





# The Curriculum Writer's Handbook

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# 1 Introduction to the Handbook and the Curriculum Review Structure

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## 1.1 Purpose of the Curriculum Writer’s Handbook

The *Curriculum Writer’s Handbook* is designed to provide Santa Rosa Junior College faculty and staff with the fundamental information to develop courses and programs, write official Course Outlines of Record, navigate through the process of course and program approval, and understand the institutional and state requirements that dictate community college curriculum. The *Handbook’s* purpose is to facilitate the development of strong, integrated academic courses and programs that meet student needs and abilities and reflect SRJC’s commitment to excellence and institutional Student Learning Outcomes. Every instructor working on a course or a program contributes to this process.

## 1.2 Organization of This Handbook

<b>Part 1</b> <i>Introduction to the Handbook and the Curriculum Review Structure</i>	Provides an overview of the <i>Handbook</i> and details roles and responsibilities of the Curriculum Review Committee, Cluster Tech Review Committees, other advisory committees, and the Curriculum Office.
<b>Part 2</b> <i>State Requirements for Course Approval</i>	Lists Title 5 and Chancellor’s Office regulations and standards for all types of community college courses, including transfer, degree applicable, non-degree applicable credit, noncredit, and stand-alone courses.
<b>Part 3</b> <i>The Curriculum Development and Approval Process at SRJC</i>	Outlines in detail all the steps involved in developing new courses and revising existing courses, from initial concept to final approval.
<b>Part 4</b> <i>Components of the Course Outline of Record</i>	Describes each component of the Course Outline of Record and explains how to write it.
<b>Part 5</b> <i>Certificates and Majors</i>	Describes requirements for certificate programs and both occupational and transfer majors; explains steps in development and revision of programs and majors.
<b>Part 6</b> <i>Appendix: More About Curriculum and Courses</i>	Provides additional information about different types of courses (CSU, transfer, GE, noncredit, Distance Education, etc.), as well forms and references to model course outlines, forms, and sources of curriculum support.
<b>Part 7</b> <i>Forms</i>	Provides hard copy examples of forms that accompany courses. Forms are available on the Curriculum Website and Curriculum Database System and are completed and submitted electronically.

The Curriculum Review Committee has attempted to provide the most up-to-date information possible in this *Handbook*, but changes in regulations at the State level are inevitable. The most current version of the *Curriculum Writer’s Handbook* and curriculum related material, plus links to most of the sources listed on the next page, is available online through the Curriculum website at: [www.santarosa.edu/curriculum](http://www.santarosa.edu/curriculum)

### **I.3 Sources**

The information in this *Handbook* is a distillation and interpretation of material from local and California State sources.

#### **A. SRJC Documents**

- The *SRJC Curriculum Development Guide* (“Big Rose”), which includes Chancellor’s Office memos and excerpts from most of the sources listed below. “Big Rose” is available in the Curriculum Office.
- *SRJC Policy Manual* (available online at [www.santarosa.edu/polman](http://www.santarosa.edu/polman))

#### **B. Documents from the Academic Senate for California Community Colleges**, available at [www.curriculum.cc.ca.us/](http://www.curriculum.cc.ca.us/)

- *Components of a Model Course Outline of Record* (1995)
- *Stylistic Considerations in Writing Course Outlines of Record* (1998)
- *Good Practices for Course Approval Process* (1998)
- *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice*

#### **C. Documents from the State**, which can be accessed through the Curriculum section of the Academic Senate of California Community Colleges (see website address above):

- *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*, Chancellor’s Office
- Memoranda from the Chancellor’s Office on specific curriculum-related issues

#### **D. Documents relating to transfer institutions**, also accessible through the California Community Colleges Academic Senate website:

- *CSU General Education Breadth Requirements*, Executive Order #595
- *Intersegmental General Education Transfer Curriculum*
- The Academic Senate of California State University website (for information regarding transfer-level lower division courses) at [www.calstate.edu/AcadSen](http://www.calstate.edu/AcadSen)

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### **I.4 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.

The Academic Senate’s document, *The Curriculum Committee*, explains:

The curriculum committee reviews and recommends courses and programs functioning under policies and procedures set by the academic senate (either through primary advice to or mutual agreement with the board). The composition of the curriculum committee is agreed upon mutually even if for other curriculum policies and procedures the board relies primarily upon the senate. 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 SRJC Academic Senate appoints the faculty representatives, the college president appoints the administrative representatives, and some members come to the committee by position. The CRC is a standing committee that has a close reporting and consulting relationship with the Academic Senate.

The CRC's official membership includes 23 members, 22 of whom are voting members:

- 14 faculty
- 2 Instructional Deans, appointed by Academic Affairs (usually one is the Dean of Curriculum and Educational Support Services)
- 1 Faculty Transfer Center Director (by position)
- 1 Dean, Counseling and Support Services (by position)
- 1 Dean, Matriculation and Student Development (by position)
- 1 Articulation Specialist (classified, and by position)
- 2 students, appointed by student government
- plus 1 ex-officio (non-voting) representative from Admissions and Records, by position

The CRC is co-chaired by a faculty member elected by the committee and a dean, usually the Dean of Curriculum and Educational Support and Services (referred to hereon as the "Curriculum Dean"). The names and contact information of current CRC members are listed on the Curriculum Review Committee website at [www.santarosa.edu/curriculum](http://www.santarosa.edu/curriculum).

