus supports how a proposed SRJC course meets CSU guidelines and is applicable to a CSU baccalaureate program.

Before submitting a new CSU transfer course proposal, the department should research CSU catalogs for comparable courses. To locate lower-division comparable courses;

- check the transfer institution's numbering system to determine whether a course is lower or upper division.
- be sure comparable is equivalent in units; sometimes a CSU course could be equivalent to two or three sequential SRJC courses, or vice-versa.
- contact CSU departments to verify that there is substantial similarity of content (catalog information may not be enough).

F. If UC (1-49) comparables are *not found*,

- If an active, lower division course is not found on a UC campus, but you are able to find 3-5 CCC courses that have UC TCA approval and Cal-GETC approval, we can propose the course to UCOP for review and await their decision.

G. If CSU (50-99) comparables are *not found*,

- Write a clear rationale on the cover form explaining why the course should be transferable (e.g., the course covers "cutting-edge" material in a developing field that has not yet been developed at the CSU).

- Find 3-5 California Community Colleges that offer a comparable course as CSU Transfer.
    - If possible, find at least one comparable with transfer status (CSU/UC) along with Cal-GETC approval.
- Consider numbering the course 100-299 to reflect degree applicability and the fact that the course may not transfer. This may apply to occupational courses that are more skill-based.

H. Special Considerations for CSU Transferable Numbered Courses.

The CRC determines whether courses numbered 50-99 meet the CSU Baccalaureate Guidelines; however, current CSU transferability policies and regulations limit the number of transferable units that CSU's will accept. The long-term effect of these policies for transfer students is that units outside of major requirements may be accepted *as elective credit only*, potentially limiting the number of transferable elective units. Given this, SRJC courses must be represented realistically and accurately to inform students about which courses will be accepted towards their major and which, despite fulfilling CSU Guidelines, might transfer only as electives due to restrictive acceptance policies.

CRC recommends that faculty who are developing new CSU transfer-level courses or revising an existing course numbered 50-99 carefully research *how the* course will be accepted at CSU campuses and consider the questions below:

- Are there comparables?
- Will the course meet major prerequisites?
- How will the course transfer to CSU's that don't have that major?

I. Revising Previously Approved Transfer-Level *Occupational* Courses.

When revising 50-99 courses, carefully review the SLOs, objectives, and content against the Baccalaureate Guidelines above. Some occupational courses that have been traditionally numbered 50-99 may be more skills-based than theoretical. In general, if an occupational course with a transferable number meets the Baccalaureate Guidelines and/or has comparables, the CRC can consider approving it as transferable. However, when revising, submitters should:

- Revisit any comparables to see if they still exist as **lower-division courses** and that the content still aligns with the comparable course(s);

    - Revise course to include **more emphasis on theory and research** to maintain its transferable number if course does not meet Baccalaureate guidelines.
- **Consult with the Curriculum Dean** to renumber course at the 100-299 level if the course should retain its emphasis on skills.

J. Physical Education Course Numbering.

Physical Education and Athletics course numbering is an exception to the UC transferable numbers. Due to the numerous activity courses accepted by the UC system, Physical Education and Athletics activity courses numbered 50 or above may also be UC transferable. If a course is *only* CSU transferable should be numbered above 50. This numbering does *not* apply to Physical Education theory courses.

Section 7.02 Special Topics and Experimental Courses

For more information regarding Special Topics and Experimental Courses, see PCAH, 8th Edition or contact SRJC's Curriculum Office.

Section 7.03 Courses Numbered 48 (Special Topics) and 49 (Independent Studies)

Most courses numbered **48** (any Special Topics at the UC transfer level) and all courses numbered **49** (Independent Studies at the UC transfer level) are *not* credited at the point of admissions. UC calls these "variable topics" and they are not published in the SRJC/UC Transfer Course Agreement because the course content varies with each offering. Students must petition for credit at the individual UC campus *after transfer* and may be asked to produce a syllabus or other information about the course completed. Therefore, students cannot count the units for courses numbered 48 and 49 toward the minimum 60 UC-transferable units needed for admission. The following wording *must* appear in both the Catalog and Schedule of Classes course descriptions of 48 and 49 courses:

"UC determines credit after transfer; not counted for admission."

Section 7.04 Independent Studies Courses (98)

Independent study courses numbered “98 may be eligible for CSU transfer and provide an opportunity for applied course work; they might also include classroom laboratory teaching assistance. Students enrolling in 98 courses must pursue a major in the occupational areas of which the special project is a part. 98 courses involve academic research.

Section 7.05 Submitting Courses for General Education

There are specific guidelines for GE courses for the Associate Degree, and Cal-GETC for CSU and UC Transfer Curriculum.

- Local SRJC GE (For Local AA or AS Degree Programs)
- Cal-GETC GE (For CSU and UC Transfer)

A. Steps for General Education Consideration

1. Complete Local GE Grid
2. Include a rationale statement and secure required signatures
3. Review GE Standards for both the Local SRJC GE and Cal-GETC Standards v. 1.2 to be sure criteria for the proposed area are met within your course outline of record.
   a) **Local SRJC GE Policy**
   b) **Cal-GETC Standards v. 1.2**
4. Forward the proposal, GE Grid, applicable checklist(s), and COR to your cluster dean/supervising administrator before the annual published curriculum deadline (call the Curriculum Office to verify). Because of deadlines mandated by the CSU and UC systems, courses submitted after this date cannot be considered until the following year. The cluster dean/supervising administrator will submit the material to the Curriculum Office.
5. The Curriculum Office will send copies of the completed proposal and GE Grid to the Articulation Specialist for review by the CRC's GE subcommittee.
6. A course submitted for inclusion in Cal-GETC patterns and recommended for approval by CRC must be forwarded to appropriate CSU and UC offices before final course approval is completed.
7. To confirm an effective date for approved courses for inclusion in GE patterns, contact the Curriculum and/or Articulation Office.

Section 7.06 Distance Education (DE**)**

A. **Distance Education** is defined in Title 5, §55205

- DE means "instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be

imposed by the Americans with Disabilities Act (42 U.S.C. Sec. 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 794d)."

- Separate Course Approval for DE is explained in Title 5,§ 55206. If any portion of the instruction in a proposed or existing course will be provided through DE in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

B. **Distance Education Definitions:** DE courses can be delivered in the ways listed below. SRJC terminology for each modality is in parentheses.

- 100 percent of class is online with no class meetings (Fully Online);
- 1-99% of face-to-face contact replaced with online instruction (Partially Online); OR
- Most of the class is online with the exception of required in-person activity or activities (Online with Flexible In-person Activity. (OFI)

C. Distance Education and the COR.

- At SRJC, a DE course does *not* use a separate COR from the COR for the face-to-face version of that course. Instead, departments should ensure that the COR, particularly the Assignments and Methods of Evaluation sections, include options for both face-to-face and DE delivery. Therefore, the COR of a *currently approved* course does not undergo CRC review; rather the DE delivery of a course is recommended for approval by the Distance Education Reviewers according to CRC Bylaws. These bylaws provide DE Reviewers membership structure and process. The recommendation is placed on CRC's Consent Agenda. For more on Distance Education, read 3.12.2 and 3.12.2P

D. DE Proposal Steps: Check DE Proposal Deadlines via Curriculum Calendar to allow time to complete all the steps below prior to deadline.

1. Discuss DE Proposal with Department Chair to determine your department's process for making curricular changes. Once you have department support, move to step 2.
2. With department support, enroll in Distance Education Course Addenda via Canvas.
3. The Canvas course includes all instructions and resources needed to complete the DE Proposal process; the course guides faculty through the DE course addendum process, which is based on federal and state requirements and SRJC Board Policies.
4. Check Canvas course for feedback from DE Reviewers and follow instructions within Canvas to respond to that feedback.
5. Once CRC approves the course for online delivery, check with your department about which sections will be offered online and to see if your department has specific requirements for teaching online.

E. Emergency DE Approval Process

F. Additional Information about DE Course Approval

- **New Courses.** If a new course is being developed to be taught primarily through DE, submitters should write the COR so that the same course could optionally be taught face-to-face. For instance, do not specify all assignments as exclusively online activities.
- **Currently Approved Courses.** Review the current COR to see if it is appropriate for DE delivery. For instance, if the student is graded on "in-class presentations," consider modifying assignments (e.g., presentations) to allow for face-to-face and DE delivery.
    - If changes are required, make them and complete the appropriate Course Revision form. The course will be reviewed by **CTRC, DE Reviewers, and CRC.**
    - If no changes are needed for a course's current in its review cycle**,** the course goes to the Curriculum Office and then will be sent for signatures and to DE Reviewers. The course will not require Cluster Tech Review and will be placed on CRC Consent Agenda after DE Reviewers have assessed the COR for DE delivery.

- If the course is nearing the end of its review cycle, it will have to go through Cluster Tech review soon anyway, so make all revisions, including those appropriate for DE delivery. The course will require Cluster Tech Review and possibly full review by the CRC, depending on the kinds of changes made.

G. **DE Course Submission:** The Distance Education reviewers coordinate with the Curriculum Office about courses recommended for Distance Education approval on the CRC Consent Agenda.

H. **DE Course Accessibility:** Course approval recommendation from DE Reviewers does not address federal accessibility regulations; faculty submitter must sign DE Proposal form to acknowledge that they understand accessibility regulations and what their responsibilities are regarding these regulations.

I. **Consent Agenda:** Courses recommended for approval by the DE Reviewers are listed on the Consent Agenda, usually the same agenda that lists the COR for approval (if applicable). A course must be recommended for approval by the CRC both as a course and for DE delivery to be scheduled and delivered through the preferred modalities.

