

Reasons for Updates

1. Integrate IDEAA into COR-Blue Highlights

2. Streamline Cluster Tech Review Process-Green Highlights

3. Student Learning Outcomes and Objectives-Magenta Highlights

4. Clarify Discipline Overlap Process-Yellow Highlights

a. Includes initial research process

Section 1- Introduction to Curriculum Review Structure

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1.4 Cluster Tech Review Committee (CTRC) Composition and Responsibilities

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

Section 3- -Curriculum Development and Approval Process

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3.1 Initial Steps in New Course Development or Revision

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A. Discussion and Research. New course development or course revision begins with dialogue and research within the department and **in consultation with the department chair.**

- **Whenever possible, initiate email conversations or meetings with departments or disciplines who might have similar content in one or more of their courses to discuss the new course proposal.**
- **Whenever possible, keep minutes of each meeting (or e-mail conversation in case they are needed further along in the CRC process.**

D. New courses:

- **A) Disciplinary Conflict Overlap-Timeline**
 - **By end of Week 12 of a Fall or Spring semester**
 - New Course Announcement or Course Renumbering email sent to appropriate distribution lists.
 - **By end of Week 15 of a Fall or Spring semester or within 15 instructional days of email announcement (whichever comes first)**
 - Concerned faculty member **(after consulting with department chair)** notifies Curriculum Office of perceived conflict or overlap.
 - **By end of Week 17 of a Fall or Spring semester**
 - Meeting between discipline representatives takes place.
 - If a meeting is not possible by the end of Week 17, a meeting between discipline representatives occurs as close as possible to the end of Week 2 of the following semester.
- **B) Disciplinary Conflict Overlap-New Course Announcement**
 - Prior to sending this announcement, faculty submitter should complete the following steps:
 - **1. Complete initial research regarding similar courses and course content in SRJC's course inventory to ensure there is minimum to no disciplinary overlap.**

- **C) Disciplinary Conflict Overlap-Resolution**

- **3) Steps toward resolution**

- a) Meeting between faculty submitter(s)** of the COR in question and the department chairs of the two departments involved (or designee representing the discipline(s) when the department involves more than one discipline). **If the faculty submitter is also department chair, they can choose to invite an additional instructor from their department to the meeting. Additionally, the department chair from the other department can invite a department colleague to this meeting. Meeting parameters include the following:
 - If requested by one or both departments/discipline representatives, CRC Co-Chairs will attend this initial meeting, but they will not determine the outcome of the meeting.
 - If the submitter chooses not to meet, they waive the right for the course to move through the proposal process.
 - If the person objecting to the course chooses not to meet, they waive the right to further object and the course will move through the course approval process.
 - Meeting minutes on these resolutions are required to capture the main points of discussion and will be made available-at subsequent meetings, including-CRC and Senate meetings.
 - If no resolution is reached in the meeting between faculty submitters, the issue moves to a CRC Action Agenda under Business, ideally, by CRC's 2nd or 3rd meeting of the following semester as CRC's agenda allow; this will depend on volume of courses awaiting approval.

- **b) CRC Meeting Process**

- Co-Chairs place “Disciplinary Conflict Item” on Action Agenda in the Business section, ideally by 2nd or 3rd CRC meeting of the appropriate semester.
- Step I) CRC Prep for initial meeting
 - Prior to the first meeting, CRC members will review materials concerning the Disciplinary Overlap Process, including
 - meeting notes from initial meeting between two departments;
 - pertinent Course Outlines of Record;
 - Curriculum Writer's Handbook-Disciplinary Conflict section; and ASCCC materials related to placement of disciplines.
- Step II) Initial CRC meeting
 - Disciplinary Conflict will be a Business Action Item on the agenda. Allows CRC to make a motion to determine whether or not CRC will review the new course at the subsequent meeting
 - Each department representative will have 4 minutes to provide a brief presentation, which can include a PowerPoint;
 - CRC will adhere to the 4-minute timeframe strictly for each presenter.
 - Department voicing concern will present first
 - CRC will be invited to ask questions after both presentations have been completed;
 - each representative will have an equal amount of time to reply to each question.

This agenda item will be scheduled for 30 minutes and CRC Co Chair will call for the question at the end of the 30 minutes. If CRC votes to review the proposed course, then CRC will complete the course review at the subsequent CRC meeting.

○ Step III) CRC Procedures for 2nd Meeting

- At the beginning of the meeting, there will be an 18-minute Public Comment period.
 - each speaker will have 3 minutes to speak with a total of 18 minutes on the topic of the course under discussion.
 - This gives each department an opportunity to have three representatives each speak for 3 minutes. In the interest of time, speakers are asked read their comments rather than provide a presentation
 - Once the course is introduced, CRC will follow its regular procedures for any new class. These are outlined below:
 - CTRC Representative (or co-chair) introduces course and makes a motion to approve the course; another CRC member seconds the motion.
 - CRC discussion of the course occurs as follows.
 - CRC members pose questions of faculty submitter and submitter responds
 - CRC and faculty submitter do not field questions or comments from non-CRC participants.
 - Course review generally takes 10-12 minutes; no more than 20 minutes will be allowed for this course review at this meeting.