The CRC meets every Monday during the academic year, 3:00-5:30 p.m. The agendas, minutes, and current locations of meetings are posted on the CRC website. CRC meetings are open to all members of the college community. Summary reports of CRC business are given at every Academic Senate meeting, and monthly reports plus an annual summary of CRC actions are presented to the SRJC Board of Trustees.

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### **I.5 Responsibilities of the Curriculum Review Committee (CRC)**

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*. The specific responsibilities of the Curriculum Review Committee include:

- Approving all new and revised courses
- Approving programs for certificates and majors
- Approving recommendations from advisory committees (see below)
- Appointing CRC members to serve on Cluster Tech Review Committees (see below)
- Interpreting and communicating clearly all curriculum standards and requirements to the college community
- Consulting with faculty who are developing and revising courses and programs
- Facilitating discussion and decision-making regarding curriculum in this institution
- Maintaining clear communication with the Academic Senate

## **I.6 Responsibilities of the Curriculum Office**

With respect to curriculum, 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 agendas and actions of the Curriculum Review Committee
  - Identifying and communicating new information and laws from the State level to the CRC, deans, and other college bodies
  - Submitting information and forms for courses and programs, as required by the State
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## **I.7 Responsibilities of Cluster Tech Review Committees**

Cluster Tech Review Committees are composed of members from each cluster (and in a few, from departments outside the cluster). Each group reviews the outlines of proposed new courses or course revisions from disciplines within the cluster before the COR goes on the CRC agenda.

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

1. A Curriculum Review Committee member, preferably from outside the cluster for objectivity, 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 cluster (from 2-5, depending on the cluster)
4. Classified staff, usually the dean’s administrative assistant, for administrative support

**B. Responsibilities.** The Cluster Tech Review Committee reads each proposal for new and revised courses from departments of that cluster. Specifically, this committee:

1. Ensures that the course meets the standards spelled out in the *Handbook* for format, compliance, content, clarity, completeness, and correctness.
2. Reviews the feasibility and alignment of the Student Learning Outcomes with the course objectives, using the guidelines in this *Handbook* and the *Project LEARN Handbook*.
3. Ensures that the course demands critical thinking, and, for CSU and UC transfer-level courses, demonstrates appropriate rigor (see Parts 2.2 and 6.1 for guidelines).
4. Recommends courses for CRC approval on the consent agenda or as an information item if revisions are deemed as minor or technical changes. (See Part 1.9 for the list of changes that are eligible for Cluster Tech Review recommendation.)
5. Records comments and recommendations for changes on a *Cluster Tech Review Feedback* form (see Part 7), which is given to the submitter. Ideally, the submitter will attend the meeting when the course is tech reviewed and will receive feedback firsthand.
6. Acts as a resource for instructors to discuss ideas for creating or revising courses before formally writing them.



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## Best Practices for Cluster Tech Review Committees

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

1. Hold regularly scheduled meetings with at least one of the co-chairs present. If no courses need to be reviewed, the meeting may be canceled or used to discuss other curricular matters.
  2. Orient new members and provide ongoing training in curriculum review processes.
  3. Provide copies of the *Curriculum Writer's Handbook* and ensure that all members know how to access the CRC website.
  4. Encourage submitters to attend the 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:
    - sent to Curriculum Office
    - reviewed by Cluster Tech Review Committee
    - sent back to the submitter with the *Cluster Tech Review Feedback* form
    - returned to the dean for verification and sign-off after changes have been made
    - resubmitted to the Curriculum Office(The above record-keeping is usually assigned to the classified member of the Cluster Tech Review Committee.)
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### I.8 Advisory Committees

Several advisory committees support the functions of the CRC. Membership on these committees, primarily faculty with expertise in pertinent areas, is determined through agreement with the CRC and Academic Senate. Most of these committees also include an instructional dean to provide administrative support. New or revised courses that need to be recommended for approval by an advisory committee are sent to the appropriate committee by the Curriculum Office *after* the course has been submitted to the office.

- A. Majors Review Committee (MRC):** The MRC works with the department until the proposal for a major is ready for recommendation and forwarding to the Curriculum Review Committee for approval. The MRC:
- Reviews the application for completeness and accuracy
  - Notifies all other departments whose courses are included in a given major, whether as core (required) courses or as restricted electives (pool of courses from which to fulfill a requirement)
  - Assists with preparation of articulation table for Transfer Majors
  - Advises the department of currency of the courses proposed for the major

For more about majors and the MRC, see Part 5.2.

- B. 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 thru the GE Subcommittee and be approved by the full CRC.

**C. General Education Area Advisory Committees.** Courses submitted for the Associate Degree GE pattern in areas G, H, or I must first be recommended by one of the following:

- **Area G** (American Cultures or Ethnic Studies)
- **Area H** (Environmental or Global Studies)
- **Area I** (Information Literacy)

For more on General Education, see Part 6.4.

**D. Distance Education Advisory Committee (DEAC):** This committee reviews courses proposed to be delivered in an alternative medium, such as Internet, television, or videoconferencing. “Hybrid” courses (i.e., courses where the instruction occurs partially in person, and partially via technology) must also go through DEAC if the alternative medium constitutes a significant part of the course’s method of instruction. For more on Distance Education, see Part 6.8.

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## **I.9 Responsibilities for Approval of Courses and Full Review Status**

Parts 2, 3, and 4 of this *Handbook* cover the entire course development and approval process, but it is important to note here which committee or office is responsible for recommending approval. The curriculum review and approval process is based on Title 5 and recommendations from the Academic Senate for California Community Colleges in *Good Practices for Course Approval Processes*.

