

The Curriculum Writer's Handbook
Santa Rosa Junior College 2020-2023 Edition
Academic Senate Approval on 5/19/2021

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

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The *Curriculum Writer's Handbook* provides Santa Rosa Junior College faculty, staff, and students with the information needed to understand the state and institutional requirements that govern community college curriculum. The *Handbook* information strives to facilitate strong, integrated academic course and program development, review, and revision to meet students' needs and abilities while also reflecting SRJC's commitment to excellence in teaching and learning. Additionally, the information here represents a distillation and interpretation of material from local and California State resources and includes the most updated information possible; however, changes in State regulations are inevitable. The most current version of the *Curriculum Writer's Handbook* and 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*.

The resources listed and hyperlinked below provide the foundation for this handbook and are also listed in Appendix A.

1. [Title 5 Regulations](#)
2. [Chancellor's Office Curriculum and Instruction Unit website](#)
3. [Chancellor's Office Program and Course Approval Handbook, 7th Edition](#)
4. [California Articulation Policies and Procedures Handbook \(2013 Revision\)](#)
5. [Academic Senate for California Community Colleges' \(ASCCC\) 2017 publication "The Course Outline of Record: A Curriculum Reference Guide Revisited"](#)
6. [University of California Transferable Course Agreements](#)
7. [C-ID Descriptors](#)
8. [SRJC Curriculum Writer's Handbook, 2007-2010](#)
9. [SRJC 2016/2017 Guide to Reviewing the Course Outline of Record \(COR\)](#)
10. [SRJC Curriculum Review Committee Bylaws](#)
11. [SRJC Board Policies](#)

The handbook is divided into six sections, a glossary, and six appendices. Each section's purpose is briefly summarized below.

1. Section One explains roles and responsibilities of the Curriculum Review Committee (CRC), Cluster Tech Review Committees (CTRC), CRC subcommittees (e.g., General Education), and the Curriculum Office.
2. Section Two outlines Title 5 and Chancellor's Office regulations and standards for all community college course types.
3. Section Three outlines course development and revision requirements and processes.
4. Section Four defines each component of SRJC's Course Outline of Record (COR) and guidelines for developing, revising or reviewing CORs.
5. Section Five explains requirements for development and review of programs, including occupational majors, transfer majors, and certificate types.
6. Section Six provides additional information regarding courses requiring special considerations, such as transfer and distance education.
7. Glossary lists relevant terms and phrases and their abbreviations when appropriate. 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 where term is spelled out.
8. Appendices-Each appendix has its own purpose, which is summarized at the top of each appendix.

The Curriculum Writer's Handbook

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Section 1 Overview of Curriculum Review Structure

1.1 Curriculum Review Committee Function and Composition

Title 5 requires that all courses and programs be approved first by a college committee:

[§55002](#) The 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 that

"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 that has a close reporting and consulting relationship with the Academic Senate. CRC follows its bylaws approved by Academic Senate.

The CRC's official membership includes 22 members, 20 of whom are voting members:

- 15 faculty
 - 14 appointed by Academic Senate
 - 1 Transfer Center Director
- Deans
 - 1 appointed by Academic Affairs
 - 1 Curriculum Dean
 - 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
- 2 ex-officio (non-voting) -
 - 1 from the Assessment Office
 - 1 from the Distance Education Office

The CRC is co-chaired by the Curriculum dean and a faculty member elected by the committee according [to CRC Bylaws](#).

The CRC meets every 2nd and 4th Monday during the academic year, 3:15-5:15 p.m. Periodically, additional meetings are scheduled when extra time is needed for course and/or program approval. The agendas, minutes, and current locations of meetings are accessible via [SRJC's Curriculum website](#). CRC meetings are open to all members of the college community. [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.

1.2 Curriculum Review Committee (CRC) Responsibilities

A. The CRC is charged with ensuring that all courses and programs meet the standards for

approval stated in Title 5 and the Chancellor's [Program and Course Approval Handbook, 7th edition](#). 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;
- Interprets and communicating all curriculum standards and requirements to the college community;
- Creates and maintaining forms and processes for course approval including distance education offerings (e.g., Emergency DE form)
- Consults with faculty who are 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](#).

- Preparing and distributing each CRC agenda, including which courses must appear on Action Items agenda and which ones are eligible for Consent Agenda;
- Voting at meetings;
- Staying informed of curriculum standards as stated in Title 5, the Chancellor's [Office Program and Course Approval Handbook](#), and the regional accrediting body; and
- Assuring 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; and articulation.

1.3 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 include:

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

1.4 Cluster Tech Review Committee (CTRC) Composition and Responsibilities

These committees are composed of members from each cluster. Each group reviews new and revised Course Outlines of Record (CORs) from disciplines within the cluster before the COR goes on the CRC agenda.

A. Composition. A Cluster Tech Review Committee includes:

1. A CRC faculty member, who serves as co-chair;
2. The dean of the cluster, who serves as the other co-chair;
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;
4. Records comments and recommendations for changes on a *Cluster Tech Review Feedback* form (Appendix F), which is given to the submitter. Ideally, the submitter will attend the CTRC meeting when the course is reviewed and will receive feedback firsthand and make changes at the CTRC meeting; and
5. Acts as a resource for instructors to discuss ideas for creating or revising courses before formally writing them.

1.5 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 Subcommittee. This committee reviews courses that have been submitted for approval under any of the three general education patterns:

- Associate Degree (Option A, except for Areas G, H, and I);
- CSU (Option B); or
- IGETC (Option C).

All GE proposals must go through the GE Subcommittee and be approved by the full CRC. For more on General Education, see Section 6.

B. Distance Education 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): Technically, this committee is both an Academic Senate and advisory committee to Education Planning (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 the 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.

1.6 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 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, trends in the field, or evolving technologies, a new course may be required.	
Course Outline of Record Section	Changes/Revisions
Unit Value Change	<ul style="list-style-type: none"> - Varies by course level and context; see note below chart about Unit Value Changes. - 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
COR Content	Elements in the COR have been changed to such a degree 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 in prerequisites, corequisites, and/or recommended preparation (Title 5, §55200);
Limits on Enrollment (LOE)	Revision or addition of LOE
SLOs	Addition/Removal/Revision of SLOs that represent a major change to course.
Objectives	Addition/Removal/Revision of objectives that represent a major change to course.
Courses Status	Change in credit/noncredit status
Course Length	Change in term length into a compressed timeframe

Minor Change: Consent Agenda	
Course Outline of Record Section	Changes/Revisions
Course last reviewed <u>6 years or earlier</u>	6-year review cycle updated
Prefix/Course Number/Title	Changes in course number or title for courses in programs require submission of program revision form to Curriculum Office
Program Applicable	
Course Description	Minor revisions to Catalog Description to increase clarity and transparency.
SLOs	Minor Revision to SLOs (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)
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
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 <i>Content</i>) can be modification items. Examples are: <ul style="list-style-type: none"> • Changing Major or Certificate status • Changes in TOP or SAM Codes

NOTES:

1. If any of these sections are changing AND the course is part of a Certificate or Major, then a Program Revision form is necessary.
2. Unit Value Changes: Due to the specific requirements and policies of external bodies, such as UCOP, Title 5, C-ID, GE, CSU, CCCC, etc, a unit change might require a new course number and title or it might not. Before starting either a new or revised course proposal, email CRC Co-Chairs, Curriculum Technicians, and Articulation Officer with a request for Unit Value Change and a simple rationale statement. This allows for guidance on how to proceed through the course approval process while still following relevant requirements and policies for that specific course.

Section 2 California State Requirements for Course Approval

This section summarizes regulations for the course approval process. Program development and approval is covered separately in Section 5.