Section 7.07 Stand-Alone Courses

Community college curriculum committees and their Boards of Trustees have the authority to approve stand-alone courses, Title 5 requires that curriculum committee members and other college personnel who are involved in course approval go through annual training regarding criteria for approving stand-alone courses. The curriculum committee must ensure that a stand-alone course meets the Title 5 Curriculum Standards for degree-applicable or non-degree applicable courses (see Sections 2.2, and 2.3) and the basic criteria for approval. Specifically, a stand-alone course must:

- Demonstrate appropriateness to Mission;
- Be directed at the appropriate level for community colleges;
- Address a valid transfer, occupational, basic skills, civic education or lifelong learning purpose;
- Provide instructional content and specific instructional objectives.

- Meet labor market/employment needs in the college service area.
- Be one that can be offered at the level of quality described in the COR given available resources.

Stand-alone courses that meet all standards are usually approved, but departments should carefully consider the role of a stand-alone course within the department and college programs.

- Is the course a way to "test the waters" for a future program?
- Does it provide needed support for degree-applicable GE courses?
- Does it address local industry, community, or transfer institution demands?

Any of these may be a valid reason, but departments proposing stand-alone courses should consult with the Curriculum Dean before developing a stand-alone course.

Section 7.08 Curriculum Database System

All Course Outlines of Record and related forms are entered through SRJC's Curriculum Database System. Access to this system is provided to department administrative assistants and any faculty who request training and access so that they may work on curriculum. For training and access, call the Curriculum Office. (527-1554)

Section 7.09 Credit for Prior Learning

Credit for Prior Learning (CPL) is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom. Credit for prior learning may be earned for eligible courses approved by the faculty for students who satisfactorily pass an authorized assessment.

Course eligibility shall be determined by the Department Chair or faculty designee, with approval from the Curriculum Review Committee (CRC) for the following:

- Achievement of a satisfactory score on an examination administered by other agencies approved by the Department and the District Designee
- Evaluation of industry-recognized credential documentation
- Evaluation of student-created portfolios
- Satisfactory completion of an institutional examination, known as Credit by Examination, administered by the College in lieu of completion of an active course

Contact the Curriculum Office for guidance on the process for any of the above forms of CPL.

Additionally, students may receive college credit through one or more of the approved alternative CPL methods for awarding credit that are listed below; these CPL methods are handled through Admissions and Records and not the Curriculum Office.

- Achievement of a satisfactory score on an Advanced Placement (AP) examination
- Achievement of a satisfactory score on a high-level International Baccalaureate (IB) examination
- Achievement of a satisfactory score on the College Level Examination Program (CLEP)
- Evaluation of Joint Service Transcripts (JST)

Section 8. Glossary

This glossary lists frequently used terms, phrases, and commonly used abbreviations when appropriate, but it should not be considered a complete list of curriculum-related terms.

When a term or phrase is first used, it is spelled out fully followed by its abbreviation in parentheses. After this initial use, the abbreviation will be used except in headings and subheadings. The source key cites the document, webpage, department, or other source from which the definition is taken.

1. Program and Course Approval Handbook, 8th Edition
2. ASCCC's *The Course Outline of Record: A Curriculum Reference Guide Revisited*
3. Title 5, Division 6
4. SRJC Curriculum Review Committee Bylaws
5. ASCCC Glossary
6. SRJC Board Policy
7. Riverside Community College District
8. C-ID Descriptors
9. CalGETC Standards v.2
10. ASCCC Common Course Numbering (CCN) webpage
11. SRJC Website

- **Associate Degree for Transfer (AD-T)--**A degree that meets specific legal requirements defined in Education Code §§66745-66749 and guarantees students admission into the California State University system upon completion of the degree at a California community college. (2)
- **CalGETC--**The California General Education Transfer Curriculum (Cal-GETC) is the singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the California State University (CSU) and the University of California (UC). The curriculum and its policies are overseen by the Intersegmental Committee of the Academic Senates (ICAS), representing faculty from California's three segments of public higher education. (9)
- **California Articulation Number (CAN)--** A course identification system that facilitates the identification of lower-division, transferable major preparation courses taught at one CCC or CSU campus, as comparable to similar courses taught at another. (5)

- **Career Development College Preparation (CDCP) Funding**--A special tier of funding for noncredit courses designed to attain short term occupational goals or to prepare students for the workforce, workforce education, or college education. (2)
- **Career Education (CE)—**Courses and programs that respond to economic development interests. (1)
- **Chancellor's Office (CCCCO)--**Formerly known as the System Office. The California Community Colleges Chancellor's Office oversees the implementation of Title 5 and Education Code and provides support and training to colleges in the California Community College system. (2)
- **C- ID--** Course Identification Numbering System--A supra-numbering system developed to allow for greater ease of transfer and articulation, both among California community college campuses and between the CCCs and California State University systems. This is faculty-driven system assigns identifying designations (C-ID numbers) to significant transfer courses to address the need for "common course numbers" by providing a mechanism to identify comparable courses. Most C-ID numbers identify lower-division transferable courses commonly articulated between the California Community Colleges (CCC) and the California State Universities, as well as with some of California's independent colleges and universities. (1and 8)
- **Cluster Tech Review Committee (CTRC)--**Cluster Tech Review participants include one member of the CRC, a faculty member from each department within a cluster and the Dean, or Supervising Administrator of that cluster. (4)
- **Common Course Numbering-** This system provides common course numbers for comparable courses across all community colleges in the state, facilitating smoother transfers to four-year institutions and reducing unnecessary credit accumulation. The California Community College system is implementing the CCN system, as required by Education Code Sections 66725-66725.5, through Assembly Bill No. 1111 (Berman), to be completed by July 1, 2027. (9)
- **Content Review (CR)—**Content review clarifies the connection between a target course and its prerequisites, corequisites, and/or recommended preparation to show how skills achieved in the requisite course support success for most students taking the receiving course. (2)

- **Corequisite Support Course--**a course associated with another degree-applicable course for the purpose of providing the support necessary to complete the associated course; students enroll in the support course and parent course at the same time. (1)
- **Correspondence Education (CE)--**Instruction provided through one or more courses by a community college or district under which the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (1)
- **Course Outline of Record (COR)--**A document required by Title 5 that describes the elements of a course. It is also the binding contract among faculty, students, and a district defining the terms and conditions for learning and evaluating performance. (1 and 3)
- **Curriculum Review Committee (CRC)--**This committee reviews all courses and programs (new and revised) before submitting them for final approval to SRJC's Board of Trustees. The committee is a Standing Committee of the Academic Senate and is comprised of faculty, staff, management, and students. (4)
- **Distance Education (DE)—**DE is defined in Title 5, § 55200, as instruction in which the teacher and student are separated by distance and interact through communication technology. Both credit and noncredit courses may be offered through distance education. (1)
- **General Education (GE)--**A designed compilation of courses that "enable students to recognize the value of intellectual inquiry, of physical well-being, of personal responsibility, and of ethical behavior; to discover the interdisciplinary nature of knowledge; to find joy in the process of self-discovery and creative expression; and to demonstrate critical awareness of and informed participation in the natural and social worlds in which we live" Multiple general education pathways exist, including CSU GE Breadth, IGETC, and local patterns. Local patterns must fulfill the requirements delineated in Title 5. (6)
- **Intersegmental General Education Transfer Curriculum (IGETC)--** A set of courses meeting lower division general education requirements for CSU, UC and the community colleges. (5)
- **Limits on Enrollment (LOE)--**Course enrollment can be limited by prerequisites and co- requisites as well as in specific situations, including facility and funding limitations, and situations where safety and health concerns must be taken into consideration. (3, Section 58106)

- **Methods of Evaluation (MOE)--**Methods for evaluating student mastery of stated objectives, which "should include the identification and description of assessment or evaluation tools used by the faculty to determine student progress towards achievement of the course objectives." (1)
- **Methods of Instruction (MOI)--** This COR element describes the method of delivering instruction, such as lecture, synchronous or asynchronous interaction.
- **Mirrored Courses --** A noncredit mirrored course has the same course outline of record as the credit version, but with hours listed instead of units and faculty have the option of choosing unlimited repeatability when creating the course. These courses are cross-listed, taught in the same classroom as the credit version, and students enrolled in the noncredit section must complete the same work as those enrolled in the credit section. (7)
- **Positive Attendance--**Alternative to census week counts, positive attendance counts the actual number of persons present in class each day. (5)
- ***Program and Course Approval Handbook* (PCAH, 8th Edition)--**The Chancellor is legally required to prepare and distribute a program and course approval handbook, known as the PCAH. The PCAH provides the California community college system with general guidelines regarding course and program development for all course types, including the submissions, maintenance, and chaptering process required by Chancellor's office. (1)
- **Student Accountability Model (SAM)** Priority Code--Indicates the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs. (1)
- **Student Information Systems (SIS)—**SRJC's computer program that stores and manages SRJC curriculum.
- **Taxonomy of Programs (TOP) Code--** Used by the Chancellor's Office to code teaching disciplines and other program areas TOP Codes reflect the main discipline and is not based on local departmental structure, faculty qualifications, or budget groupings. (1 and 5)
- **Title 5--**The portion of the California Code of Regulations containing regulations adopted by the Board of Governors which are applicable to community college districts. (5)
- **Transfer Model Curriculum (TMC)--** ASCCC and CSU created model curriculum for certain majors specifically for students transferring to the CSU system. (2)

Section 9. Curriculum Writer's Handbook Appendices

Appendix A: Sources

A. SRJC Documents

- SRJC's Curriculum Writer's Handbook, 2007-2010
- CRC Bylaws
- Board Policies 3.12, 3.12P, 3.12.1, 3.1.1P, 3.2, 3.28, 3.28P, 3.2.1, 3.2.1P, 3.2.2, 3.2.2P, 3.6. 3.6P

B. Documents from the Academic Senate for California Community Colleges, available at

- The Course Outline of Record: A Curriculum Reference Guide Revisited

C. Documents from the Chancellor's Office:

- *Regulations and Guidelines for Curriculum Development,* as synthesized from the Educational Code and specifically, Title 5 of the California Code of Regulations relating to curriculum in the community colleges
- *Program and Course Approval Handbook, 8th ed*
- Chancellor's Office Curriculum and Instruction Unit website

D. D. Documents relating to transfer institutions,

- *CSU General Education Breadth Requirements,* Executive Order #1100
- *Intersegmental General Education Transfer Curriculum*
- *California Articulation Policies and Procedures Handbook*

Appendix B: Bloom's Taxonomy of Educational Objectives

Adapted from Benjamin Bloom's Taxonomy of Educational Objectives, 1956 (1st ed.).

