



Fall 2023 Professional
Development Day-August 11,
2023

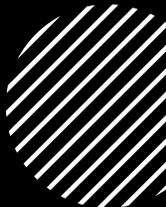
Ann Foster
Josh Adams
Josh Pinaula
Chas Crocker

A low-angle, upward-looking photograph of a diverse group of graduates in black gowns and caps. They are all smiling and looking upwards, creating a sense of joy and achievement. The background is filled with lush green trees, suggesting an outdoor campus setting. The text "Curriculum Updates and Abbreviations" is overlaid in the center in a white, sans-serif font.

Curriculum Updates and Abbreviations



Presentation Outline



SRJC Curriculum Review
Committee (CRC)
Function and Overview



SRJC's Course and
Program Approval
Overview



IDEAA and the Course
Outline of Record



Recent and Upcoming
Legislation



Questions and Resources

DISTRICT MISSION, VISION, AND VALUES

THE MISSION OF THE SONOMA COUNTY JUNIOR COLLEGE DISTRICT IS:

Santa Rosa Junior College transforms the lives of our culturally rich student body, employees, and community by cultivating a welcoming and antiracist environment, centered on social responsibility and cultural awareness. We offer exceptional teaching and learning in support of associate degree, certificate, transfer preparation, workforce preparation and community education programs, integrated with comprehensive student support services.

THE VISION OF THE SONOMA COUNTY JUNIOR COLLEGE DISTRICT IS:

Santa Rosa Junior College commits to setting the standard in cultivating an accessible, open, barrier-free, sustainable environment for students, employees, and the community. The college envisions equitable, impactful, transformative, enriching, and holistic learning opportunities that inspire our students to thrive.

SONOMA COUNTY JUNIOR COLLEGE DISTRICT VALUES:

A Healthy and Resilient College grounded in kindness, innovation, collaboration, and restorative justice that identifies and removes oppressive structures;

Teaching and Learning that encompass excellence, freedom, and responsibility in academics that promote civic engagement, a love of learning, and success for all students;

Community Engagement and Relationships founded on cultural competency, trust, embrace of difference, and interconnectedness;

Wellbeing centered on the physical and mental wellness of all members of our community;

Integrity that emphasizes honesty, transparency, and ethical engagement;



Federal

- WASC / ACCJC
- Dept. Ed. Distance Education (DE)
- Financial Aid
- Veterans Affairs

State

- Ed Code
- Title V Regulations
- CCCCO
- PCAH
- ASCCC

Local

- Board of Trustees
- Academic Senate
- CRC
- Cluster Tech

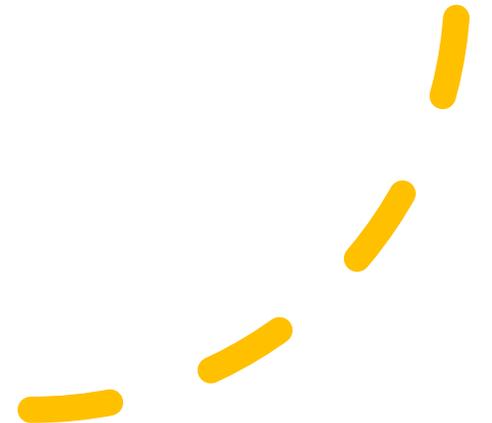
SRJC's Curriculum Review Committee (CRC)

What is CRC's Function?



SRJC's
Curriculum
Review
Committee's
(CRC)
Function

- **To...**
 - Review and certify Title 5 course standards compliance;
 - Assume responsibility for approval of courses to meet GE requirements for the
 - Associate Degree;
 - the CSU GE pattern, and
 - the Intersegmental General Education Transfer Curriculum (IGETC); and
 - Assume responsibility for certificate program approval.



SRJC's Curriculum Review Committee's (CRC) Function

- CRC shall receive advice and recommendations from Cluster Tech Review Teams (CTRC) in each identified cluster of departments for new or revised course review with particular attention to:
 - course name and description;
 - numbering;
 - hour and unit consistency;
 - appropriateness of prerequisites and relationship to other courses in the department and in other departments.