2.1 Basic Criteria for Approval

All courses and programs must meet the five basic criteria for approval stated in Title 5, as summarized below by the Chancellor's Office [PCAH, 7th Edition](#), pages 24-28. Courses being approved for inclusion in a Transfer Model Curriculum (TMC) must meet additional criteria. (See Section 6)

- 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, and both statutes and regulations.

2.2 Associate Degree Credit Course Standards

All credit courses must meet the following standards, as outlined in [Title 5, §55002](#). The wording below comes directly from the most recent version of [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 a vocabulary that the curriculum committee deems appropriate for a college course.

2.3 Non-degree Credit Course Standards (Numbers 300-399)

All non-degree credit courses must meet specific standards similar to those for Associate Degree credit courses (see above and Title 5, §55002). The assignments will be sufficiently rigorous that students completing each noncredit course successfully will have acquired the skills necessary to successfully complete degree-applicable work 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 technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs; and
- Essential occupational courses for which meeting the standards of [the above] are neither necessary nor required.

2.4 Noncredit Course Standards (Numbers 400 and above)

A. Noncredit Courses in General. According to [§55002](#), a noncredit course is one that: “treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students.” These courses are limited to categories listed in [Title 5, Section 58160](#):

1. Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships;
2. Elementary and secondary basic skills;
3. English as a second language;
4. Classes and courses for immigrants eligible for educational services;
5. Education programs for persons with substantial disabilities;
6. Short-term vocational programs with high employment potential (includes apprenticeships);
7. Education programs for older adults;
8. Education programs for home economics (known as Family and Consumer Sciences); and
9. Health and safety education.

Supervised tutoring is a course option under each of the 9 areas.

B. Noncredit Courses Eligible for Enhanced Funding. Title 5 allows certain types of

noncredit courses to receive enhanced funding. These courses must be part of either:

- A short-term vocational program OR
- A sequence focusing on elementary and secondary basic skills, workforce preparation course in basic skills, English as a Second Language (ESL), or Vocational English for Speakers of Other Languages (VESL).

The program or sequence must result in either:

- A noncredit certificate of completion leading to improved employability or job opportunity; or
- A noncredit certificate of competency in a recognized career field articulated with degree-applicable coursework, associate degree, or bachelor's degree.

All noncredit courses must be approved by the Chancellor's Office. For more information about noncredit courses, see Section 6.7 and/or contact SRJC's Curriculum Office.

2.5 Standards for Stand-Alone Courses

Most SRJC courses are part of a program of study including:

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

These programs, except for Skills Certificates, require Chancellor's Office approval. 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.

Examples of current stand-alone courses are:

- Transfer-level courses that fulfill UC or CSU General Education requirements, but not SRJC patterns;
- Transfer-level courses that fulfill UC or CSU major requirements, but not SRJC majors;
- Courses that are part of Skills Certificates (not approved by Chancellor's Office) under 16 units;
- Non-degree-applicable skills courses in math, English, or occupational areas; and
- Public Safety courses that provide ongoing training for Public Safety employees.

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

Title 5 requires that every course be represented by 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 associated with programs and all noncredit courses. The COR must meet all Title 5 standards. Furthermore, the Course Outline of Record:

- States 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;
- Provides 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;

- Ensures 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, 7th Edition page 53](#));
- Plays 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;
- Demonstrates that all the required components are present in the course to the required degree of rigor as specified in Title 5; and
- Serves as documentation of the college's high academic standards and quality for accreditation.

Also, the Course Outline of Record is an essential element in the transfer process because it:

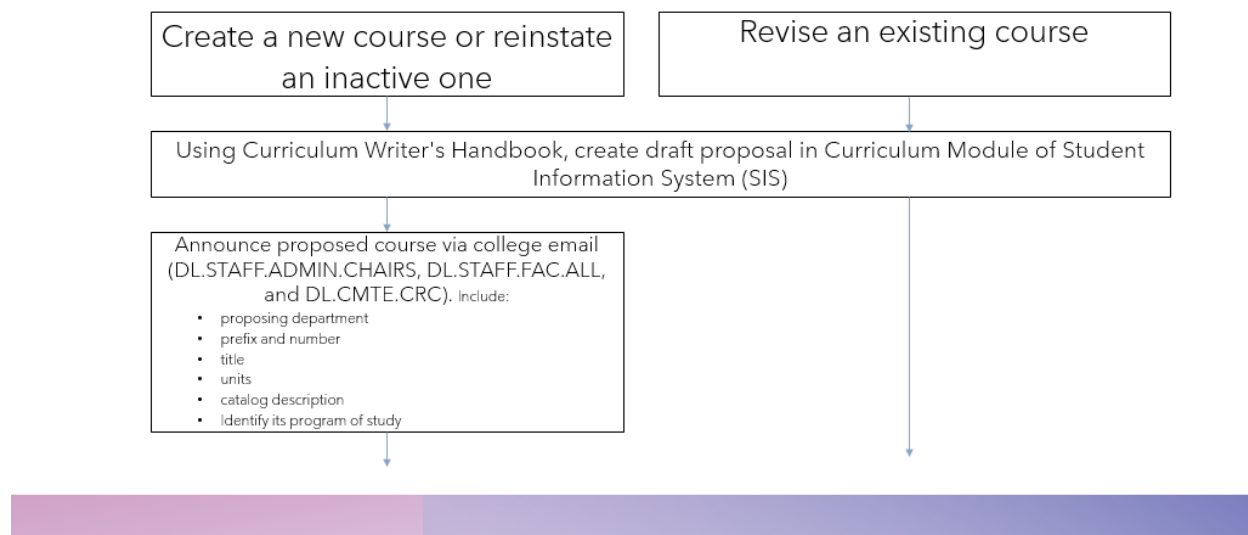
- Is submitted for approval as meeting California State University General Education (CSU/GE) breadth requirements and for inclusion in the Intersegmental General Education Transfer Curriculum (IGETC), and/or may be part of a TMC; and
- Is the basis for evaluating the transferability of courses and evidence 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 course outlines are entered through SRJC’s online Curriculum Database System.

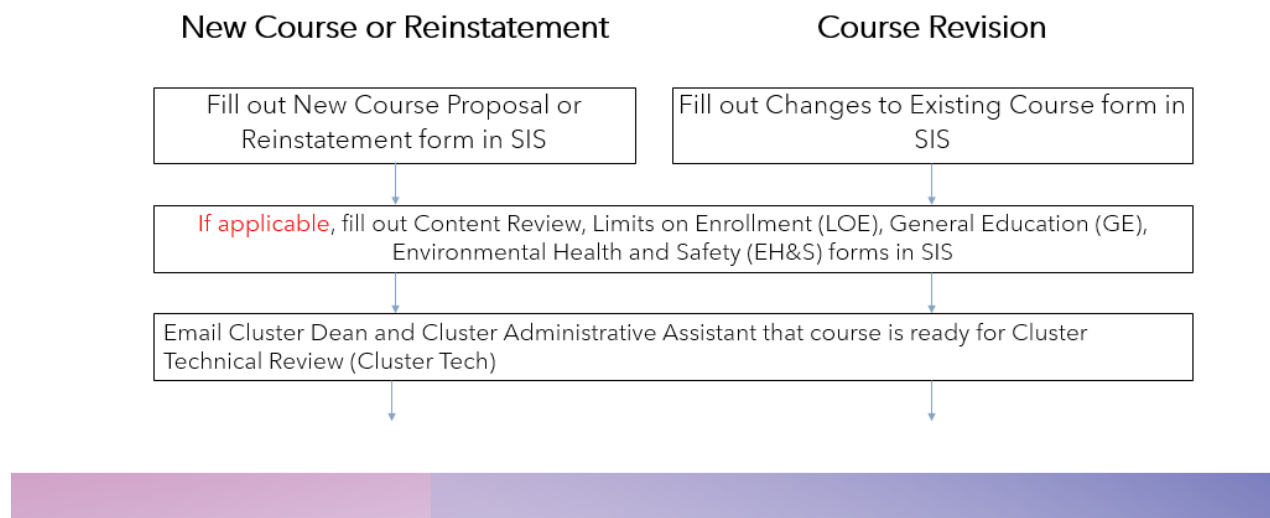
Section 3: Curriculum Development and Approval Process

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.