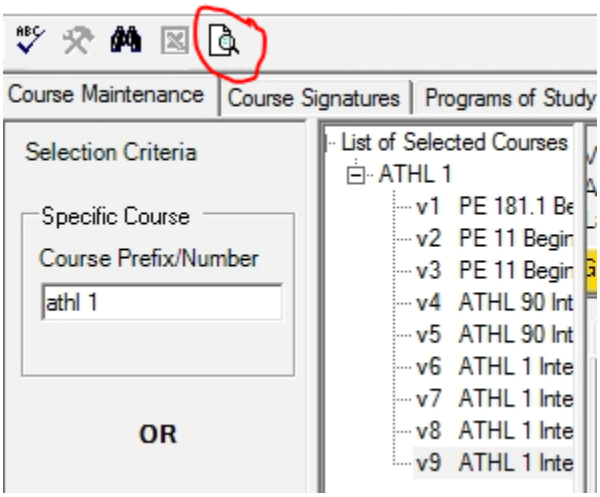
Knowledge	Comprehension	Application	Analysis	Synthesis*	Evaluation*
Arrange	Account for	Add	Analyze	Arrange	Accept
Choose	Alter	Adopt	Appraise	Assemble	Appraise
Cite	Annotate	Apply	Arrange	Blend	Assess
Count	Calculate	Calculate	Audit	Build	Award
Define	Choose	Capitalize	Break down	Categorize	Censure
Describe	Cite examples of	Change	Calculate	Collect	Choose
Draw	Comment	Choose	Categorize	Combine	Classify
Duplicate	Compute	Classify	Check	Compile	Compare
Find	Convert	Complete	Combine	Compose	Conclude
Group	Defend	Compute	Compare	Conceive	Contrast
Identify	Define	Construct	Contrast	Construct	Criticize
Label	Demonstrate	Demonstrate	Criticize	Create	Critique
List	Describe	Develop	Debate	Design	Decide
Locate	Differentiate	Discover	Deduce	Develop	Decree
Match	Discriminate	Divide	Design	Devise	Defend
Memorize	Discuss	Dramatize	Detect	Drive	Determine
Name	Distinguish	Draw	Develop	Effect	Estimate
Outline	Estimate	Employ	Diagram	Explain	Evaluate
Pick	Expand	Examine	Differentiate	Form	Grade
Point to	Explain	Exercise	Discriminate	Formulate	Interpret
Quote	Expound	Generalize	Dissect	Generate	Judge
Read	Express	Graph	Distinguish	Group	Justify
Recall	Extend	Illustrate	Evaluate	Hypothesize	Measure
Recite	Extrapolate	Interpret	Examine	Integrate	Prioritize

Recognize	Generalize	Interpolate	Experiment	Make	Rank
Record	Give examples	Interview	Identify	Make up	Rate
Relate	Identify	Make use of	Illustrate	Manage	Recommend
Repeat	Illustrate	Manipulate	Include	Modify	Reject
Reproduce	Indicate	Modify	Infer	Order	Revise
Say	Infer	Operate	Inspect	Organize	Rule on
Select	Interpret	Organize	Inventory	Originate	Score
Show	Locate	Perform	Look into	Outline	Select
Sort	Paraphrase	Practice	Outline	Plan	Settle
Spell	Predict	Predict	Point out	Predict	Summarize
State	Project	Prepare	Put into list	Prepare	Support
Summarize	Propose	Produce	Question	Prescribe	Test
Tally	Qualify	Put in action	Reason	Produce	Validate
Tell	Rearrange	Put to use	Relate	Propose	Value
Underline	Recognize	Relate	Screen	Rearrange	Weigh
	Report	Schedule	Search	Reconstruct	
	Restate	Shop	Section	Relate	
	Review	Show	Select	Reorganize	
	Rewrite	Sketch	Separate	Restructure	
	Select	Solve	Sift	Revise	
	Spell out	Subtract	Simplify	Rewrite	
	Submit	Translate	Solve	Set up	
	Summarize	Try	Study	Show relationship	
	Tell	Use	Subdivide	Specify	
	Transform	Utilize	Summarize	Structure	
	Translate		Survey	Summarize	
			Take apart	Synthesize	
			Test	Transform	

	Test for	Write
	Utilize	Yield

Additional Readings on SLOs and Objectives include ASCCC SLO Glossary 2009

Appendix C: Various ways to access a COR

- SRJC My Cubby Portal
- SRJC Course Outlines of Record
- Curriculum module of SIS (enter course prefix and number, select version, click on magnifying glass
- 

- From the schedule of classes, select a term and course. In the top right corner select Course Outline

Appendix D: Best Practices for Cluster Tech Review Committee (CTRC)

According to SRJC's Participatory Governance Structure and Committee Alignment completed in Spring 2025, the Curriculum Review Committee "receives advice and recommendations from Cluster Tech Review Teams in each identified cluster of departments for new or revised course review with particular attention to course name, course description, numbering, hour and unit consistency, appropriateness of prerequisites and relationship to other courses in the department and in other departments."

CTRC Resources

A. Program Course and Approval Handbook, 8th edition

B. C-ID Final Descriptors

C. UC-TCA Guidelines

1. ASCCC's "The Course Outline of Record: A curriculum Reference Guide Revisited Spring 2017
2. Glendale Community College's Guide for Creating Equitable Curriculum
3. SRJC's Curriculum webpages
   - **a)** SRJC's Unit/Hour Calculation Tool
   - **b)** Methods of Evaluation Percentages Chart
4. SRJC's Sample Course Outlines of Record
   - **a)** Soc 10
   - **b)** Kines 53
   - **c)** Cul 251A

Cluster Tech – Best Practices--Preparation for Cluster Tech Review Meetings

A. Review Courses Due for 6-year review, using Course Outline of Record Checklist as a guide.

1. At the start of the semester, the Curriculum Office sends a list of courses due for 6-year review to each Dean, Department Chair, and Administrative Assistant
2. The Dean reviews the list and determines which courses will be reviewed at which Cluster Tech meetings and then informs the departments in their cluster.

B. Schedule a regular meeting time so at least one co-chair can be present. If no courses need reviewing, the meeting may be canceled or used to discuss other curricular matters.

C. Provide orientation for new members and ongoing training in curriculum review processes.

D. Share key resources, such as SRJC's Curriculum Writer's Handbook and ensure that all members know how to access and navigate the Curriculum Review Committee (CRC) website.

E. Departments (faculty submitters) revise their courses (with Cluster Tech Checklist and IDEAA principles as guides) in anticipation of their upcoming Cluster Tech meeting, informing the Dean's Administrative Assistant when the courses are ready.

1. If the department submits a course that is not due for 6-year review, then the CTRC Co-Chairs will determine which Cluster Tech agenda the course can be added to.

F. One week before the meeting, the AA emails the agenda to all Cluster Tech members and the submitters.

1. This allows the CTRC members a chance to review the courses prior to meeting, which maximizes time at the meeting itself.
2. It also allows the course submitter(s) time to balance their schedule to ensure their attendance at Cluster Tech in case there are any questions.

a) NOTE: 20 minutes is allotted for each course review at a CTRC meeting. If course review requires more than the allotted 20 minutes, CTRC Co-Chairs will ask the submitter to bring the course to a future meeting. The Co-Chairs will determine which Cluster Tech agenda the course can be added to and the submitter will be notified of the new review date.

Cluster Tech – Best Practices--Cluster Tech Review Meeting

A. At the meeting, courses are reviewed.

1. Format of the meeting: The CRC Co-Chairs recommend that each Cluster Tech meeting parallels the format of CRC meetings. The CRC Representative leads the meeting, sometimes by sharing their screen, sometimes by merely directing the meeting to look at various facets of a course.

   a) The Dean (or designee) provides support as needed

   b) The AA makes edits in real time in SIS to reflect the recommendations of CTRC meeting attendees.

2. If the course is ready for review, Cluster Tech reviews the course using the Course Outline of Record Checklist (Appendix E) as a guide and offers suggestions to submitter for each part of checklist. Agreed upon changes are made in real-time.

3. If the course is not ready for review at Cluster Tech (i.e. draft version not created in SIS, or the course under review does not align with the Cluster Tech checklist), then the course should be rescheduled for a future Cluster Tech meeting and changes to the COR should be made prior to returning to Cluster Tech.

   a) NOTE: 20 minutes is allotted for each course review at a CTRC meeting. If course review requires more than the allotted 20 minutes, CTRC Co-Chairs will ask the submitter to bring the course to a future meeting. The Co-Chairs will determine which Cluster Tech agenda the course can be added to and the submitter will be notified of new review date.