**A. Review on the Action Agenda of the entire Curriculum Review Committee is required for:**

1. **All proposed new courses.**
2. **Any courses that have not been reviewed since Fall 2002, even if revisions are minor.** (Note: This requirement is in response to the major curriculum changes that took place starting Fall 2002.)
3. **All reinstated courses.** Courses that had been inactivated may be brought back, revised and offered again after approval.
4. **New courses based on existing courses.** Title 5 lists certain kinds of changes to existing courses that call for the development of a new course instead. These include:
  - Change in *total* number of units (including minimum or maximum)
  - Change in numbering that reflects: credit to noncredit or vice-versa; degree-applicable to non-degree applicable or vice-versa; transferable to non-transferable or vice-versa.
  - Change in Basic Skills status, TOP Code, and/or SAM Code.
5. **Revised courses with major changes (as listed below).** Such changes do not warrant a new course proposal, but the Academic Senate recommends that these changes be

reviewed and approved by the entire Curriculum Committee in order to ensure that the course still complies with Title 5 regulations.

**Major changes requiring review by the CRC on the Action Agenda are:**

- Substantive change in course descriptions. According to the Academic Senate of the California Community Colleges, this means changes in Student Learning Outcomes, Objectives, or content that 1) alter the need or justification for the courses or 2) call into question the ability of the course to meet standards in Title 5. (*Note: At SRJC, changes to this degree are rare; most departments making such significant changes would choose to create a new course.*)
- Change in configuration of units (e.g., lecture/lab) but not *total* number.
- Change in number of repetitions
- Change in prerequisites, corequisites, or advisories (Title 5, §55200)
- Offering a course in experimental status
- Submission to CSU for addition to CSU GE-Breadth or to CSU and UC for addition to IGETC.

All courses approved on the Action Agenda have met the criteria for “Full Review” status. The date of “Course Last Full Review” on the COR will reflect that date of approval.

**B. Cluster Tech Review Committees may recommend for approval courses with *minor changes*.** A course currently within its 6-year review cycle (*5-year* for UC transferable courses) that has only the minor changes below is eligible for recommendation for approval by its Cluster Tech Review Committee for approval on the Consent Agenda. Members of the CRC may request that any course on the Consent Agenda be moved to the Action Agenda if they believe further discussion is needed.

**1. Minor revisions leading to placement on the Consent Agenda include:**

- Adding one or more Student Learning Outcomes to an existing course outline
- Routine review of prerequisites, corequisites, and/or advisories, as long as they have not been changed (required every six years by Title 5)
- Minor, non-substantive changes in Course Description, Student Learning Outcomes, objectives, or content
- Changes in course number within a department’s grouping (as long as transfer or degree applicability does not change)
- Change in course title
- Minor changes to allow *option* for Distance Education delivery of course
- Addition of a focus area to a currently approved special topics umbrella course (using the next letter or number in the sequence)

*Note:* A course may be submitted with a number of minor revisions in most areas of the COR, but unless these substantially change the course, the course may still be recommended for approval on the Consent Agenda.

**2. “Full Review” vs. “Course Modification”**

Courses with minor revisions that have had all components of the course outline and accompanying forms, including updated Content Review forms, reviewed by a trained Cluster Tech Review Committee may be recommended for “Full Review” status on the Consent Agenda. Upon approval by the CRC, the date for “Course Last Full Review” on the Course Outline will be updated.

Courses with only minor revisions may elect to have only those aspects that have changed be reviewed by the Cluster Tech Review Committee. These courses would have the “Course Last Modified” date changed upon approval on the Consent Agenda by the CRC. However, the date of the last full review would remain the same.

**C. Certain technical changes are designated at Information Items.** These are made by the Curriculum Office and do not require a vote. They are reflected in the COR only as “Course Last Modified.” These include:

- Changes in term length, as long as the credit-hour relationship is maintained and pedagogy is not affected. *Note: This does not apply to UC transferable courses since UC does not accept courses that are not designated as semester-length in the course outline.*
- Corrections or very minor changes to individual areas listed under “Minor Revisions”
- Changes in Codes at the end (if reflecting minor aspects of the course), typographical or grammatical corrections
- Blanket changes to curriculum mandated by regulations or approved by CRC (such as changes to coding)
- Corrections of errors due to data transmission
- Routine change of course number from CSU level (50-99) to UC level (1-49) after course has been officially accepted for transfer with UC

The Curriculum Office also handles the **termination or inactivation** of a course (see 3.1.E), but the Curriculum Review Committee must approve the action on its consent agenda.

**D. Final Approval.** All new courses that have been approved by the Curriculum Review Committee must be approved by the Board of Trustees before they can be offered. All new noncredit courses, new certificates, and new majors must be approved by the CRC, Board of Trustees, and the Chancellor’s Office as well.

**E. Scheduling.** A new course may be offered the semester *after* the Board has approved it (e.g., Board approval in Fall means the course can be offered in spring). For revised courses, changes approved by the CRC *before* permatization (official electronic posting) of a schedule will be effective for the coming semester. Changes approved *after* permatization will be effective the following semester.

The *Course Revision* form accompanying a revised course informs the Cluster Tech Review Committee whether the changes are substantive, minor, or technical and whether the course is seeking full review status or is only requesting course modification. Based on the review, the Cluster Tech Review Committee will verify the level of review and approval required. For instance, if the Cluster Tech Review Committee determines that revisions go beyond the criteria in #1 and #2 above, the committee will recommend that the course be reviewed by the entire CRC on the Action Agenda.