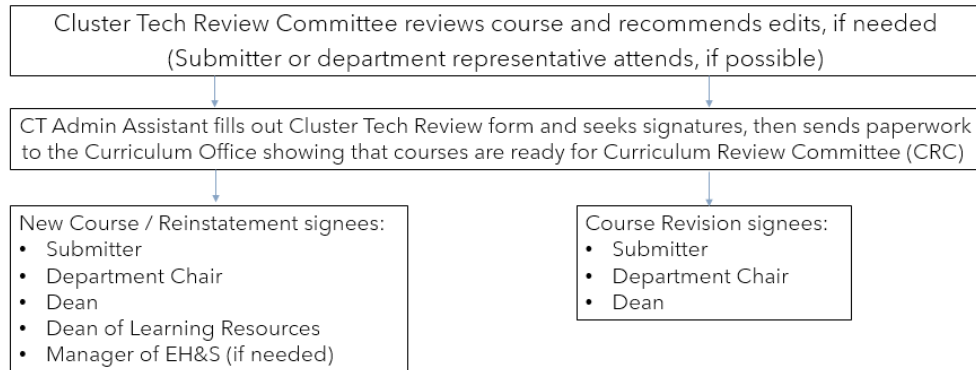
COURSE DEVELOPMENT



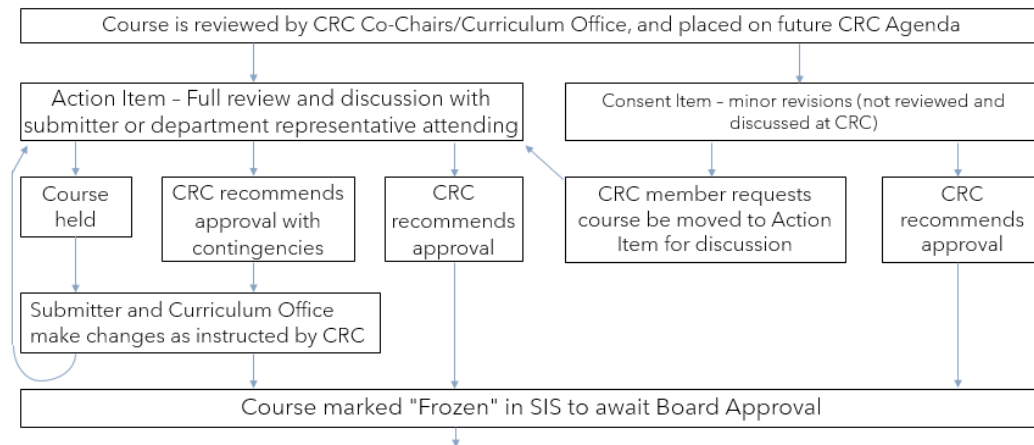
FORMS



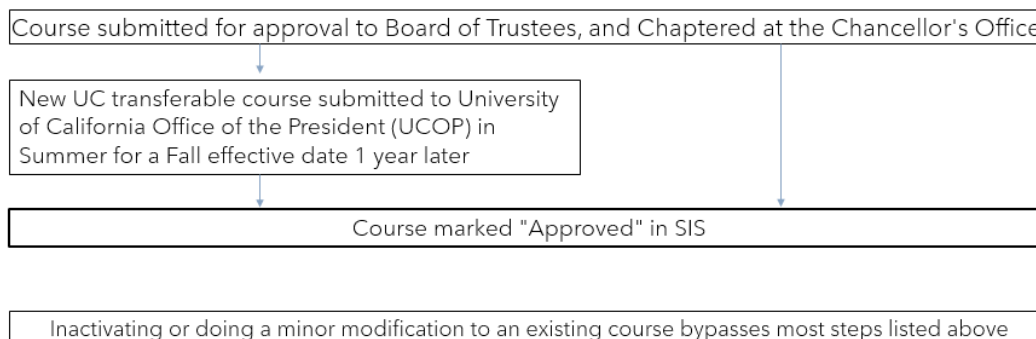
CLUSTER TECH (CT)



CURRICULUM REVIEW COMMITTEE (CRC)



FINAL APPROVALS



3.1 Initial Steps in New Course Development or Revision

A. Discussion and Research. New course development or course revision begins with dialogue and research within the department. Beyond the five basic criteria for approval set by the Chancellor's Office (see 2.1), the proposing department 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 an occupational course, how will it 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, 7th Edition](#), pps. 27-28.
 - "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 Courses: Review existing course inventory before writing a new course to determine whether a similar course already exists or has existed in the past. Reviewing existing CORs also provides examples of how various subjects are presented. Substantially revising an existing course or reinstating a previously inactivated can be more effective than creating a new course. To reinstate a previously inactivated course, contact the Curriculum Office.

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

D. New courses: Announce the proposed course via email. The department should send out an email to DL.STAFF.FAC.ALL, DL.STAFF.ADMIN.CHAIRS, and DL.CMTE.CRC that includes:

- the proposing department;
- the course prefix and number;
- the course title;
- the number of units; and
- the catalog description.

If another department determines that there is a conflict with or perceived duplication of an existing course, they should contact the Curriculum Office. Placement of courses in disciplines is the purview of Academic Senate, so Senate must also be involved in these discussions. ([See SRJC's Academic Senate Bylaws](#))

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 that 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:

- First indicate that the course is to be inactivated in the Curriculum Database System.
- Send the Curriculum Office a *Changes to Existing Course* form plus a list of any programs that include that course so that those departments can be notified.

The Curriculum Office then places the course on the CRC Consent Agendas. so no Cluster Tech Review is required.

3.2 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 administrative assistant enters course 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. Complete the appropriate cover form. All courses must be submitted with the appropriate cover sheet. These are available through [SRJC's Curriculum Website](#) and Curriculum Database System. Although the forms are completed electronically, hard copies must accompany the Course Outline. (See Appendix F to preview forms.) When ready, complete the forms within the Curriculum Database System.

- *New Permanent Course Proposal (Transfer Level Courses 199);*
- *New Permanent Course Proposal (Courses 100 and above);*
- *Changes to Existing Course;*
- *New Noncredit Course Proposal; or*

NOTE; For noncredit courses, contact the Curriculum Dean to review the New Noncredit Course Proposal form.

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. Courses that have been fully reviewed within the last 2 years (and are not having prerequisite, corequisite or recommended preparation changes) may not need to submit Content Review forms. Contact the Curriculum Office if this applies to your situation.

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

- Distance Education Proposal
- Limitation on Enrollment
- Health and Safety
- Standard Co/Prerequisite Justification
- General Education Grid

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 6.1 to become familiar with transfer guidelines for UCs, CSU, and other transfer institutions.

G. Secure required signatures. Obtain all required signatures for cover-sheet plus any signatures required by other forms before submitting the course.

H. Submit course paperwork to your dean or supervising administrator. The dean or supervising administrator will review the course and sign the necessary forms (and ask for further information, if necessary) and forward the packet to the Curriculum Office.