4. At the end of the meeting, the AA will procure approval for these courses from the Dean, Department Chair, and (if different from the department chair) the submitter. Once all three agree to the latest version of the COR, the AA will submit it to the Curriculum Office.

Appendix E: Course Outline of Record (COR) Checklist

Each section of SRJC's COR is described below and contains pertinent information for course submitters and reviewers to consider when developing, revising, or reviewing a course. The information is based on Title 5, the Chancellor's Office Program and Course Approval Handbook (PCAH), 8th Edition, ASCCC's 2017 publication, titled "The Course Outline of Record: A Curriculum Reference Guide Revisited and from SRJC's recent versions of the Curriculum Writer's Handbook and Course Reviewer's Guide.

Also, as noted in Section 4, ASCCC states, "teaching should always be a dynamic and adaptive process, constantly adjusting to accommodate the ever-changing, diverse learning needs of students in the California community colleges." (Course Outline of Record, 2). For information regarding course syllabi and the COR, see AFA/District Contract 17.05 A 4. To that end, consider how IDEAA principles can be integrated into the COR; see resources to support this in Appendix I.

Faculty submitters should revise their courses in their entirety using the Cluster Tech Checklist and IDEAA principles as guides in anticipation of their upcoming Cluster Tech meeting. Please note that up to 20 minutes is allotted for each course review at a CTRC meeting. If course needs significant changes or requires more than the allotted 20 minutes, CTRC Co-Chairs will ask the submitter to bring the course to a future meeting. The Co-Chairs will determine which Cluster Tech agenda the course can be added to, and the submitter will be notified of the new review date.

A. Catalog Information

This section of the COR provides the full and abbreviated course titles, course number, date of last review, lecture and lab components and the maximum and minimum number of weeks.

- ASCCC Resolution 9.09 S06 requires any class undergo a full review by the Curriculum Review Committee if the number of weeks is compressed into a timeframe that requires a student will spend more than 26.25 hours/week on that one course.

B. Catalog Description

This description should concisely describe the course's purpose and goals and the subject matter to be covered. When the course purpose is to serve a special population, (e.g., older adults), the description must illustrate that the course is written and designed to meet the target population's interests and needs. (See PCAH, page 33)

To help students clearly understand what they will experience in the COR, include at least one sentence that centers on student learning.

- Students will study...
- Students will learn...
- Students will examine...

C. Prerequisites, Corequisites, Recommended Preparation & Limits on Enrollment (LOE)

These course-related requirements, advisories and special limitations provide the basis for determining the degree of preparation (prerequisites, corequisites, and/or recommended preparation) that students need to advance successfully through a series of courses. (See PCAH, page 55, 57 and 62)

- Prerequisites-Prerequisites are a condition of enrollment that students must meet before enrolling in a specific course or program.
- Corequisites-These requirements mean that students need a body of knowledge or set of course skills to succeed in a course; this body of knowledge or set of skills can be acquired or developed while enrolled in the primary course. So, a student must enroll in a corequisite simultaneously with the primary course.
- Recommended Preparation (Advisories)-Such preparation is only suggested, but students are not required to meet these advisories before or in conjunction with course or program enrollment program.
- Limits on Enrollment-Some courses require students to be a certain age or to obtain certain types of clearance, such as fingerprinting. At SRJC, these are listed in the prerequisite section and in the LOE section.

Title 5 Notes regarding prerequisites, corequisites, and advisories

1. Title 5, Section 55002, c, 5 says: "Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, a noncredit course may serve as a prerequisite or corequisite for a credit course as established, reviewed, and applied in accordance with this article."
2. Title 5, Section 55003, k, says: "The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section 55522. Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with section 55500) of this chapter."

D. Schedule of Classes Description

1. At SRJC, the Schedule of Classes Description is the same as the Catalog Description.

E. Articulation, Major and Certification Information

1. If C-ID listed, confirm that the course aligns with C-ID Descriptor.
2. If no C-ID is listed, check C-ID Final Description List to see if an equivalent is listed. If course aligns with C-ID Descriptor, add C-ID Course Number to the COR.

F. Course Content

1. Student Learning Outcomes (SLOs)

Student Learning Outcomes are statements that show what students should be able to know and do upon completion of a course; SLOs must be clearly supported by objectives. In general, SLOs are broader, more global statements than instructional objectives for the course. ACCJC requires student learning outcomes to be in the official course outline of record.

- Use active verbs that are measurable
- Avoid repeating SLOs in Objectives section
- A COR generally lists 2-6 SLOs; more specific course goals are listed in the Objectives section.

2. Objectives

Instructional objectives are more specific than outcomes.

3. SLOs and Objectives

As indicated above, SLOs are more general than objectives, but they have these commonalities:

- They refer to what students should be able to do *after* they have completed the course (in other words, they are not course assignments or activities);
- They use active verbs that reflect how the learning could be observed or measured;
- They emphasize the higher levels of critical thinking involved in the course; and
- They are supported by the content of the course and the kinds of assignments students complete.
- They should align with Topics and Scope, Assignments and Methods of Evaluation.

G. Topics and Scope

1. All Topics and Scope are required components of class and should align with SLOs and Objectives

a) If class involves lab, indicate what sections of Topics and Scope will be covered in lab. There are two ways to do this:

1) *Each applicable lab topic can have an asterisk, and a key at the end of the Topics and Scope list with the phrase "*Lab only."*

2) *Create a separate Topics and Scope list titled "Lab Only"*

2. If all Topics and Scope sections are covered in both lecture and lab, include the statement below at the end of the Topic and Scope list

a) "All topics are covered in both the lecture and lab portions of the course."

NOTE: Items 2 and 3 above practices are based on previous versions of Curriculum Writer's Handbook and guidance provided on 10/23/20 from Chancellor's Office Dean, Raul Arumbala.

H. Assignments and Methods of Evaluation

1. Use parallel language in these two sections to increase clarity for instructors, students, counselors, other colleges, etc.

2. Use umbrella assignments with examples that follow the phrase 'such as' to provide transparency for those who read CORs as well as academic freedom for those who teach the course.

   a) Example from English 1A Assignments

      1) *Weekly reading-based writing and discussion assignments, <u>such as:</u>*

         a. Annotating, paraphrasing, and summarizing exercises/activities

         b. Reading responses, reading journal entries and/or double entry reading logs

         c. Jigsaw reading activities

         d. Posts and replies to Canvas discussion boards

      2) *Method of Evaluation for above assignment is Weekly reading-based writing and discussion assignments*

3. Specifying exam types is okay, especially when essay exams are used to fulfill a course's writing requirement.

4. Labs generally require little or no homework

5. For UC Transferable Courses, check any discipline-specific requirements with UC's Transferable Course Agreements

   a) For example, English literature courses are required to have a 5,000 word count minimum on their CORs

NOTE: Additional Considerations below are based on guidance provided on 10/23/20 from Chancellor's Office Dean, Raul Arumbala. For clarity and transparency for all who read the COR, consider the following when the course includes both lecture and lab.

6. Identify lab assignments and lecture assignments clearly. This can be accomplished in one of the following ways:

   a) Create a 'lecture-related' assignment list and a 'lab-related' assignment list.

   b) On Assignment list, indicate which assignments take place only during lab by writing (Lab only) at the end of the assignment description.

I. Textbooks

1. For UC courses, be sure to check UC-TCA subject area guidelines for subject area requirements.

   a) For example, many science courses that include a lab require a lab manual is included in the list of textbooks.

   b) For Open Education Resource (OER) material in a UC-transferable course, be sure it is a stable published online/digital text that is publicly available. UC will not accept a list of webpage links.

   - Citation Format for OERs:
     - Title, Author(s). URL. License

J. Additional Considerations

1. Align COR with accrediting agency requirements
2. Check Disciplines List for Minimum Qualifications
3. Distance Education-Review SLOs, Objectives, Topics and Scope, Assignments and Methods of Evaluation to ensure the course can still be delivered fully or partially online.
4. Review "Other Codes" section, such as Minimum Qualifications, TOP code, SAM Classification