## **I.10 Degree of Course Change, Review, and Status**

The table on the next page is designed to help submitters and Cluster Tech Review Committees determine whether a course with revisions needs to be reviewed by the full Curriculum Committee or may be recommended by a Cluster Tech Review Committee for the Consent Agenda. This also addresses questions about what constitutes a “full review” in the review cycle of a course.

When considering substantial revisions, please see Part 3.1.C of the *Curriculum Writer’s Handbook* to determine whether the changes might be among those that require the creation of a new course. Some general areas are noted below.

### **Definitions**

- A. Major Changes for Revised Courses:** Major changes, as listed in the table, require that the course go through full review by the entire CRC.
  
- B. Minor Changes for Revised Courses:** Minor changes, as listed below, allow a course to be reviewed and recommended by the Cluster Tech Review Committee for the Consent Agenda. Once approved by the CRC, this will be reflected as the “last full review” of the course.
  
- C. Information Items:** Some courses require minor corrections or technical changes that are handled in the Curriculum Office. Such changes do not affect the date of last full review.
  
- D. Review by the Entire CRC:** The course comes before the entire Curriculum Review Committee. The submitter or department representative attends the meeting to answer questions and make any clarifications. Minor changes based on CRC suggestions are completed at the meeting.
  
- E. Recommendation for Consent Agenda:** The CRC Consent Agenda lists courses that have been reviewed and recommended for approval by Cluster Tech Review Committees. Items on the Consent Agenda However, CRC members are responsible for viewing these courses prior to the meeting. A CRC member who believes a course on the Consent Agenda needs full review must request that it be moved to the Action Items section of the agenda before or at the beginning of the CRC meeting. Submitters do *not* need to attend the CRC meeting.
  
- F. Date of “Last Full Review”:** The date of the last full review, as listed on the Course Outline of Record, is determined one of two ways.
  - The course was presented to the entire CRC and approved.OR
  - The course outline, currently within its 6-year review cycle (5-year for UC transferable courses), had only minor changes, was reviewed completely by its Cluster Tech Review Committee, was recommended for the Consent Agenda, and was approved by the CRC.

Please see *Curriculum Writer’s Handbook* Part 1.9, 3.4, and 4.3-4.20 for further details.

## Degree of Course Change, Review, and Status

Aspect of Course	Major Change: Review by Entire CRC	Minor Change: Recommendation for Consent Agenda	Information Item: No vote required	Requires New Course (See 3.1.C.)
Course last reviewed <u>before</u> Fall 2002	Applies even if changes are minor.			
Term Effective Date			√	
Course Number (Note: <i>Changes in course numbers for courses in programs require submission of program revision form to Curric. Office.</i> )		Changes in course number <u>within a</u> <u>department's</u> <u>grouping</u> (as long as transfer or degree applicability does not change	Routine change from CSU to UC level after course has been approved by UC	Only for number changes that reflect <u>course</u> <u>level</u>
Course Title		√		
Units/Hours	Change in lecture/lab hour relationship, but <u>total remains the</u> <u>same</u>			Only for change in <u>total</u> number of units
Number of Weeks (Maximum/Minimum)			√	
Number of repetitions, Limits on Enrollment	√			
Prerequisites, corequisites, advisories	<u>Addition or deletion</u> of prereq, coreq or advisory (include new content review)	<u>Routine review of</u> <u>existing prereqs,</u> coreqs, advisories; addition of advisory (Content Reviews required <u>as needed</u> to reflect updates in courses)		
Adding to or removing from program	Submitting to GE, CSU, or UC	Adding to or removing from certificate or major		
Course Description (see section 1.9		√	Corrections only.	
SLOs/ Objectives		√		
Topics & Scope		√		
Assignments		√		
Methods of Evaluation/Grades		√		
Textbooks		√		
Distance Education		√		
TOP Code				√
SAM Code				√
Basic Skills Status				√

\*Changes in these areas that either (1) alter the need or justification for the course or (2) call into question the ability to meet standards in Title 5 would be considered major revisions and would require review by the CRC. The submitter and/or Cluster Tech Review Committee would determine if full review by the CRC was warranted.

## 2 California State Requirements for Course Approval

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The information in this section of the *Handbook* will focus on regulations for **course** approval. The development and approval of **programs** is covered separately in Part 5.

### 2.1 Basic Criteria for Approval

All courses and programs must meet these five basic criteria for approval stated in Title 5, as summarized below by the Chancellor's Office:

- 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 faculty and administrators at the originating college; 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 to needed to offer the course at the level of quality described in the Outline of Record.
- 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 Standards for Associate Degree Credit Courses

All credit courses must meet the following standards, as outlined in Title 5, §55002:

- A. **Grading Policy.** 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 skill demonstrations by students.
- B. **Units.** The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline.
- C. **Intensity.** The course treats subject matter with a scope and intensity that require students to study independently outside of class time.
- D. **Prerequisites and Corequisites.** When... a student highly unlikely to receive a satisfactory grade unless the student has the knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites....
- E. **Basic Skills Requirements.** If success in the course is dependent upon communication or computation skills, then the course shall require . . . as prerequisite or corequisite 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... at college level.
- G. **Level.** The course requires learning skills and a vocabulary... appropriate for a college course.

### **2.3 Standards for Nondegree Applicable Credit Courses (Numbers 300-399)**

All non-degree credit courses must meet specific standards very similar to those for Associate Degree credit courses (see above and §55002). The types of courses that are non-degree applicable credit courses include:

- A. nondegree applicable basic skills courses;
- B. 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;
- C. precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;
- D. essential occupational courses for which meeting the standards of [the above] are neither necessary nor required.