3.3 Submission, Cluster Tech Review and CRC Subcommittees

Once the COR and accompanying forms are completed and the course is submitted to the dean or supervising administrator, the course moves into the next phase of the course approval process and its progress can be tracked on the [Curriculum Website](#).

A. Cluster Tech Review Committee (CTRC) meets. The Curriculum Office sends the course to the dean of the CTRC for that department. Submitters are notified and encouraged to attend the CTRC meeting when their courses are reviewed. This initial review ensures that the course meets all CRC and State requirements. During the review, a *Cluster Tech Review Feedback* form is completed and given to the submitter indicating what changes, if any, are needed. If submitter is present at CTRC meeting, they can approve suggested changes or explain why the change is not needed or not reasonable.

B. Submitter: Respond to Cluster Tech Review feedback. Following Cluster Tech Review, the submitter signs the form, and prints out a hard copy of the revised version. The *revised* COR with the *Cluster Tech Review Feedback* form goes to the dean/supervising administrator. *Note:* If no changes were recommended, the submitter just needs to sign the form and turn it over to the cluster dean.

C. Cluster dean verifies that changes have been made. The course is then sent directly to the Curriculum Office.

D. CTRC Follow Up—Once the paperwork 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.

F. Subcommittee review. If appropriate, a course will be forwarded by the Curriculum Office 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. After submitter has made changes to the course, the submitter sends it course to the Curriculum Office for another review

3.4 Curriculum Review Committee Actions and Follow-Up

After a new or revised course has gone through the CTRC process and received any subcommittee recommendations, it is 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. Usually, courses are placed on the agenda in the order that they are received in the office *after* Cluster Tech Review and subcommittee recommendations.

A. Placement on CRC Agenda and Notification. Once the agenda is set, the submitter, the chair, and the dean will receive a copy of the agenda via email. The submitter, the chair, or a department representative should plan to attend the CRC meeting when the course is discussed. CRC members' **questions** can be answered, minor but important changes clarified and holding courses can be avoided. 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. All suggestions for changes are recorded by the Curriculum Technician and sent to the submitter after the meeting. When the vote (by simple majority) is taken, one of five actions can occur.

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1. **Course approved after full review.** Once a course on the Action Items agenda is approved, the Curriculum Office will notify the submitter, the department chair, and the dean within a few days after the meeting. For noncredit courses, the Director of Adult and Continuing Education will also be notified. 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 this is done. 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. For noncredit courses, the Director

of Adult and Continuing Education will also be notified so that the submission process to the Chancellor's Office may begin.

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 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. If approved, the Curriculum Office will notify the submitter, the department chair, and the dean, and the process is complete. For noncredit courses, the Director of Adult and Continuing Education will also be notified so that the course submission process to the Chancellor's Office may begin.
5. **Course denied.** While this rarely occurs, the CRC may vote to deny approval of a course that does not meet basic 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 right 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 and noncredit courses** may be offered in the next Fall semester as soon as they are entered as "approved" in the Curriculum System.
2. **New credit courses** must be approved 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 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.
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 of the COR's components and requirements for completing each section during course development or revision process. The COR serves as a guide for required instructional elements in a given 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](#).

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

- Language should be clear, concise, jargon free, and 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 abbreviation or acronym in parentheses, unless they are universally known. From this point forward, the abbreviation or acronym can be used.
- 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."

4.1. The Integrated Course Outline

A. The COR demonstrates compliance with Title 5 requirements, the Chancellor's Office's [Program and Course Approval Handbook \(PCAH\), 7th Edition](#), ACCJC accreditation standards, and SRJC policies and procedures. Since curriculum is designated as faculty directed, 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 of 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, and public. Students, instructors, counselors, other community colleges, transfer institutions, and occupational boards need to know the course outcomes, expectations, rigor, and required level of critical thinking.

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

4.2 Term Effective Date

This date appears with the title at the top of the COR. Example: AGRI101 as of Fall 2020. 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 April 2019, scheduled Fall 2020). Occasionally, State 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.

4.3. Prefix and Course Number

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

A. 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 6.3 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 or degree programs, or for precollegiate courses (e.g., English 100, College Reading and Writing,).
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. ESL 373, Advanced Reading and Writing for ESL Students)
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.
49	Independent Studies Courses, UC transfer level. Independent study courses 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.
99-99I	Work Experience and Work Experience Internship. For work experience, one credit is earned for each 75 hours (paid) or 60 hours (unpaid) of work experience within a semester.

B. 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

4.4 Course Titles

The COR lists two titles: the full title and the short title. The full title is used in the SRJC Catalog and online descriptions; the short title appears in the Schedule of Classes, official registration printouts, transcripts, and other Admissions and Records listings and is limited to 24 characters. 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.

4.5. 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, 7th 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, 7th 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. Many 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 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 would not be 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 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.

4.6 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.”

4.7. 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 listed in the SRJC Repeats Codes chart.

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

- i) **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).
- ii) **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.

4.8 Course Descriptions for Catalog and Schedule of Classes

The course description should:

- 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:

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

4.9 Prerequisites, Corequisites, & Recommended Preparation

Prerequisites, corequisites, and recommended preparation are determined by discipline faculty 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 necessary for students to complete to succeed in the target course.
- B. Corequisites** are courses that are taken concurrently to ensure students are adequately supported to pass the target course.
- C. 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.
- D. 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 eligibility for ENGL 100/ESL 100 or ENGL 1A/ESL 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.
- E. 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 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.

F. 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."

• **G. 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 of 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)

H. Limits on Enrollment (LOE)

[\(See Title 5, Section 58106\)](#)

Title 5 provides that all courses at the college shall be open to 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. It must be signed by the submitter, department chair (unless they are also submitter), and supervising administrator. Below are general situations that could require an LOE form (For Forms: See Appendix F)

- A. 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).
- B. 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.
- C. 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.

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.

4.11. Student Learning Outcomes and Course Objectives

The Student Learning Outcomes (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 **Student Learning Outcomes** 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.

A. 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. If a course has more than 5, consider whether some might be subsumed under a more general statement or if they might be listed as objectives.

The course SLOs shall have the introductory phrase "Upon completion of this course, the student will be able to:"

B. 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 "*Students will 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 CE (formerly CTE) courses, especially those designed to meet external standards or licensing requirements, may list considerably more.

4.12. 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 the "table of contents" for a course since it outlines the course material. It 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 *required* content and concepts to be delivered 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

- **1**** Outlines should use Roman numerals for main topics.
For readability, outline formats should be set up to avoid using small Roman numerals (i, ii, iii, etc.) for subtopics.
- In outlines, if a topic has only one subtopic, collapse into a single topic (that is, if there’s an A, there should be a B; if not, “A” becomes a topic heading)
- **2**** Capitalization should be consistent in outlines.
Main topics should use title case
Subtopics should use sentence case (unless they include proper nouns)
Indentation should be used appropriately. If it looks uneven, check the PDF .
SIS does not use tabs, only spaces, for indentation, and results during input can vary.
- **3**** Topics are descriptions of subject matter covered, not specific assignments.
For instance, a topic might be “muscular toning,” while an assignment would be “practical demonstration of proper fitness technique.”
- Since this section is primarily for the instructor, it does not need to include definitions or details that an instructor in that field would already know (exception Acronyms should be spelled out the first time they are used).

Example outline with proper formatting: (The numbers in parentheses refer to the above list.)

- I. Main Topic (****1****, ****4****)
 - A. Subtopic one (****4****)
 - B. Subtopic two (****4****)
 - 1. Detailed subtopic (****4****)
 - 2. Detailed subtopic (****4****)
 - a. Very detailed subtopic (****2****)
 - b. Very detailed subtopic (****2****)
- II. Main Topic – Single Subtopic Added Here (****1****, ****3****, ****4****)
- III. Main Topic (****1****, ****4****)

4.13. Assignments

The Assignment section includes all types of work expected of students during class and outside of class. 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.