Appendix F: Forms

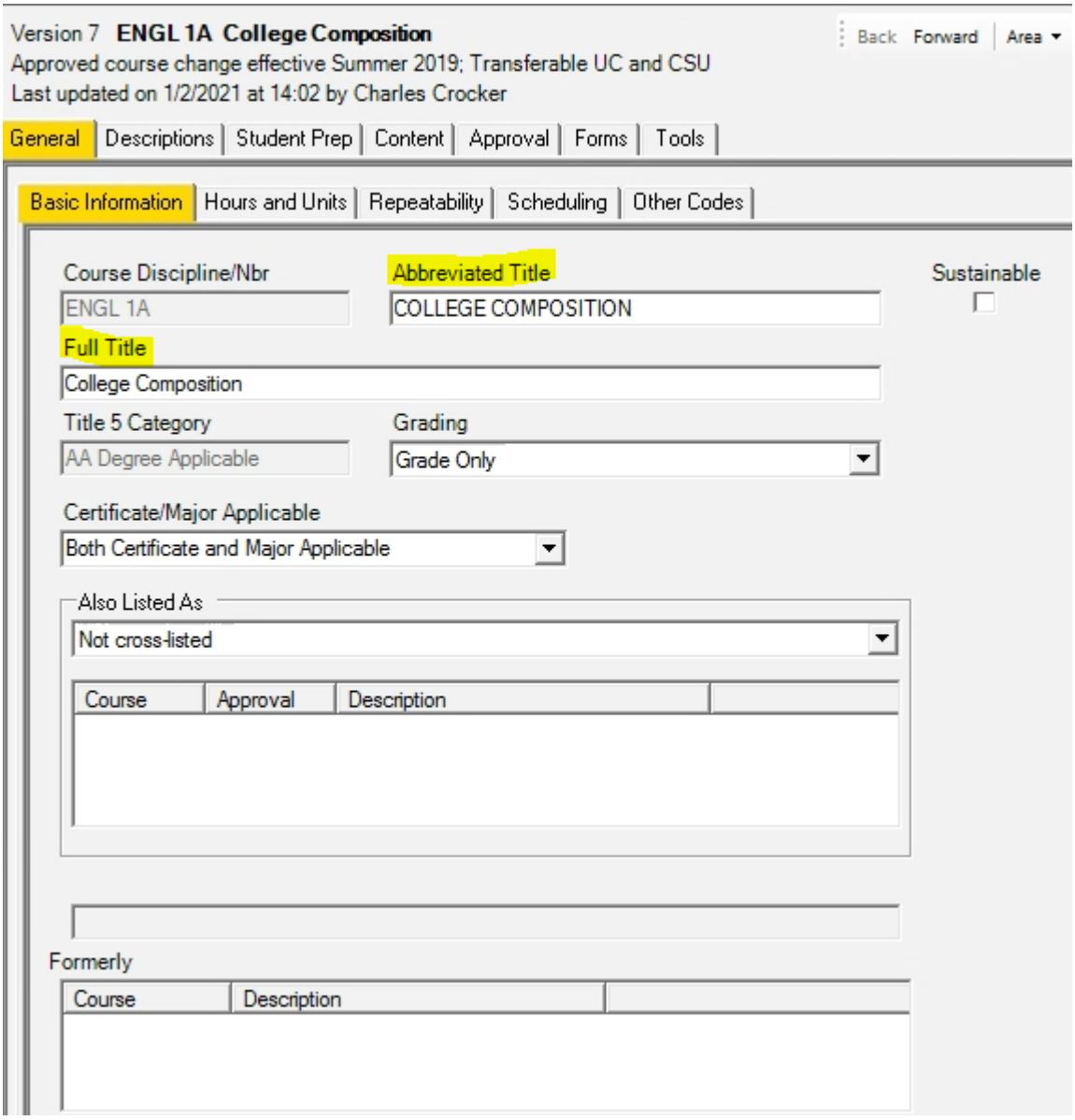
- **Courses**: The links below allow you to preview forms; the forms must be filled out within SIS.
    - New Course Proposal or Reinstatement
    - Changes to Existing Course
    - Cluster Tech Review Feedback
    - Content Review
    - Inactivation
    - Limits on Enrollment
    - Environmental Health and Safety
    - Local GE Grid
- **Courses**: The forms below are completed outside of SIS
    - DE Addendum - Regular
    - DE Addendum-Synchronous Noncredit
    - DE Addendum - Noncredit
    - DE Addendum – Emergency
- **Certificates and Majors**: These forms do not reside in SIS and should be submitted to the Curriculum Office upon completion
    - New Certificate/Major Application
    - Certificate or Major Revision/Inactivation Form
    - Recommended Course Sequence template

Appendix G: SIS Screenshots

The screenshots below are of specific sections in SIS. If you are having trouble, please contact the Curriculum Office.

Course Titles

- Step 1: Click *General*
- Step 2: Click *Basic Information*
- Step 3: Input Abbreviated and Full Title