CRC's Responsibilities are to:

Recommend

approval of all new and revised courses, including online courses;

Recommend

approval of all new and revised Programs of Study;

Recommend

approval of CRC subcommittees' (e.g. GE and DE Review) suggestions;

Ensure

each (CTRC) includes a CRC representative who serves as CTRC co chair;

Interpret and
communicate

all curriculum standards and requirements to the college community;

CRC's Responsibilities are to:

Create and maintain

forms and processes for course approval including Distance Education offerings;

Consult

with faculty who are developing and revising courses and programs;

Facilitate

discussion and decision-making regarding curriculum at SRJC; and

Maintain

clear communication with the Academic Senate.



Cluster Tech Review Committees (CTRC)

CTRC participants are to be solicited by a Department Chair, Dean, or Supervising Administrator in each cluster.

Each CTRC must include at least one member of the Curriculum Committee. This person serves as a co-chair with the cluster dean.

All actions taken by the CRC are subject to review by the Academic Senate.

Course Approval

- **Workflow:**

- Submitter/Department
- CTRC (updates 6-year review)
- CRC
- Board of Trustees
- Chancellor's Office (COCI)

- **Submission Process:**

- New: [MS Forms](#)

- **Deadline: F2024 (10/02/2023)**

Exceptions:

- Distance Education
 - S2024 (08/22/2023)
 - X/F2024 (10/23/2023)
- General Education
 - F2024 (11/01/2023)
- UC transfer courses
 - F2025 (03/29/2024)

Program Approval

- **Workflow for New Certificates/Majors:**

- **Advisory Committee**^{CTE only}

- Academic Affairs Council (AAC)

- Majors and Certificate Review Committee (MCRC)

- Educational Planning and Coordinating Council (EPCC)

- **Bay Area Community College Consortium (BACCC)**^{CTE only}

- Curriculum Review Committee (CRC)

- Board of Trustees (BoT)

- Chancellor's Office Curriculum Inventory System (COCI)

- **Submission Process:**

- New Form: [Program Proposal and Application](#)

- **Deadline:**

- F2024 (12/08/2023)

- **Workflow for Existing Cert/Maj:**

- Email [Chas Crocker](#)



Key factors in COR
development and
revision

1. Disciplinary Expertise
2. Title 5
3. Program Course Approval Handbook, 7th Edition
4. ACCJC
5. ASCCC's Spring 2017 Course Outline of Record
6. SRJC's Curriculum Writer's Handbook
7. C-ID Descriptors (e.g. word count for 1A)
8. UC Transferable Course Agreements
- 9. Inclusivity, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Principles**

What is Culturally Responsive Curriculum?

Portland State University's LibGuide offers this quote by Geneva Gay to help answer this question.

“Culturally responsive teaching can be defined as using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. It teaches *to and through* the strengths of these students”



Components of Culturally Responsive Curriculum

- Seeing cultural differences as assets
- Using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development.
- Challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression
- Being change agents for social justice and academic equity
- Mediating power imbalances in classrooms based on race, culture, ethnicity, and class
- Accepting cultural responsiveness as endemic to educational effectiveness for students from all ethnic groups.

• Source: <https://guides.library.pdx.edu/c.php?g=527355&p=3623937>



How to Integrate IDEAA in the COR Description

Ensure that language is inclusive and that differing perspectives are part of the course.

- Ask:
 - Does the description demonstrate a welcoming approach?
 - Does description have inclusive language
 - use “the student” rather than he/she or his/her;
 - use active versus passive voice:
 - minimize jargon or define discipline-specific terminology?
 - Does the description include IDEAA content that will be covered in the course?



IDEA An the COR-Catalog Description Before and After Example

- **Before (2012):**
- HIST 117 is a survey course that looks in depth at United States history from the colonial period to Reconstruction. The English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery, Civil War, and Reconstruction will all be examined. This course meets the California State requirements in United States history
- **After (2020):**
- HIST 117 is a survey course that looks in depth at United States history from the Colonial Period to Reconstruction. In this course, students are invited to explore the English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery and the antebellum South, Civil War, and Reconstruction. We will examine these events from the perspectives of Native Americans, enslaved people, and women, and connect these events to current social and political issues.



Sample Descriptions



- Read each of the sample descriptions on your handout.
- Note/consider what changes you might make so description is welcoming, inclusive, and explains or introduces any IDEAA content covered in this class.