The standards for approval of nondegree applicable credit courses are very similar to those for degree-applicable courses. Of note is the statement about course intensity:

In particular, the assignments will be sufficiently rigorous that students completing each such course successfully will have acquired the skills necessary to successfully complete degree-applicable work upon the required sequence of such courses.

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### **2.4 Standards for Noncredit Courses (Numbers 400-999)**

**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... appropriate for enrolled students.

These courses are limited to certain categories, as listed in the *Education Code*, section 84711:

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).
9. Health and safety education.

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

**Noncredit Courses Eligible for Enhanced Funding.** Recent additions to Title 5 allow 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
- A noncredit certificate of competency in a recognized career field articulated with degree-applicable coursework, associate degree, or bachelor degree.

**All noncredit courses must be approved by the Chancellor's Office.** For more information about noncredit programs, please see Part 6.7 of this *Handbook* and contact the Director of Adult and Continuing Education.

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## 2.5 Standards for Stand-Alone Courses

Most courses at SRJC are part of a program: an Achievement Certificate of 18 or more units, a Chancellor's Office-approved Skills Certificate of 12-17.5 units, an A.A. degree major, or a General Education requirement for an AA. A *stand-alone course*, on the other hand, is a credit course that is *not* part of a Chancellor's Office approved program.

SRJC does have various stand-alone courses that have been approved because, as courses, 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 under 18 units. (*Note:* Some 12-17.5-unit certificates may be approved by the Chancellor's Office in the future.)
- Nondegree-applicable skills courses in math, English, or occupational areas;
- Public safety courses that provide ongoing training for people employed in those fields.

In the past, stand-alone courses had to be approved by the Chancellor's Office. However, in 2007, the Chancellor's Office granted community college districts the authority to approve stand-alone courses as long as curriculum committee members and any staff and administrators directly involved in the approval process received annual training on the guidelines for approval. Approval is based on the standards summarized in Parts 2.1-2.3 (depending on the level of the course). For further information about stand-alone courses, see Part 6.10.

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## 2.6 The Course Outline of Record as a Legal Document

Title 5 requires that every course be represented by a Course Outline of Record (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). It must be evident in the COR that all Title 5 standards are met.

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 advisories) that students need to advance successfully through a series of courses.
- Ensures **consistent, quality instruction** (from instructor to instructor, section to section, year to year) in the classroom by clearly identifying standards and content of the course to be taught while still providing flexibility for individual instruction.
- Plays a critical role in the on-going process of **program review** by which a college seeks to keep its curriculum relevant and to allocate its resources sufficiently to maintain its programs.
- Demonstrates that all of the **required components** are present in the course to the **required degree of rigor** as specified in Title 5.
- 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)**.
- The basis for **evaluation of the transferability** of courses and evidence of their equivalence to those courses offered at the four-year schools.

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. Part 4 of this *Handbook* will discuss the components of the Course Outline of Record in further depth.

## **3 The Curriculum Development and Approval Process**

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The flow chart on the next two pages maps the main steps in establishing a new course or changing an existing course, from the initial idea to the final steps of approval. A detailed explanation of the process follows in the next section of Part 3.

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Flow Chart by Scott Rosen



## 3 The Curriculum Development and Approval Process

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There are many steps in creating or revising a course. While the process is complex and often lengthy, each stage helps ensure the integrity of the course and its role in the institution. Furthermore, all these steps are essential to make sure that the course meets State approval standards as well as, when appropriate, requirements for occupational programs, regulating agencies, and/or transfer institutions.

### 3.1 Initial Steps in Course Development or Revision

**A. Discussion and Research.** The development of any new course or the revision of an existing course should begin with dialogue and research within the department. Both proposals and revisions should involve collegial discussion. Beyond the five basic criteria for approval set by the Chancellor's Office (see 2.1) here are some questions that the proposing department needs to answer:

- What is the role of this course 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? (See Part 6.1 for transfer criteria.)
- For an occupational course, how will it fit into a program and/or otherwise prepare a student for work? (See Part 5 for more on certificates and majors.)
- How feasible is this course in terms of faculty, facilities, resources, and scheduling?

**B. New Courses: Review the existing inventory.** Before writing a new course, it's important to determine whether a similar course already exists or has existed in the past. Use SRJC's **Lookup** program to view a list of your discipline's courses and to access outlines of courses that may be similar to the proposed idea. Sometimes it's more efficient to substantially revise an existing course or reinstate a previously inactivated course that already has the basic content. (**Note:** To reinstate a previously inactivated course, please contact the Curriculum Office.) You may also use the SRJC Lookup Program to view other departments' inventory of courses and examples of how various subjects are presented.

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**To access the LOOKUP program:** Go to [www.santarosa.edu/lookup](http://www.santarosa.edu/lookup) and follow the directions. If you need more help, ask your department's administrative assistant or your department chair.

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**C. Revised courses: Determine if changes would be substantial enough to warrant a new course.** According to Title 5, certain types of revisions to an existing course change the course so significantly that a new course proposal is required. The chart on the next page shows which kinds of changes trigger a new course proposal.