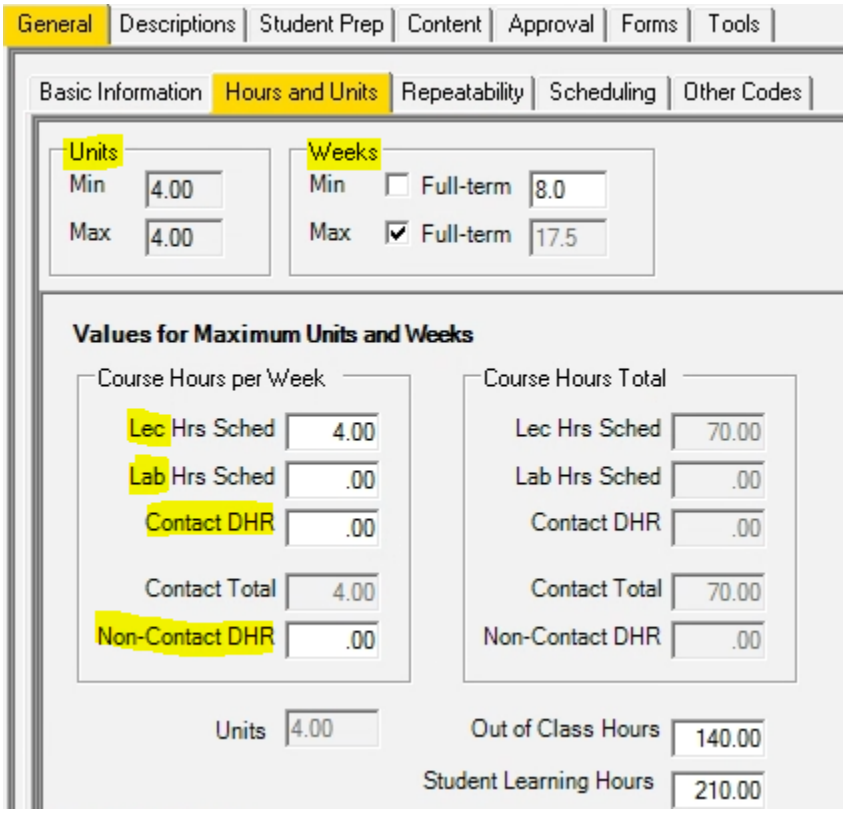


Hours, Units, Weeks

- Step 1: Click *General*

- Step 2: Click *Hours and Units*

- Step 3: Input Units, Weeks, and Hours

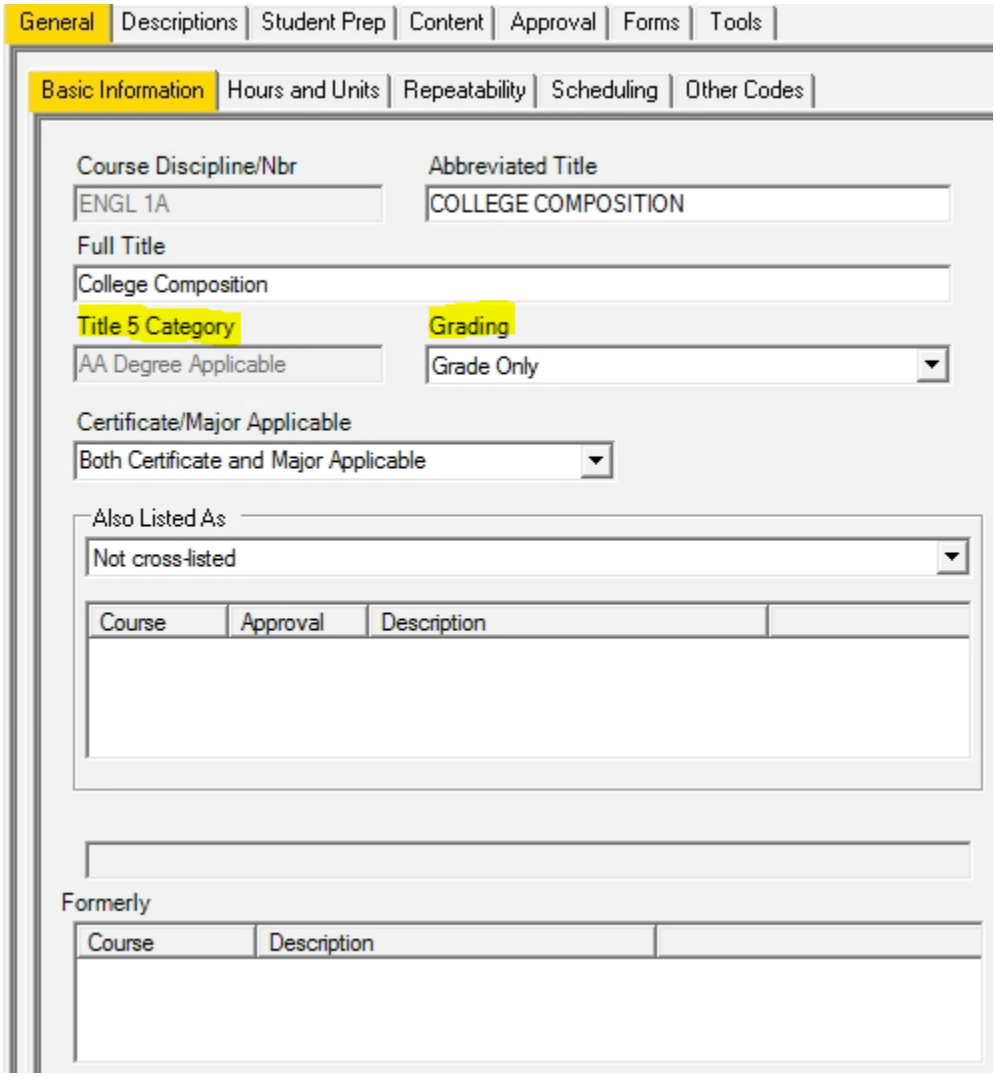


Title 5 Categories and Grading

- Step 1: Click *General*

- Step 2: Click *Basic Information*

- Step 3: Input Grading information

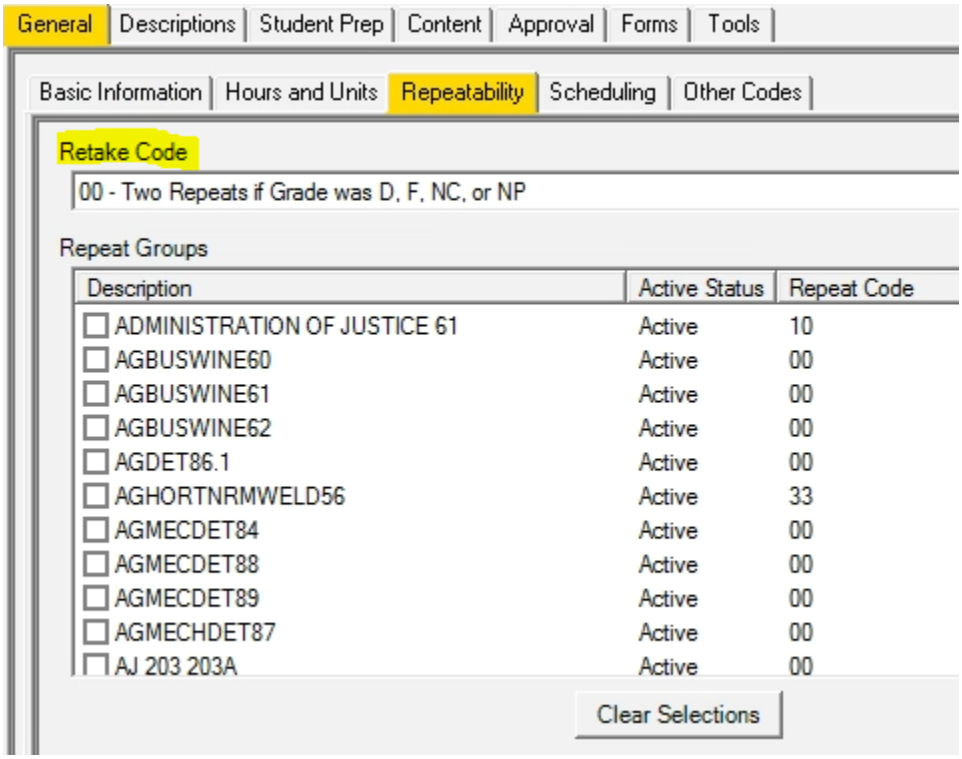


Repeatability

- Step 1: Click General

- Step 2: Click Repeatability

- Step 3: Update Retake Code



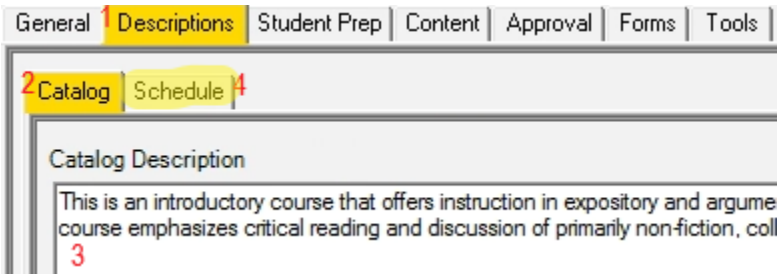
Course Descriptions for Catalog and Schedule of Classes

- Step 1: Click *Descriptions*

- Step 2: Click *Catalog*

- Step 3: Input *Catalog Description*

- Step 4: Copy *Catalog Description into Schedule*

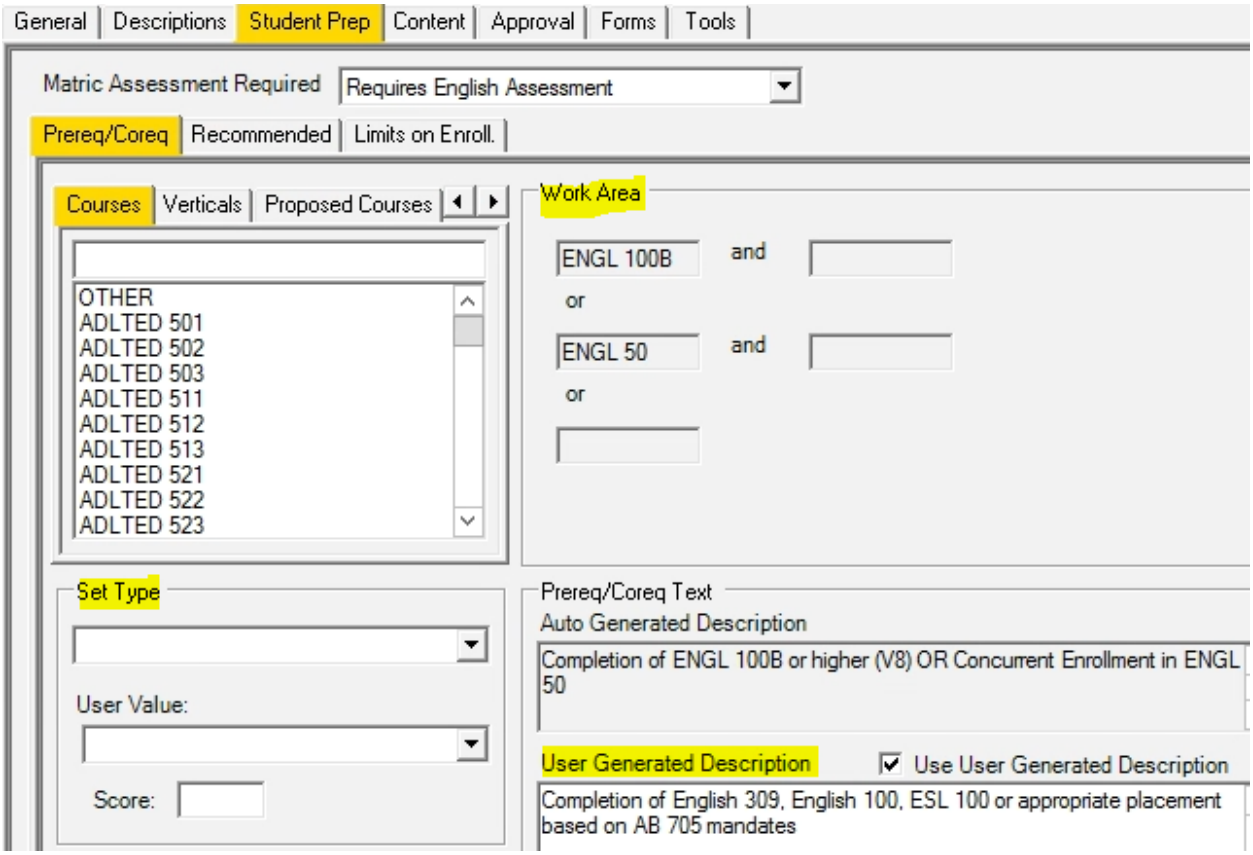


Prerequisites, Corequisites, & Recommended Preparation

- Step 1: Click *Student Prep*

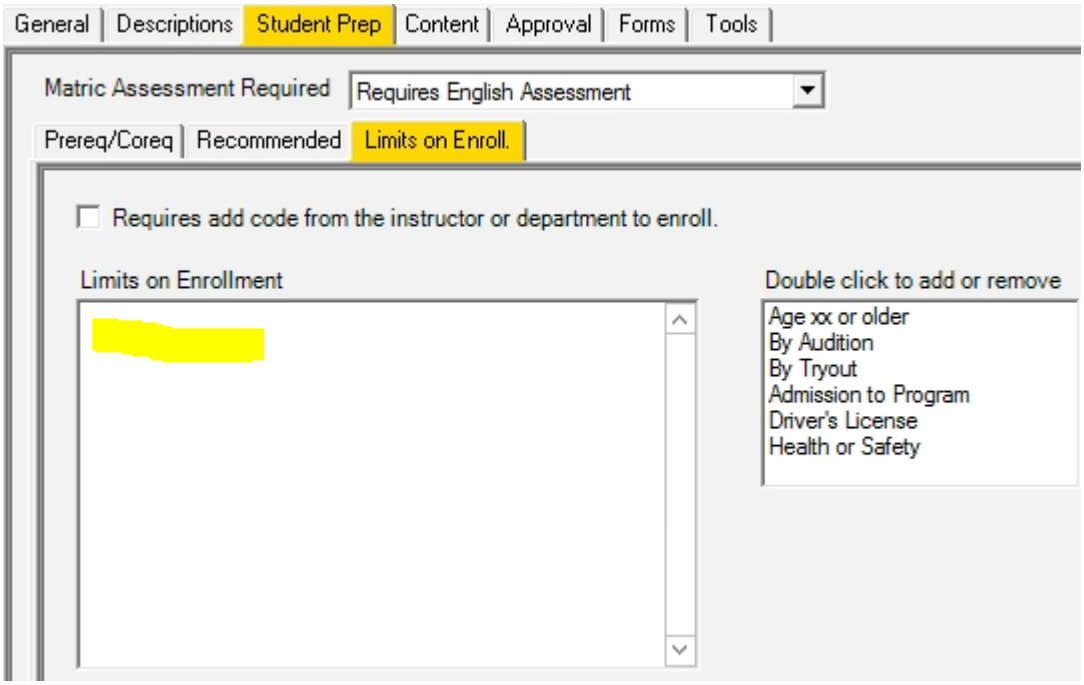
- Step 2: Click *Prereq/Coreq*

- Step 3: Update Work Area, Set Type, and User Generated Description (if necessary)



Limits on Enrollment (LOE)

- Step 1: Click *Student Prep*
- Step 2: Click *Limits on Enroll.*
- Input Limits on Enrollment