1. Ungraded assignments should have “(ungraded)” listed after the assignment (Exception: Since reading assignments are almost universally ungraded, there is no need to specify).
2. Graded activities must be listed in the Methods of Evaluation (MOE) section, so it is helpful to look at these two components together.
3. 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 Methods of Evaluation.
4. 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 so intertwined, then CRC encourages the verbiage “Lecture- and Lab-Related Assignments” as a preface in this section of the COR.
5. 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”).
6. 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 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

A 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 should be avoided if possible as they both restrict instructor choice and can quickly become outdated.

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

All graded assignments must be listed within an appropriate area in the (MOE) table. The references to the assignments should use key words 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 actually a problem-solving assignment, then the Skill Demonstration percentage would be dropped and the Problem-solving percentage increased.

B. Basis for Assigning Grades. Each category in Methods of Evaluation is assigned 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, 7th 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	%	%
Objective 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:

- 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. Such notes might either be ungraded or included under “Other.”

- b. **Problem Solving** assignments demonstrate critical thinking through assignments such as textbook work, worksheets, online exercises. Assignments may include some writing, but it is the solution or ideas that get the grade.
- c. **Skill Demonstrations** mean that the student actually 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 was 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.’
- d. **Exams** includes quizzes, tests, midterms, and final exams, including essay exams.
 - i. 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.
- e. **Other** is the field for any assignments that do not fit in the above. *Examples:* participation, oral presentation, portfolios, attendance and participation in field trips, 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.

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 direct their students accordingly. The COR, meanwhile, must list the most current edition of the textbook(s) the discipline faculty choose as representative. Certain science classes seeking UC Transfer might require a Lab Manual in the list of representative textbooks. See [UC TCA Guide](#).

a. Citations: List textbook titles first for easier readability. SIS does not allow font formatting. 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

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.

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.

Section 5 Programs of Study: Certificates and Majors

Programs of Study are designed 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 a student 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.

5.1 Types of Certificate

SRJC offers four types of certificates: Skills Certificates, Certificates of Achievement, Certificates of Completion, and Certificates of Competency. These certificates are developed through the collaboration of SRJC faculty, industry leaders, and advisory committees for the occupational disciplines. The most current information on certificates is available at [SRJC's Curriculum webpage](#): Before designing a new program, contact the Curriculum Office for guidance.

A. Credit Certificates. There are two kinds of credit certificates: certificates for programs of **16 or more units** and certificates for programs **that require fewer than 16 units**.

- **Programs of 16+ Units.** These programs lead to **Certificate of Achievements** and provide extensive preparation in the designated field. In addition to local approval, these programs must also be endorsed by the Bay Area Community College Consortium (BACCC) and receive approval from the Chancellor's Office.
- **Programs below 16 Units.** These programs lead to **Skills Certificates**. These programs undergo a rigorous local development and approval process.
- **Programs between 8-16 units** (depending upon certificate type) may or may not appear on a student's transcript. Contact Curriculum Technician for guidance.

B. Noncredit Certificates. These certificate types must be approved by the Chancellor's Office.

- **Certificate of Competency.** These programs are designed for an **academic purpose**, such as Basic Skills and/or ESL; they are not intended for career preparation upon completion of the certificate.
- **Certificate of Completion.** These programs are designed to lead to a job or improved **employability** upon completion, such as specific Adult Education programs.

5.2 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 the 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, please

remember:

- New courses included in the major must be approved by the CRC before the major can be submitted for approval. Remember to send e-mail via the distribution lists below:
 - DL.STAFF.FAC.ALL
 - DL.STAFF.ADMINCHAIRS
 - DL.STAFF.CMTE.CRC
- 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, but the course is outdated, the department chair should consult with the Dean of Curriculum.
- A course may be used to satisfy both a GE requirement and a major requirement ([Title 5, §55806](#)).
- Within the major, a course may not be used more than one time to meet a major requirement.
- **Occupational**-When proposing a new occupational major, remember that the application is the same as that for the Certificate of Achievement. Applying for both the certificate and the major is strongly recommended as this provides students with the option of an associate degree in their field. Occupational majors require labor market data in order to show employability in the field.

5.3 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 approval process, see [Programs of Study—Approval Process](#) presentation. Before beginning any approval process, be sure to consult with department chair and supervising dean. Required forms are in Appendix F or on [Curriculum website](#). The checklist below outlines the general steps required for a program of study. Consult the [PCAH, 7th Edition](#) for Chancellor's Office guidelines.

A) Career Education Programs (Skills Certificates do not need steps 7, 11, & 14)

1. Obtain dean and department chair approval for new program; inform all department chairs and instructional managers via e-mail about developing new program.
2. Discuss program with advisory and focus groups; determine program outcomes.
3. Determine sequence of courses.
4. Obtain required Labor Market Industry data
5. Present [White Paper](#) to Academic Affairs Council (AAC) for program approval.
6. Complete new program application.
7. Meet with Majors and Certificates and Review Committee (MCRC) for Tech Review.
8. Obtain Educational Planning and Coordinating Council (EPCC) Approval.
9. Develop CORs for all courses within program; be sure to send e-mail to listservs below for any new courses.
 - DL.STAFF.FAC.ALL
 - DL.STAFF.ADMINCHAIRS
 - DL.STAFF.CMTE.CRC
10. Submit CORs to Cluster Tech Review Committee (CTRC)

11. Obtain Bay Area Community College Consortium (BACCC) approval
12. Submit to CRC for recommendation for approval of CORs and program.
13. Obtain Board of Trustees approval
14. Submit to Chancellor's Office for approval.

B. Majors for Occupational and Transfer Degree Programs

1. Obtain dean and department chair approval for new program; inform all department chairs and instructional managers via e-mail about developing new program.
2. Check for AD-T, TMC, and/or C-ID Descriptors
3. Determine sequence of courses.
4. Present [White Paper](#) to Academic Affairs Council (AAC) for program approval.
5. Complete new program application.
6. Meet with Majors and Certificates and Review Committee for Tech Review
7. Obtain Educational Planning and Coordinating Council Approval
8. Develop CORs for all new courses within program; be sure to send e-mail to distribution lists
 - DL.STAFF.FAC.ALL
 - DL.STAFF.ADMIN.CHAIRS
 - DL.CMTE.CRC
9. Submit new CORs and any in need of updating to Cluster Tech.
10. Obtain Bay Area Community College Consortium (BACCC) approval (CE only).
11. Submit to CRC for approval of CORs and program.
12. Obtain Board of Trustees approval.
13. Submit to Chancellor's Office for approval.

5.4 Revisions to Certificates and Majors

The steps required for revising a certificate/major depends upon degree of approval and the changes being made. If you are making one or more of the minor changes listed below, complete Certificate and Major Revision form and route for signatures. All other modifications are considered substantial and require a new application.

The following are considered minor changes:

- Addition/deletion of elective courses;
- Addition/deletion of required courses;
- Increase or decrease in number of units; and
- Change in program title and/or course number.

Please see the Chancellor's Office's [Program and Course Approval Handbook](#), 7th Edition for further information.

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, Board and Chancellor's Office (if needed) approval, the process for revising certificates and majors is complete. Due to the institution's interest in maintaining 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 3.6 Review as noted in Board Policy 3.6.