## Degree of Change

<b>Requires New Course Proposal</b>	<b>Substantive Revision Only</b>
Total number of <b>units</b> has been changed.	Configuration of lab/lecture hours changes but total number of units remains the <i>same</i> .
Elements in the Course Outline of Record have been changed to such a degree that the course is essentially a different course.	Elements in the Course Outline of Record have been changed to some degree but the course essentially covers the same topic (e.g., certain topics may be added or substituted, textbooks updated, methods of evaluation changed, etc.)
A semester course is broken into separate modules. OR Two or more short, related courses are combined to make a semester length course.	Course is updated to reflect contemporary scholarship, trends in the field, or evolving technologies.
The course has been changed from non-degree applicable to degree-applicable, or vice-versa (e.g., 100 level to 300 or vice-versa)	Student Learning Outcomes are added to the course outline, as long as they reflect course objectives.
A 1-99 course has been changed to a number 100 or above so it is no longer transferable.	Change in course number, as long as level does not change (see Part 4.4)
The course is changing from credit to noncredit, or vice-versa.	Aspects of the course are revised to allow for online or other distance education modes of delivery, as long as course is not changed to the extent that it <i>must</i> be taught through distance education.
The Basic Skills status, TOP code, and/or SAM code are changing. (Contact the Curriculum Office for information about these codes).	Change in number of repetitions; change in prerequisites, corequisites, or advisories
A new identical course is created that is to be cross-listed in a different discipline.	Change in status: <ul style="list-style-type: none"> <li>• Add to an AA degree or certificate program;</li> <li>• Add to the associate degree GE list;</li> <li>• Submission to CSU for addition to CSU GE-• Breadth or to CSU and UC for addition to IGETC;</li> <li>• Offering a course in experimental status</li> </ul>

*Note:* Some revisions, if minor, may allow a course to be recommended for approval by the Cluster Tech Review Committee on the Consent Agenda rather than requiring full review. See Part 1.9.



- D. New courses: Announce the proposed course via email.** The department should send out an email to all faculty and deans (on Outlook, use these distribution lists: DL Admin. and DL Faculty. The email should contain:
- the proposing department
  - the course prefix and number
  - the course title
  - the number of units
  - the catalog description

If another department determines that there is a conflict with or perceived duplication of an existing course, the chairs of the two departments will communicate. If they cannot resolve the problem, their respective deans will try to do this. If a resolution is still not reached, the Vice President of Academic Affairs will handle the situation.

- E. Terminating or Inactivating a Course.** Sometimes, during Program Review or the process of developing new courses, a department may determine that certain courses should be removed from the current inventory. *Termination* means that the course and course number may never be used again; *inactivation* means that the course may be resurrected and revised at some time in the future. Course outlines for terminated or inactivated courses remain in the Curriculum Database, but the numbers can never be applied to any other courses in the discipline.

A department may initiate the termination or inactivation of a course routinely during Program Review or as needed. In all cases, the department must first indicate that the course is to be terminated or inactivated in the Curriculum Database System. The department must then submit to 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 Agenda (i.e., no Cluster Tech Review is required).

### **3.2 Writing the Course Outline of Record**

- A. Read all of Parts 3 and 4 of this Handbook.** This will give you an overview of what is expected in the COR and what happens to it once it is submitted. It is also helpful to view other recent course outlines to get a sense of the language and specificity required.
- B. Create a draft of course (or make revisions to course) in Curriculum Database.** You or the department administrative assistant may enter your course directly into the Curriculum Database. For instructions on how to get started, see Part 6.11.
- C. Review, revise, finalize.** You should make sure that the department chair and other department members see the printed draft and offer feedback before finalizing the draft.
- D. Complete the appropriate cover form.** All courses must be submitted with the appropriate cover sheet: *New Permanent Course Proposal (Transfer Level Courses 1-99)*; *New Permanent Course Proposal (Courses 100 and above)*; *Changes to Existing Course*; or *New Noncredit Course Proposal*, all of which are available through the Curriculum Website and Curriculum Database System. Although the forms are completed electronically, hard copies must accompany the Course Outline. See Part 7 in this *Handbook* for examples of various forms.

(*Note:* If this is a **noncredit** course, contact the Director, Adult and Continuing Education, to review the *New Noncredit Course Proposal* form and for assistance with the Chancellor’s Office *CCC-456* form.)

- E. Complete the *Content Review* form for courses with prerequisites, corequisites, and/or advisories.** Any course that lists courses required or recommended for student preparation must have a *Content Review* form to show how the preparation supports the target course. Please see Part 4.9 for more about requirements for prerequisites, corequisites, and advisories. (*Note:* Courses that are current within their review cycle that have not changed prerequisites, corequisites, or advisories may not need to submit *Content Review* forms. See Part 4.11.F and contact the Curriculum Office if this applies to your situation.) The *Content Review* form is available through the Curriculum Website and the Curriculum Database.
- F. Complete any necessary additional forms.** Other forms that may be required for the course, and the sections of the Handbook that address these, include:
- Distance Education Proposal (6.8)
  - Limitation on Enrollment (4.12)
  - Health and Safety (4.12)
  - Standard Co/Prerequisite Justification
  - General Education Grid (6.4)

*Note:* There are no longer separate checklist forms for transferability for UC or CSU. This information is a part of the *New Permanent Course Proposal (Transfer Level)* form. Submitters of transfer level courses should read Part 6.1 and become familiar with guidelines set by transfer institutions.

- G. Secure required signatures.** Make sure that all cover-sheet signatures, including submitter, department chair, and Dean of Learning Resources, plus any required by other forms, are obtained before submitting the course. Be aware that obtaining all signatures may take a week or longer.
- H. Submit the course paperwork to your dean or supervising administrator.** The dean or supervising administrator will review the course and sign the necessary forms (and ask you for further information, if necessary) and forward the packet to the Curriculum Office.