How to Integrate IDEA in the COR Assignments

Do the assessments or assignments on COR:

- consider the multiple ways that student learn;
- encourage students to connect course content to their sociocultural backgrounds and experiences and/or the socio-cultural backgrounds and experiences of others;
- encourage students to construct their knowledge through contextualized experiences/activities;
- allow students to engage with course material in a variety of meaningful ways that includes real-world examples;



How to Integrate IDEA in the COR Assignments

Do the assessments or assignments on COR:

- include assignments, practices, and assessments that are formative in addition to summative.
- use language that is inviting, clear, and equity minded?



Sample Assessments and Assignments



- Read the assignments for English 100 on your handout.
- Note/consider what changes you might make so assignments align more fully with IDEAA principles



IDEAA and COR- Continuing the Journey



SRJC's Canvas Course—August 24-September 7



Upcoming Legislation

AB 1111-Course Renumbering

AB 928-CalGetc

Work Experience (Title 5 § 55002.5) -
expect local changes soon

AB 1111-Common Course Numbering

- Education Code §66725.5: (a)(1)
- To streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit accumulation, on or before July 1, 2024, both of the following shall occur:
 - (A)The California Community Colleges shall adopt a common course numbering system for all general education requirement courses and transfer pathway courses
 - (B)Each community college campus shall incorporate common course numbers from the adopted common course numbering system in its catalog



AB 1111-Common Course Numbering

- (2) The common course numbering system shall be student facing...and ensure that comparable courses across all community colleges have the same course number.”
- (3) ...the workgroup...shall consider starting with courses in the Course Identification Numbering System (C-ID)





**AB 928-
The Student Transfer
Achievement Reform Act
of 2021**

1. Requires the Intersegmental Committee of Academic Senates (ICAS) to establish a singular lower division general education pathway [established May 22, 2023]
2. Requires the California Community Colleges to place students on Associate Degree for Transfer (ADT) pathways if a such a pathway exists for the students' stated major and unless student opts out [by August 1, 2024 – CCCCO information forthcoming]
3. Establishes the Associate Degree for Transfer Intersegmental Implementation Committee [established fall 2023]



Other Curricular Topics from ASCCC's Curriculum Institute

- Open Education Resources
- Zero Textbook Cost Degrees
- Collaborative Programs
- Credit for Prior Learning
- Mirrored Courses
- Trauma-Informed Curriculum
- Bachelor's Degrees at CCC

A 3D rendering of a field of dark grey question marks, with one prominent yellow question mark in the center. The question marks are arranged in a dense, overlapping pattern, creating a sense of depth and texture. The lighting is dramatic, highlighting the edges and surfaces of the question marks, particularly the central yellow one.

Questions/Additions/Clarifications

SRJC's CRC Meeting Dates 2023-2024

2nd and 4th Mondays, 3:15-5:15 PM

Fall 2023

08/14/2023
08/28/2023
09/11/2023
09/25/2023
10/09/2023
10/23/2023
11/13/2023
11/27/2023

Spring 2024

01/22/2024
02/12/2024
02/26/2024
03/11/2024
03/25/2024
04/08/2024
04/22/2024
05/13/2024

Curriculum Office Deadlines for 23-24

1. 12/08/23–All **Certificates and Majors** for Fall 2024
2. 10/02/23–All **Courses** for Fall 2024, except:
 1. 08/22/23–**DE** paperwork due for Spring 2023
 2. 10/23/23–**DE** paperwork due for Fall 2024
 3. 11/01/23–Courses seeking **GE** for Fall 2024
 4. 03/29/24–**New UC-Transferable Courses** for Fall 2025

Chancellor's
Office
Related
Resources
and Links

[Title 5, Division 6, California
Community Colleges](#)

[Program Course and
Approval Handbook](#)

[Minimum Qualifications
Handbook](#)

SRJC Curriculum Resources

[Curriculum Review
Committee Function](#)

[SRJC's Curriculum
Writer's Handbook](#)

- Appendix E = SRJC's
Course Review Checklist



IDEAA in the Course Outline of Record



[ASCCC's DEI in Curriculum: Model Principles and Practices](#)



[Glendale Community College's Guide to Equitable Curriculum](#)