- If a department determines that a certificate/major should be inactivated, a Certificate/Major Revision form should be submitted to inactivate the program.
- 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: Additional Information about Courses

6.1 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 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 during the summer, to receive approval for the next catalog year (1 year later)

- Example:
 - CRC approval in Spring 21
 - Submitted to UCOP in Summer 2021
 - Anticipated Approval in Academic Year 2021-22
 - Course Offered in Fall 2022

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
- [Intersegmental General Education Transfer Curriculum \(IGETC\) Guidelines](#).

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)

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.
 - 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 comp for 1-49 courses and either a UC comp or CSU comp 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.”

- UC requires at least one comparable for transfer-level courses.
- 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).
- Note that copies of catalog pages with the comparable courses are required with the cover sheet.

E. 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). The CRC will consider the rationale when reviewing the course.
- If the course contains cutting edge material (e.g., new technology), find 5 CA Community Colleges that offer a comparable course as CSU Transfer.
- 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.

G. 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?

H. 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.

I. 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 it should be numbered above 50. This numbering does *not* apply to Physical Education theory courses.

6.2 Special Topics and Experimental Courses

For more information regarding Special Topics and Experimental Courses, see [PCA# 7th Edition](#) (pp. 52-53) or contact SRJC's Curriculum Office.

6.3 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 particular course completed. Therefore, students cannot count the units for those 48s and 49s 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. (See a counselor for details.)"

6.4 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. This course does require involve academic research.

6.5 Submitting Courses for General Education

There are specific guidelines for GE courses for the Associate Degree, CSU General Education, and Intersegmental General Education Transfer Curriculum. SRJC's process follows guidelines and policies listed below.

- For Option A: Local AA/AS [Board Policy 3.1P-](#)
- For Options below, ["Guiding Notes for General Education Course Review"](#)
 - Option B: CSU GE
 - Option C: IGETC GE

A. Steps for General Education Consideration

1. Complete GE Grid (See Appendix F).
2. Include a rationale statement and secure required signatures
3. Complete Correct Checklist
 - For CSU GE, complete the checklist "Criteria for Courses Proposed for CSU GE."
 - For IGETC, complete the checklist "Criteria for Courses Proposed for IGETC."
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 complete proposal and GE Grid to the Articulation Specialist for review by the CRC's GE subcommittee.
6. A course submitted for inclusion in CSU and/or IGETC 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 effective date for approved courses for inclusion in GE patterns, contact the Curriculum and/or Articulation Office.

6.6 Noncredit Courses (400-999)

Before developing *new* noncredit courses, contact the Curriculum Office. 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. After the course is logged into the curriculum system, the course submitter is referred to the Curriculum Dean who reviews the COR and Noncredit New Course Proposal form for completeness and gives feedback to the submitter.
3. The course is returned to the Curriculum Office and then sent to the CTRC.
4. The noncredit course proposal then continues through the regular course approval process.
5. **CRC and Board of Trustees Approval:** Upon Board of Trustee course approval, the Curriculum Office sends proposal to the Chancellor's Office for approval; once approved, the noncredit course can be scheduled, generally the fall semester following approval.
6. **Chancellor's Office Approval:** When Chancellor's Office approves the course, the Curriculum Office notifies the submitter, chair, and dean.

B. Noncredit Courses for Enhanced Funding: These courses follow the approval procedures above, but to qualify for enhanced funding, the courses must belong to a sequence that leads to a certificate of completion. According to [Title 5 §55151](#), the noncredit program must be a short-term vocational program OR a sequence of courses involving:

- Courses in elementary and secondary basic skills;
- 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
- Courses in English as a Second Language and Vocational English as a Second Language.
- Also, the program or course sequence is designed to result in either
 - a noncredit certificate of completion leading to improved employability or job opportunities; or
 - a noncredit certificate of competency in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution.

For more information on creating a noncredit program and the courses within it, please contact the Curriculum Dean.

6.7 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 or course section 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 class is online with 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 of 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](#). 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.
3. Check Canvas course for feedback from DE Reviewers and follow instructions within Canvas to respond to that feedback.
4. Submit signed form to Curriculum Office when all steps in Canvas course are complete.
5. Once CRC approves 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. 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 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 its DE delivery. The course will require Cluster Tech Review and possibly full review by the CRC, depending on the kinds of changes made.

F. DE Course Submission: For all DE courses proposals, send the *DE Proposal* form, Course Revision form (if necessary), and a hard copy of the COR to the Curriculum Office, and e-mail an electronic copy of the *DE Proposal* form to the Curriculum Technician. The Distance Education reviewers coordinate with the Curriculum Office about courses recommended for Distance Education approval on the CRC Consent Agenda.

G. 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.

H. 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 its chosen technology.

I. For Online College Project: For details, visit [Distance Education website](#).

6.8 Stand-Alone Courses

Community college curriculum committees and their Boards of Trustees have the authority to approve stand-alone courses, Title 5 requires 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. In particular, 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.

6.9 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.

6.10 Support for Curriculum Development and Approval

Developing and maintaining courses and programs is a complex process, and most faculty need support and guidance at some time. Here are the main contacts for curriculum related concerns.

- **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 Technician: 527-1554
 - Administrative Assistant to the Curriculum Dean: 521-7886
 - Curriculum Dean: Please contact through the Curriculum Office Administrative

Section 7: Glossary

This glossary lists relevant terms and phrases (and commonly used abbreviations when appropriate). This is not an exhaustive list; rather, the list includes frequently used terms and phrases. 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, 7th 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

1. 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)

2. 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)

3. 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)

4. Career Education (CE)—Courses and programs that respond to economic development interests (1)

5. 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))

6. 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)

7. Content Review (CR)—Documents 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)

8. Correspondence Education (CE)--

9. [Course Identification Numbering System \(C-ID\)](#)--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. (1)

10. 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)

11. 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)

12. 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)

13. 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)

14. Intersegmental General Education Transfer Curriculum (IGETC)-- A set of courses meeting lower division general education requirements for CSU, UC and the community colleges. (5)

15. 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)

16. 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)

17. Methods of Instruction (MOI)-- This COR element describes the method of delivering instruction, such as lecture, synchronous or asynchronous interaction.

18. Positive Attendance--Alternative to census week counts, positive attendance counts the actual number of persons present in class each day. (5)

19. Program and Course Approval Handbook (PCAH, 7th 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)

20. 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)

21. Student Information Systems (SIS)--SRJC's computer program that stores and manages SRJC curriculum.

22. 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)

23. 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)

24. Transfer Model Curriculum (TMC)-- ASCCC and CSU created model curriculum for certain majors specifically for students transferring to the CSU system. (2)

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, 7th ed](#)
- [Chancellor's Office Curriculum and Instruction Unit website](#)

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.).

<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis*</u>	<u>Evaluation*</u>
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	Change	Calculate	Collect	Choose
	examples of				
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	Interview	Identify	Make up	Rate
	examples				
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)

The screenshot shows the SRJC SIS Curriculum module interface. At the top, there is a toolbar with several icons, including a magnifying glass icon which is circled in red. Below the toolbar, there are three tabs: 'Course Maintenance', 'Course Signatures', and 'Programs of Study'. The 'Course Maintenance' tab is active. On the left, under 'Selection Criteria', there is a 'Specific Course' section with a 'Course Prefix/Number' field containing 'athl 1'. Below this field is an 'OR' button. On the right, there is a 'List of Selected Courses' section showing a tree structure. The tree is expanded to show 'ATHL 1' with a list of versions: v1 PE 181.1 Be, v2 PE 11 Begin, v3 PE 11 Begin, v4 ATHL 90 Int, v5 ATHL 90 Int, v6 ATHL 1 Inte, v7 ATHL 1 Inte, v8 ATHL 1 Inte, and v9 ATHL 1 Inte.