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### **3.3 Submission, Cluster Tech Review, and Advisory Committees**

Once the course outline and accompanying forms are completed and the course is submitted to the dean or supervising administrator, the course is essentially out of the submitting department’s hands and on its way towards the approval process. The submitting department can track the course’s progress on the Curriculum Website at [www.santarosa.edu/curriculum](http://www.santarosa.edu/curriculum).

- A. After submission by the dean/supervising administrator, course is logged into Curriculum System.** The curriculum technician checks to see that all forms are complete. Course proposals and revisions are then “logged in”—officially accepted into the curriculum system. If the course packet is incomplete, the curriculum technician will notify the submitter, the chair and the dean, and the course packet will be returned to the submitter for completion. The completed packet then enters the review process.

- B. Cluster Tech Review Committee meets.** The Curriculum Office sends the course to the dean of the Cluster Tech Review Committee for that department (which is usually, but not always, the dean of that department’s cluster). Submitters are notified and encouraged to attend the Cluster Tech Review Committee meeting when their courses are reviewed. This initial review ensures that the course meets all CRC and State requirements, as outlined in Parts 2 and 4 of this *Handbook*. During the review, a *Cluster Tech Review Feedback* form is completed and given to the submitter indicating what changes, if any, are needed.
- C. Submitter: Respond to Cluster Tech Review feedback.** Following Cluster Tech Review, the submitter makes the changes suggested (or explains why the change is not needed or not reasonable), signs the form, and prints out a hard copy of the revised version. The *revised* course outline 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.
- D. Cluster dean verifies that changes have been made.** The course is then sent directly to the Curriculum Office; normally, it does *not* go through Cluster Tech Review again unless the submitter or dean requests this.
- E. Advisory committee review.** If appropriate, a course will be forwarded by the Curriculum Office for review by the appropriate advisory committee—Majors Review Committee, General Education Subcommittee, or General Education Area Advisory Committees, or the Distance Education Advisory Committee (see Part 1.8). This is usually done after Cluster Tech Review, but often a copy of a course proposed for GE may be sent to the GE Subcommittee simultaneously with Cluster Tech Review. An advisory committee may either recommend the course for approval and return it to the Curriculum Office or provide feedback to the submitter if a course does not meet all the criteria. In that case, the course will be sent to the Curriculum Office after changes have been made.

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### 3.4 Curriculum Review Committee Actions and Follow-Up

After a new course or a course with substantive revisions has completed cluster tech review and received any advisory committee recommendations, it is placed on the next available CRC agenda for full review and voting. Because there may be 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 advisory committee 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 representative from the department should plan to attend the CRC meeting when the course is discussed.** Priority consideration will be given to courses when a departmental representative attends.

***Important Note About Revised Courses:*** The Academic Senate has granted Cluster Tech Review Committees the authority to recommend a course with minor revisions for approval by the CRC, bypassing review by the full CRC. Thus, if recommended by the

Cluster Tech Review Committee, a course that has been updated with only minor revisions (as defined in Part 1.9) may be placed on the **Consent Agenda** or listed as an **Information Item**. The submitter does *not* need to attend the meeting for these courses.

- B. CRC Voting.** At the Curriculum Review Committee meeting, courses are presented by CRC representatives and discussed, and questions may be asked of the submitter or department representative. Often, if minor changes are deemed necessary and the submitter is present, these can be taken care of during the meeting by the Curriculum Technician. All suggestions for changes are recorded by the Curriculum Technician and sent to the submitter after the meeting. When the vote is taken, one of five actions can occur. (Vote is by simple majority.)
1. **Course on Consent Agenda approved.** Courses recommended for approval by Cluster Tech Review Committees or Advisory Committees are voted upon without discussion. However, CRC members are responsible for viewing these courses prior to the meeting. A CRC member who believes a course on the Consent Agenda needs full review must request that it be moved to the Action Items section of the agenda during the week *before* that meeting. That way the course can be moved on the agenda and the submitter notified.
  2. **Course approved after full review.** Once a course on the Action Items agenda is approved, the Curriculum Office will notify the submitter, the 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.
  3. **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, chair and dean will be notified, and the course may be offered. (For non-credit courses, the Director of Adult and Continuing Education will also be notified so that the process for submission to the Chancellor’s Office may be initiated.)
  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 written commentary about the issues. Often there will be suggestions for consultation. When the issues have been resolved, the course is resubmitted to the Curriculum Office to be placed on the Curriculum Review Committee agenda again. If approved, the Curriculum Office will notify the submitter, the chair, and the dean, and the process is complete. (For non-credit courses, the Director of Adult and Continuing Education will also be notified so that the course may be submitted to the Chancellor’s Office.)
  5. **Course denied.** While this rarely occurs, the CRC may vote to deny approval of a course that does not meet basic State regulations (see Part 2).

**C. Final Steps in Approval and Scheduling.** After CRC approval, the semester that a course may be offered depends on the type of course.

1. **Revised credit and noncredit courses** may be offered as soon as they are entered as “approved” in the Curriculum System.
2. **New credit and noncredit courses** must be approved by the Board of Trustees; new *credit* courses, including stand-alone courses, may be scheduled upon Board approval.
3. **New noncredit courses** approved by the Board must then be submitted to Chancellor’s Office. The Curriculum Office will secure necessary signatures for noncredit courses and will mail documents to the Chancellor’s Office. When approval is received from the Chancellor’s Office, the Curriculum Dean, submitter, department chair, and the Director of Adult and Continuing Education will be notified. At that time, those courses may be offered.
4. **New UC Transfer courses (1-49)** must be approved by UC before they can be offered. The Articulation Office handles articulation agreements and submission of courses to transfer institutions. See Part 6.1 for further information.