Student Learning Outcomes and Course Objectives

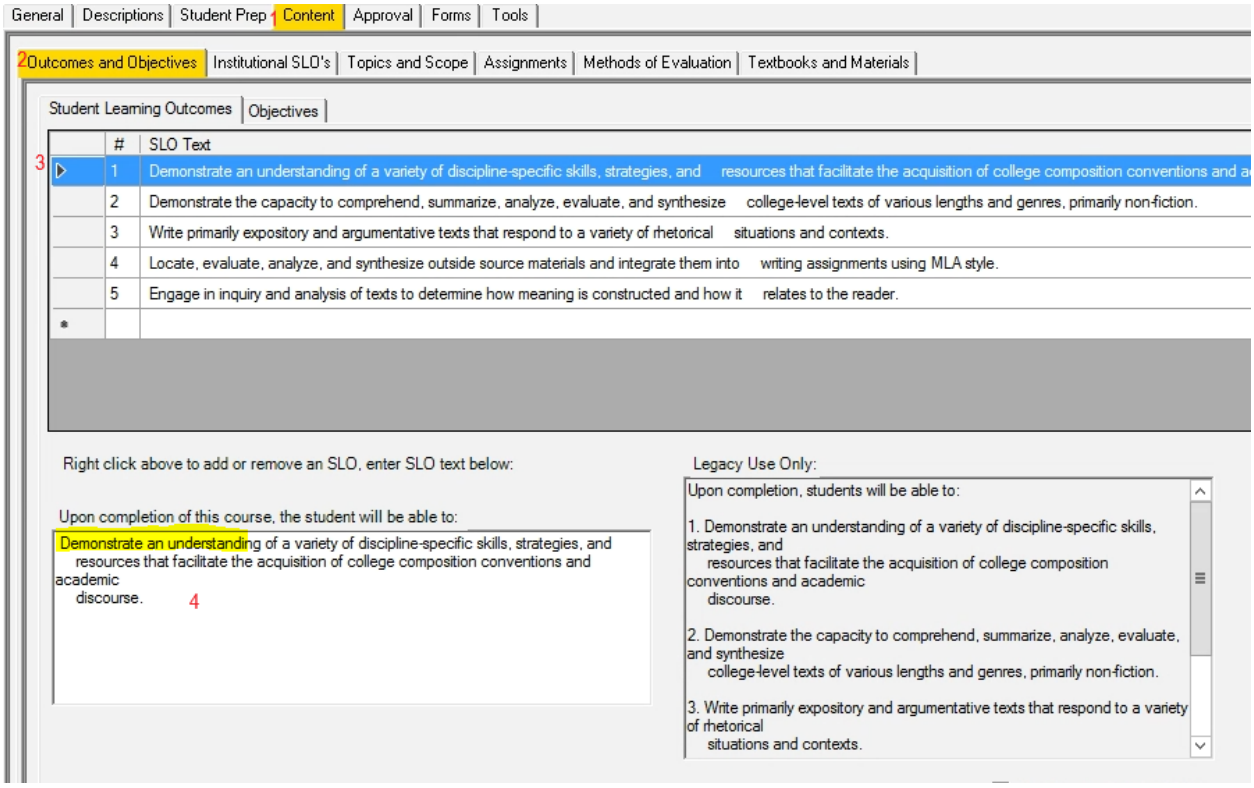
SLO Steps:

- Step 1: Click *Content*

- Step 2: Click *Outcomes and Objectives*

- Step 3: Click SLO

- Step 4: Update SLO



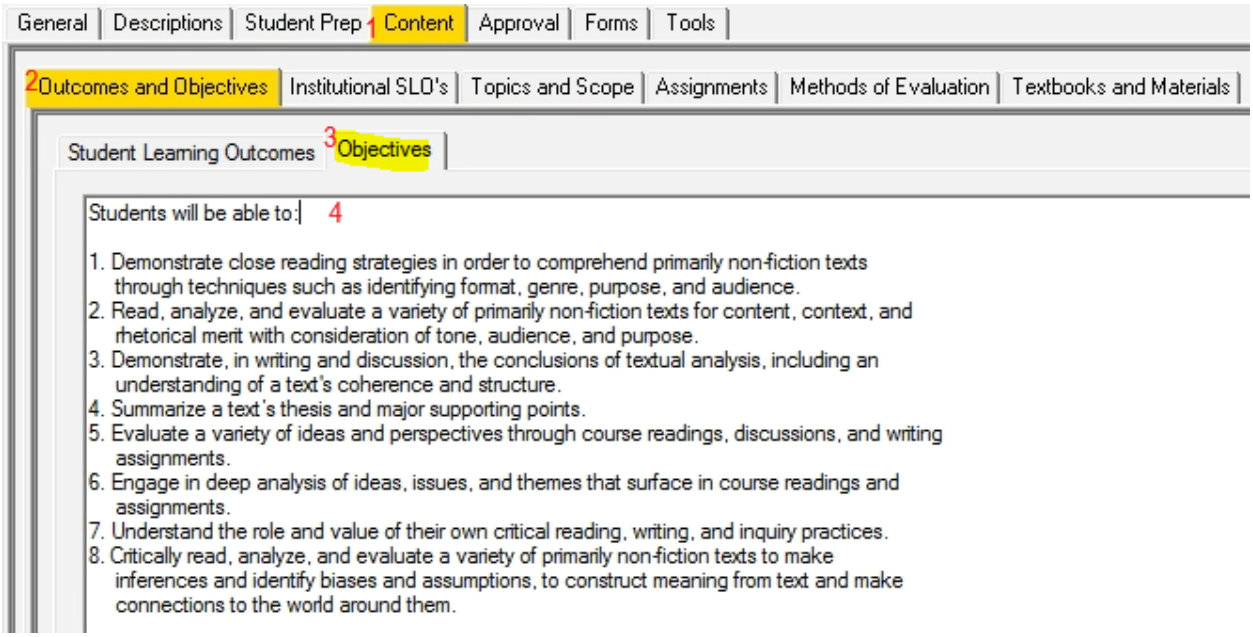
Objectives Steps:

- Step 1: Click *Content*

- Step 2: Click *Outcomes and Objectives*

- Step 3: Click *Objectives*

- Step 4: Update Objectives

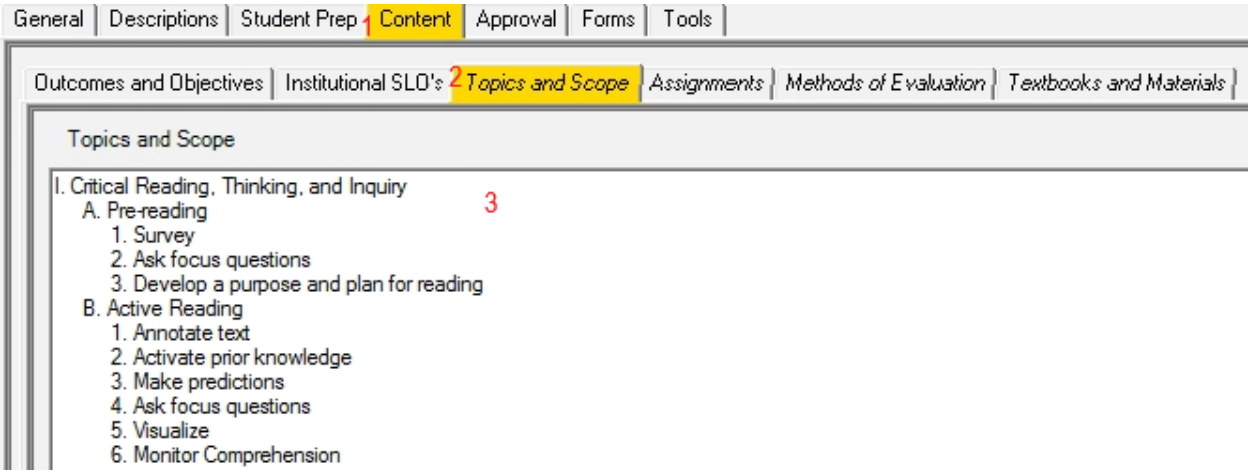


Topics and Scope

- Step 1: Click *Content*

- Step 2: Click *Topics and Scope*

- Step 3: Update Topics and Scope

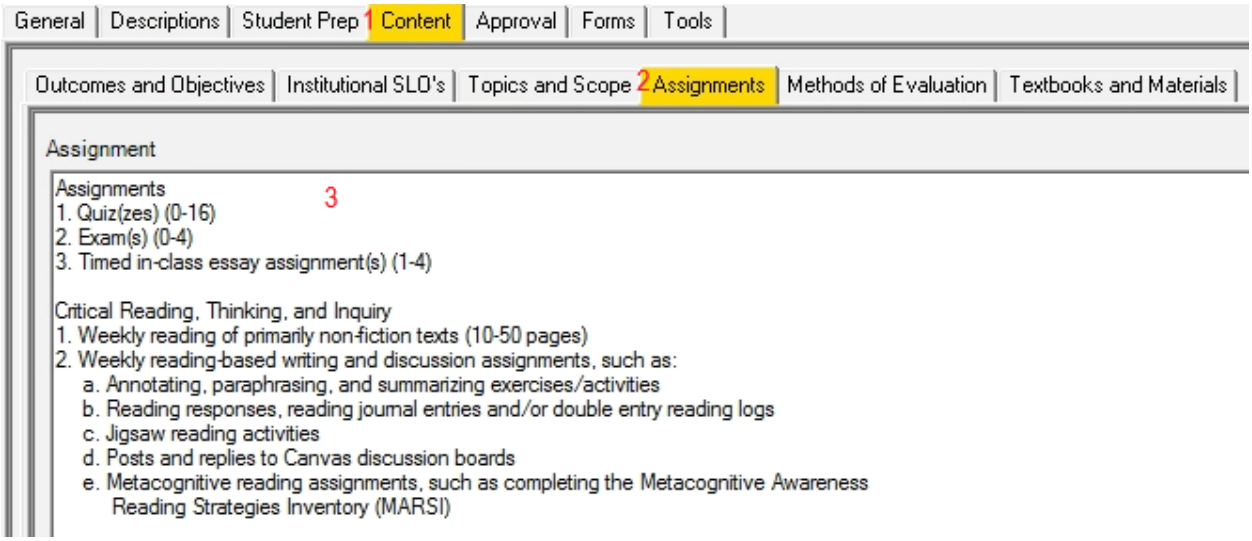


Assignments

- Step 1: Click *Content*

- Step 2: Click *Assignments*

- Step 3: Update Assignments



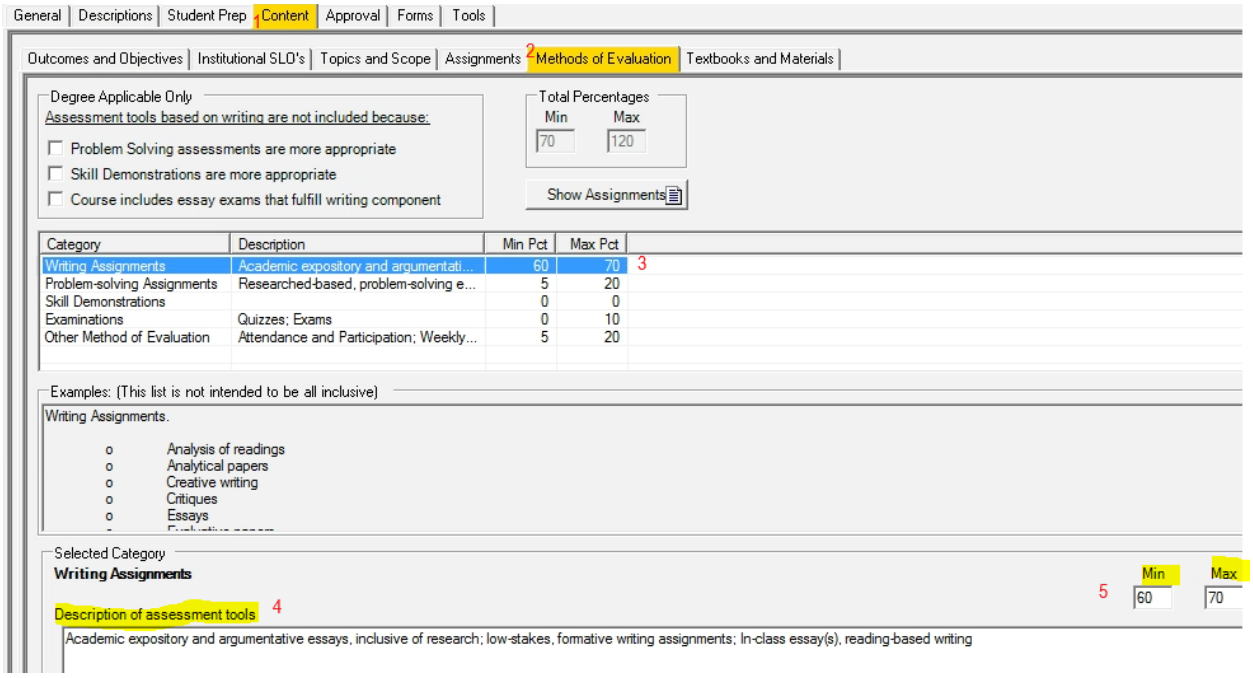
Methods of Evaluation (MOE) and Basis for Assigning Grades

- Step 1: Click *Content*

- Step 2: Click *Methods of Evaluation*

- Step 3: Click Assessment Category

- Step 4 and 5: Update Description and/or grade percentages

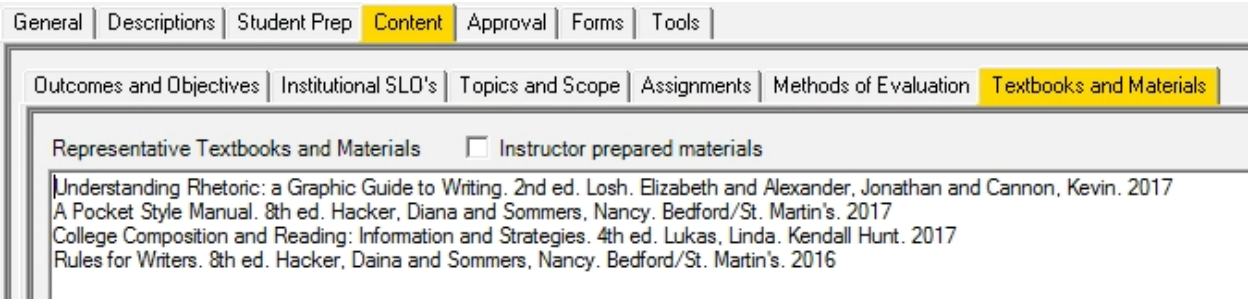


Representative Textbooks and Materials

- Step 1: Click *Content*

- Step 2: Click *Textbooks and Materials*

- Step 3: Update Textbooks



Appendix H: COR Map to SIS Fields

- This document is helpful if you are familiar with a COR and would like to use that knowledge to locate specific sections of a COR in SIS.

Appendix I: Resources for integrating IDEAA principles into Course Outlines of Record

- Glendale Community College's Guide for Creating Equitable Curriculum
- ASCCC's DEI in Curriculum: Model Principles and Practices

Appendix J: Discipline Overlap/Conflict Resources and Checklist for CRC Ad Hoc Committee

When reviewing rationale statements, consider the information provided in the resources below. Collectively, these resources provide guidance and parameters regarding new course criteria, minimum qualifications, and placement of courses in disciplines.

Program and Course Approval Handbook (PCAH), 8th Edition

Assess new course development criteria when reviewing rationale statements submitted for the Disciplinary Overlap/Conflict process.

The PCAH explains the new course development criteria used by the Chancellor's Office to approve programs and courses. These criteria are based on "statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design" (PCAH, 24).

a. Appropriateness to Mission
b. Need
c. Curriculum Standards
d. Adequate Resources
e. Compliance

Minimum Qualifications Handbook 19th Edition

Carefully examine disciplines list to determine which discipline(s) can be placed on the Course Outline of Record (COR) under evaluation.

The discipline(s) listed on the COR determine(s) which faculty are eligible to teach that content. Faculty must meet Minimum Qualifications required to teach content on the Course Outline of Record. The ASCCC article "Who Gets to Teach that Course? The Importance of Assignment Courses to Disciplines" provides guidance regarding this process.

A college curriculum committee must be very careful to place courses in disciplines according to the preparation needed by the person who will be determined qualified to teach them. Curriculum committee members should remember that placing courses within disciplines is done to assure that the instructor qualified to teach those courses are [sic] likely to possess the appropriate preparation to teach them effectively. Curriculum committee members should resist the impulse to place courses in disciplines primarily to broaden the pool of those who may be considered qualified to teach those courses or to restrict the pool of potential instructors as a means of protecting the assignments of any faculty member or group of faculty who have traditionally taught such courses.

The Course Outline of Record: A Curriculum Reference Guide Revisited (ASCCC)

Consider the most appropriate method for assigning the course to a discipline or disciplines. There are three methods for assignment courses to disciplines:

- A course can be assigned to a single discipline
- A course can be assigned to more than one discipline with an "or"
    a. Example: ARTS 101 assigned to Art *or* Graphic Design. The minimum qualifications for either discipline provide adequate preparation to teach the course content.
- Course assigned to more than one discipline with an "and"
    b. Example: HUMA 120 assigned to Humanities *and* Ethnic Studies. The minimum qualifications for both disciplines *together* provide adequate preparation to teach the course content.

Resources

1. The Course Outline of Record: A Curriculum Reference Guide Revisited (ASCCC)
2. Minimum Qualifications Handbook
3. Program Course and Approval Handbook, 8th Edition
4. "Who Gets to Teach that Course? The Importance of Assignment Courses to Disciplines."

Appendix K: New Course Development Research Summary

Part I--Provide a brief explanation (no longer than one page) of the research you completed before developing this course. Following this explanation, discuss relevant findings from your research that informed the development of this new course. Potential sources of research are listed in section 3.1 of the Curriculum Writer's Handbook as well as below.

1. SRJC's Public Fact Book
2. Labor Market Data for Career Education courses
3. Regional Advisory Group for Career Education courses
4. Requests vis SRJC's Institutional Research and Planning Office, such as SRJC student surveys
5. SRJC Course Catalog
6. Enrollment/success of comps at other institutions (CCCs, CSUs, and UCs)

Part II--In the space below, please provide date(s) of cross-disciplinary conversations, inclusive of department chairs.

In-person or Zoom Meeting Date(s): _____

- Departments/disciplines included:

E-mail conversation start date: _____

- Departments/disciplines included:

Appendix L: Using Data for Curriculum Revision and Development

There are several resources available to support faculty in completing relevant research for course and program revision and development

- ACCJC's Accreditation Handbook, November 2024
- ASCCC's The Course Outline of Record: A Curriculum Reference Guide Revisited
- The Program and Course Approval Handbook, 8th Edition
- The RP Group Guide to Prerequisite Research