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

☒ Sections ☐ Course Outline

Appendix D: Best Practices for Cluster Tech Review Committees

The CRC recommends that Cluster Tech Review Committees follow these best practices:

1. 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.
2. Provide orientation for new members and ongoing training in curriculum review processes.
3. Share key resources, such as SRJC's *Curriculum Writer's Handbook* and ensure that all members know how to access and navigate the CRC website.
4. Encourage submitters to attend Cluster Tech Review meetings when their courses are reviewed so feedback can be given directly.
5. Keep a list of actions taken, file copies of the Cluster Tech Review forms, and systematically track and follow up curriculum, recording the dates when each course:
 - is reviewed by Cluster Tech Review Committee
 - has forms signed by submitters, Department Chairs and Dean
 - and related forms are submitted to Curriculum Office
6. Use [Cluster Tech Review Checklist](#) (CRC Document) as a guide when reviewing courses.

Appendix E: Course Outline of Record Checklist

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 \(PCAH\)](#), 7th 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.

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.

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)

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."

Schedule of Classes Description

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

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.

Course Content

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.

Objectives

Instructional objectives are more specific than outcomes.

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.

Topics and Scope

1. All Topics and Scope are required components of class and should align with SLOs and Objectives
2. 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"
3. 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
 1. “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.

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.
 1. Example from English 1A Assignments
 1. Weekly reading-based writing and discussion assignments, such as:
 - 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](#)
 - 1. 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.

- 1. Identify lab assignments and lecture assignments clearly. This can be accomplished in one of the following ways:
 - 1. Create a 'lecture-related' assignment list and a 'lab-related' assignment list.
 - 2. On Assignment list, indicate which assignments take place only during lab by writing (Lab only) at the end of the assignment description.

Textbooks

- 1. For UC courses, be sure to check [UC-TCA subject area guidelines](#) for subject area requirements.
 - 1. For example, many science courses that include a lab require a lab manual is included in the list of textbooks.
 - 2. If including Open Education Resource material for 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.

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.

Appendix F: Forms

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

4.4 Course Titles

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

Version 7 **ENGL 1A College Composition** Back Forward Area ▾

Approved course change effective Summer 2019; Transferable UC and CSU
 Last updated on 1/2/2021 at 14:02 by Charles Crocker

General | Descriptions | Student Prep | Content | Approval | Forms | Tools |

Basic Information | Hours and Units | Repeatability | Scheduling | Other Codes |

Course Discipline/Nbr **Abbreviated Title** Sustainable
 ENGL 1A COLLEGE COMPOSITION ☐

Full Title
 College Composition

Title 5 Category Grading
 AA Degree Applicable Grade Only ▾

Certificate/Major Applicable
 Both Certificate and Major Applicable ▾

Also Listed As
 Not cross-listed ▾

Course	Approval	Description

Formerly

Course	Description

[\(Return to section 4.4 above\)](#)

4.5 Hours, Units, Weeks

- Step 1: Click *General*
- Step 2: Click *Hours and Units*
- Step 3: Input Units, Weeks, and Hours

General	Descriptions	Student Prep	Content	Approval	Forms	Tools
---------	--------------	--------------	---------	----------	-------	-------

Basic Information	Hours and Units	Repeatability	Scheduling	Other Codes
-------------------	-----------------	---------------	------------	-------------

Units
Min
Max

Weeks
Min ☐ Full-term
Max ☒ Full-term

Values for Maximum Units and Weeks

Course Hours per Week

Course Hours Total

Lec Hrs Sched	<input type="text" value="4.00"/>	Lec Hrs Sched	<input type="text" value="70.00"/>
Lab Hrs Sched	<input type="text" value=".00"/>	Lab Hrs Sched	<input type="text" value=".00"/>
Contact DHR	<input type="text" value=".00"/>	Contact DHR	<input type="text" value=".00"/>
Contact Total	<input type="text" value="4.00"/>	Contact Total	<input type="text" value="70.00"/>
Non-Contact DHR	<input type="text" value=".00"/>	Non-Contact DHR	<input type="text" value=".00"/>

Units

Out of Class Hours

Student Learning Hours

[\(Return to section 4.5 above\)](#)

4.6 Title 5 Categories and Grading

- Step 1: Click *General*
- Step 2: Click *Basic Information*
- Step 3: Input Grading information

(Return to section 4.6 above)

- Step 1: Click General
- Step 2: Click Repeatability
- Step 3: Update Retake Code

General | Descriptions | Student Prep | Content | Approval | Forms | Tools

Basic Information | Hours and Units | **Repeatability** | Scheduling | Other Codes

Retake Code

00 - Two Repeats if Grade was D, F, NC, or NP

Repeat Groups

Description	Active Status	Repeat Code
<input type="checkbox"/> ADMINISTRATION OF JUSTICE 61	Active	10
<input type="checkbox"/> AGBUSWINE60	Active	00
<input type="checkbox"/> AGBUSWINE61	Active	00
<input type="checkbox"/> AGBUSWINE62	Active	00
<input type="checkbox"/> AGDET86.1	Active	00
<input type="checkbox"/> AGHORTNRMWELD56	Active	33
<input type="checkbox"/> AGMECDET84	Active	00
<input type="checkbox"/> AGMECDET88	Active	00
<input type="checkbox"/> AGMECDET89	Active	00
<input type="checkbox"/> AGMECHDET87	Active	00
<input type="checkbox"/> AJ 203 203A	Active	00

Clear Selections

[\(Return to section 4.7 above\)](#)

4.8 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*

General | **1 Descriptions** | Student Prep | Content | Approval | Forms | Tools

2 Catalog | **4 Schedule**

Catalog Description

This is an introductory course that offers instruction in expository and argue
course emphasizes critical reading and discussion of primarily non-fiction, coll

3

[\(Return to section 4.8 above\)](#)

4.9 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)

General | Descriptions | **Student Prep** | Content | Approval | Forms | Tools

Matric Assessment Required: Requires English Assessment

Prereq/Coreq | Recommended | Limits on Enroll.

Courses | Verticals | Proposed Courses

OTHER
ADLTED 501
ADLTED 502
ADLTED 503
ADLTED 511
ADLTED 512
ADLTED 513
ADLTED 521
ADLTED 522
ADLTED 523

Work Area

ENGL 100B and
or
ENGL 50 and
or

Set Type

User Value:
Score:

Prereq/Coreq Text
Auto Generated Description
Completion of ENGL 100B or higher (V8) OR Concurrent Enrollment in ENGL 50

User Generated Description ☒ Use User Generated Description
Completion of English 309, English 100, ESL 100 or appropriate placement based on AB 705 mandates

[\(Return to section 4.9 above\)](#)

4.9.H. Limits on Enrollment (LOE)

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

General | Descriptions | **Student Prep** | Content | Approval | Forms | Tools

Matric Assessment Required: Requires English Assessment

Prereq/Coreq | Recommended | **Limits on Enroll.**

☐ Requires add code from the instructor or department to enroll.