Section 4- Section 4 Components of the Course Outline of Record

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This section explains each COR component and requirements for completing each section during the course development or revision process. The COR serves as a guide for required instructional elements in 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. **To that end, consider how IDEAA principles can be integrated into the COR; see resources to support this in Appendix I.**

- Each section of the COR has a specific format, but some general conventions apply to the outline in general.
- Language should be
 - **student-centered**
 - **clear, concise**
 - **jargon free**
 - **accessible to the general reader.**

Section 4.8- Course Descriptions for Catalog and Schedule of Classes (Page 30 of current CWH)

The course description should **include student-centered language and include at least one sentence that clearly states what the students will experience in the class.**

- **Example sentence starters**
 - **Students will study**
 - **Students will examine**
 - **Students will learn**

4.11. Student Learning Outcomes and Course Objectives

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

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. While SLO's are not intended to be prescriptive, they should be worded such that assessment is straightforward and could be completed within the scope of a class with this COR

B. Objectives Format

The Objectives field includes a standard preamble *"At the conclusion of this course, the student should be able to."*

4.15. Representative Textbooks and Materials

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e. Open Educational Resources-Standard Citation Format

- Topic, Author, Source, License
 - Title, Authors, Latest Edition or Version. Publisher. Publication Year. URL. License
 - Example: Art History 1.3Guide to Ancient Egyptian Art. Ezra, Ruth et al. Smarthistory. 2019.
<https://open.umn.edu/opentextbooks/textbooks/831>. CC BY-NC-SA

Appendix D: Best Practices for Cluster Tech Review Committees

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CTRC Resources

1. Program Course and Approval Handbook, 8th edition
2. C-ID Final Descriptors
3. UC-TCA Guidelines
4. ASCCC's "The Course Outline of Record: A curriculum Reference Guide Revisited Spring 2012"
5. Glendale Community College's Guide for Creating Equitable Curriculum
6. SRJC's Curriculum webpages
 - a. SRJC's Unit/Hour Calculation Tool
 - b. Methods of Evaluation Percentages Chart
7. SRJC's Sample Course Outlines of Record
 - a. Soc 10
 - b. Kines 53
 - c. Cul 251A

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

1. Review Courses Due for 6-year review
 - a. At the start of the semester, the Curriculum Office sends a list of courses due for 6-year review to each Dean, Department Chair, and Administrative Assistant
 - b. The Dean reviews the list and determines which courses will be reviewed at which Cluster Tech meetings, and then informs the departments in their cluster.
2. 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.
3. Provide orientation for new members and ongoing training in curriculum review processes.
4. Share key resources, such as SRJC's Curriculum Writer's Handbook and ensure that all members know how to access and navigate the Curriculum Review Committee (CRC) website.

5. Departments (faculty submitters) revise their courses (with Cluster Tech Checklist and IDEAA principles as guides) in anticipation of their upcoming Cluster Tech meeting, informing the Dean's Administrative Assistant when the courses are ready.
 - a. If the department submits a course that is not due for 6-year review, then the CTRC Co-Chairs will determine which Cluster Tech agenda the course can be added to.
6. One week before the meeting, the AA emails the agenda to all Cluster Tech members and the submitters.
 - a. This allows the CTRC members a chance to review the courses prior to meeting, which maximizes time at the meeting itself.
 - b. It also allows the course submitter(s) time to balance their schedule to ensure their attendance at Cluster Tech in case there are any questions.
 - i. NOTE: 20 minutes is allotted for each course review at a CTRC meeting. If course review requires more than the allotted 20 minutes, CTRC Co-Chairs will ask the submitter to bring the course to a future meeting. The Co-Chairs will determine which Cluster Tech agenda the course can be added to and the submitter will be notified of the new review date.

Cluster Tech – Best Practices--Cluster Tech Review Meeting

7. At the meeting, courses are reviewed.

a. Format of the meeting: The CRC Co-Chairs recommend that each Cluster Tech meeting parallels the format of CRC meetings.

i. The CRC Representative leads the meeting, sometimes by sharing their screen, sometimes by merely directing the meeting to look at various facets of a course.

ii. The Dean (or designee) provides support as needed

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

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

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

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

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

Appendix E: Course Outline of Record (COR) Checklist

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

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

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

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 that 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 to spend more than 26.25 hours/week on that one course.

Catalog Description

The description should concisely describe the course's purpose and goals and the subject matter to be covered. When the course's 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 34)

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

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

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 61)

- 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 a course or enrolling in a program.
- Limits on Enrollment (LOE)-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 that student learning outcomes are stated in the official course outline of record.

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

Objectives

Instructional objectives are more specific than outcomes. As indicated above, SLOs are more general than objectives, but both SLOs and Objectivities 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 can 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.
 - 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 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 or are required for articulation purposes.
 4. Labs generally require little or no homework
 5. For UC Transferable Courses, check any discipline-specific requirements with UC's Transferable Course Agreements
 - a. For example, English literature courses are required to have a 5,000-word count minimum on their CORs

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 that a lab manual is included in the list of textbooks.

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

- Citation Format for OERs:

- Title, Author(s), Latest Edition or Version. Publisher. Publication Year. URL. License

Additional Considerations

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

Appendix I-Resources for integrating IDEAA principles into Course

Outlines of Record (New to CWH)

- Glendale Community College’s Guide for Creating Equitable Curriculum