Limits on Enrollment

Double click to add or remove

Age xx or older
By Audition
By Tryout
Admission to Program
Driver's License
Health or Safety

[\(Return to section 4.9.H. above\)](#)

4.11. 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

General | Descriptions | Student Prep | **Content** | Approval | Forms | Tools

2 Outcomes and Objectives | Institutional SLO's | Topics and Scope | Assignments | Methods of Evaluation | Textbooks and Materials

Student Learning Outcomes | **Objectives**

#	SLO Text
1	Demonstrate an understanding of a variety of discipline-specific skills, strategies, and resources that facilitate the acquisition of college composition conventions and a
2	Demonstrate the capacity to comprehend, summarize, analyze, evaluate, and synthesize college-level texts of various lengths and genres, primarily non-fiction.
3	Write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts.
4	Locate, evaluate, analyze, and synthesize outside source materials and integrate them into writing assignments using MLA style.
5	Engage in inquiry and analysis of texts to determine how meaning is constructed and how it relates to the reader.
*	

Right click above to add or remove an SLO, enter SLO text below:

Upon completion of this course, the student will be able to:

Demonstrate an understanding of a variety of discipline-specific skills, strategies, and resources that facilitate the acquisition of college composition conventions and academic discourse. 4

Legacy Use Only:

Upon completion, students will be able to:

1. Demonstrate an understanding of a variety of discipline-specific skills, strategies, and resources that facilitate the acquisition of college composition conventions and academic discourse.
2. Demonstrate the capacity to comprehend, summarize, analyze, evaluate, and synthesize college-level texts of various lengths and genres, primarily non-fiction.
3. Write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts.

[\(Return to section 4.11 above\)](#)

Objectives Steps:

- Step 1: Click *Content*
- Step 2: Click *Outcomes and Objectives*
- Step 3: Click *Objectives*
- Step 4: Update Objectives

General	Descriptions	Student Prep	Content	Approval	Forms	Tools
---------	--------------	--------------	----------------	----------	-------	-------

2 Outcomes and Objectives	Institutional SLO's	Topics and Scope	Assignments	Methods of Evaluation	Textbooks and Materials
----------------------------------	---------------------	------------------	-------------	-----------------------	-------------------------

Student Learning Outcomes	3 Objectives
---------------------------	---------------------

Students will be able to: **4**

1. Demonstrate close reading strategies in order to comprehend primarily non-fiction texts through techniques such as identifying format, genre, purpose, and audience.
2. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
3. Demonstrate, in writing and discussion, the conclusions of textual analysis, including an understanding of a text's coherence and structure.
4. Summarize a text's thesis and major supporting points.
5. Evaluate a variety of ideas and perspectives through course readings, discussions, and writing assignments.
6. Engage in deep analysis of ideas, issues, and themes that surface in course readings and assignments.
7. Understand the role and value of their own critical reading, writing, and inquiry practices.
8. Critically read, analyze, and evaluate a variety of primarily non-fiction texts to make inferences and identify biases and assumptions, to construct meaning from text and make connections to the world around them.

[\(Return to section 4.11 above\)](#)

4.12 Topics and Scope

- Step 1: Click *Content*
- Step 2: Click *Topics and Scope*
- Step 3: Update Topics and Scope

General	Descriptions	Student Prep	Content	Approval	Forms	Tools
---------	--------------	--------------	----------------	----------	-------	-------

Outcomes and Objectives	Institutional SLO's	2 Topics and Scope	Assignments	Methods of Evaluation	Textbooks and Materials
-------------------------	---------------------	---------------------------	-------------	-----------------------	-------------------------

Topics and Scope

I. Critical Reading, Thinking, and Inquiry **3**

A. Pre-reading

1. Survey
2. Ask focus questions
3. Develop a purpose and plan for reading

B. Active Reading

1. Annotate text
2. Activate prior knowledge
3. Make predictions
4. Ask focus questions
5. Visualize
6. Monitor Comprehension

[\(Return to section 4.12 above\)](#)

4.13 Assignments

- Step 1: Click *Content*
- Step 2: Click *Assignments*
- Step 3: Update Assignments

General | Descriptions | Student Prep | **Content** | Approval | Forms | Tools

Outcomes and Objectives | Institutional SLO's | Topics and Scope | **2 Assignments** | Methods of Evaluation | Textbooks and Materials

Assignment

Assignments **3**

1. Quiz(ze)s (0-16)
2. Exam(s) (0-4)
3. Timed in-class essay assignment(s) (1-4)

Critical Reading, Thinking, and Inquiry

1. Weekly reading of primarily non-fiction texts (10-50 pages)
2. Weekly reading-based writing and discussion assignments, such as:
 - 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
 - e. Metacognitive reading assignments, such as completing the Metacognitive Awareness Reading Strategies Inventory (MARS)

[\(Return to section 4.13 above\)](#)

4.14 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

General | Descriptions | Student Prep | **Content** | Approval | Forms | Tools

Outcomes and Objectives | Institutional SLO's | Topics and Scope | Assignments | **2 Methods of Evaluation** | Textbooks and Materials

Degree Applicable Only

Assessment tools based on writing are not included because:

☐ Problem Solving assessments are more appropriate

☐ Skill Demonstrations are more appropriate

☐ Course includes essay exams that fulfill writing component

Total Percentages

Min Max

70 120

Show Assignments

Category	Description	Min Pct	Max Pct
Writing Assignments	Academic expository and argumentati...	60	70 3
Problem-solving Assignments	Researched-based, problem-solving e...	5	20
Skill Demonstrations		0	0
Examinations	Quizzes; Exams	0	10
Other Method of Evaluation	Attendance and Participation; Weekly...	5	20

Examples: (This list is not intended to be all inclusive)

Writing Assignments.

- o Analysis of readings
- o Analytical papers
- o Creative writing
- o Critiques
- o Essays

Selected Category

Writing Assignments

Description of assessment tools **4**

5 Min Max

60 70

Academic expository and argumentative essays, inclusive of research; low-stakes, formative writing assignments; In-class essay(s), reading-based writing

[\(Return to section 4.14 above\)](#)

4.15 Representative Textbooks and Materials

- Step 1: Click *Content*
- Step 2: Click *Textbooks and Materials*
- Step 3: Update Textbooks

General	Descriptions	Student Prep	Content	Approval	Forms	Tools														
<table border="1"> <tr> <td>Outcomes and Objectives</td> <td>Institutional SLO's</td> <td>Topics and Scope</td> <td>Assignments</td> <td>Methods of Evaluation</td> <td>Textbooks and Materials</td> </tr> </table>							Outcomes and Objectives	Institutional SLO's	Topics and Scope	Assignments	Methods of Evaluation	Textbooks and Materials								
Outcomes and Objectives	Institutional SLO's	Topics and Scope	Assignments	Methods of Evaluation	Textbooks and Materials															
<table border="1"> <tr> <td colspan="2">Representative Textbooks and Materials</td> <td colspan="5"><input type="checkbox"/> Instructor prepared materials</td> </tr> <tr> <td colspan="7"> <p>Understanding Rhetoric: a Graphic Guide to Writing. 2nd ed. Losh, Elizabeth and Alexander, Jonathan and Cannon, Kevin. 2017</p> <p>A Pocket Style Manual. 8th ed. Hacker, Diana and Sommers, Nancy. Bedford/St. Martin's. 2017</p> <p>College Composition and Reading: Information and Strategies. 4th ed. Lukas, Linda. Kendall Hunt. 2017</p> <p>Rules for Writers. 8th ed. Hacker, Daina and Sommers, Nancy. Bedford/St. Martin's. 2016</p> </td> </tr> </table>							Representative Textbooks and Materials		<input type="checkbox"/> Instructor prepared materials					<p>Understanding Rhetoric: a Graphic Guide to Writing. 2nd ed. Losh, Elizabeth and Alexander, Jonathan and Cannon, Kevin. 2017</p> <p>A Pocket Style Manual. 8th ed. Hacker, Diana and Sommers, Nancy. Bedford/St. Martin's. 2017</p> <p>College Composition and Reading: Information and Strategies. 4th ed. Lukas, Linda. Kendall Hunt. 2017</p> <p>Rules for Writers. 8th ed. Hacker, Daina and Sommers, Nancy. Bedford/St. Martin's. 2016</p>						
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[\(Return to section 4.15 above\)](#)

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.