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



## 4 Components of the Course Outline of Record

### 4.1 The Integrated Course Outline

As discussed in Part 2.6, the Course Outline of Record must include essential information about a course, as specified by Title 5. This section of the *Handbook* will provide guidelines on how each component of the Course Outline of Record should be written to accurately represent how the course meets standards and complies with regulations. As you draft the course outline, it's important to remember that the components should work together to reflect the integrity of the course as a whole. According to *Components of a Model Course Outline*, “An *integrated approach* is one in which each element appears throughout the objectives, is covered in course content, is reflected in comprehensive assignments, is taught using an effective methodology, and serves as an essential part of the evaluation of student performance.” More specifically, this means:

- College level critical thinking and the basic theory and concepts of the discipline are evident throughout the course outline in the Student Learning Outcomes, objectives, level of content, rigor of assignments and how they are evaluated, and textbooks.
- Student Learning Outcomes are clearly supported by objectives.
- The content listed in the Topics and Scope section relates to the SLOs and objectives; that is, it must be clear in the course outline that the information and skills essential to meeting the outcomes and objectives has been taught in the course.
- Assignments reflect and assess students' achievement of the SLOs and objectives.
- Textbooks and related materials support the content and level of the course.

References to model course outlines that demonstrate the integration of Student Learning Outcomes, objectives, topics and scope, and assignments can be found through the Curriculum Website.

When writing the course outline, it is important to recognize the multiple audiences of the document and how they will be interpreting and applying the information. Consider how these components are read by various groups:

- The list of **Student Learning Outcomes and course objectives** are important to the **general college community and public**—students, instructors, counselors, other community colleges, transfer institutions, occupational boards—who need to know the outcomes, expectations, rigor, and level of critical thinking of the course. It is essential that these sections be clear and accessible to the general reader; the language should be jargon free and more global, not technical or overly detailed
- The **Topics and Scope** section outlines the content of the course and is especially important to **instructors** who will be teaching the course or who teach related courses. Therefore, this section should include enough detail so a new instructor would know what to cover in the course; at the same time, it does not need to explain terms or concepts that would be evident to anyone who is expert enough in the field to be hired to teach the course.

- The **assignments and methods of evaluation** sections answer two of **students'** main questions, which are, “What kind of work do I have to do, and how am I going to be graded?” At the same time, this section guides **instructors** about the latitude they have in selecting, designing, and grading assignments.

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 and career goals.

## 4.2 Differences Between the Course Outline and the Syllabus

While the COR and course syllabus may contain similar information, they have different functions in the institution.

The **course outline** gives the basic components and requirements of the course that *all* instructors must teach. According to the *Components of a Model Course Outline of Record*, the COR serves as the “the basis for a **contract among the student, instructor, and institution** identifying the expectations which will serve as the basis of the student's grade and giving the fundamental required components of the course which the student is guaranteed to receive from the instructor and institution.”

A **syllabus** describes how the individual instructor will carry out the terms of that contract (the COR) through specific assignments. Syllabi give specific dates, grading standards, and other rules of the conduct of a course required by the individual instructor. A syllabus allows the individual instructors to draw upon their strengths by enhancing the course with additional information, theoretical approaches, themes, or emphases. SRJC policy (3.9) requires that the syllabus include a course description and organization that follows the approved course outline.

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### Stylistic Conventions for Writing the Course Outline of Record

For the sake of consistency and clarity, when inputting the material into the Curriculum Database System, please remember to:

- **Spell out acronyms** (unless they are universally known) the first time they are used in the outline so that all readers will know what the letters are referring to.
  - **Avoid ampersands (&)**. Spell out the word “and”; in the current database system, there is no need to save character space except in the abbreviated title.
  - **Follow the specific formats regarding numbering** or the use of a formal outline given in the sections on Student Learning Outcomes, Objectives, Topics and Scope, Assignments, and Textbooks. (*Note:* The Curriculum Database fields do not provide for indentation, but material pasted in from Word will retain indentation.)
  - **Be consistent** in capitalization and end punctuation for lists and outlines.
  - **Use capitals and quotations as appropriate**, but avoid all caps as a formatting device. Be aware that the Curriculum Database cannot use formatting such as bold, italic, or underlines.
  - **Use Arabic numerals rather than spelling out numbers** (such as in listing numbers of pages or tests) unless the spelled out version of a number is clearer (i.e., “two 5-7 page research papers”).
  - **Spell-check your document** and proofread the printed copy before submitting.
-



**To assist course submitters as they input course information, the sections below are aligned as much as possible with the data entry tabs in the Curriculum Database System.** The actual course outline will follow a similar format except that codes representing certain aspects of the course will appear at the *end* of the Lookup view or printed version of the COR (see Part 4.20).

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### **4.3 Term Effective Date**

This section asks you to enter when you would like to offer the course. It's usually best to expect to offer a new course about a year from when it is first entered into the system. For new courses, insert the appropriate semester and year, keeping in mind that it takes about six months start to finish for course approval. Courses undergoing revision will not need to fill in this information as it will automatically be updated by the Curriculum System.

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### **4.4 Prefix and Course Number**

An official discipline prefix and number identify every course. The course number communicates to students, counselors, instructors, and other institutions information such as the level, transferability, relationship to other courses, and any special designations, such as noncredit or independent study. The information below will assist you in selecting the number for a new course (or series of courses) or confirming whether the existing number of a course you are revising is still appropriate.

- A. Discipline Prefix.** The discipline prefix of the course number, which can be up to 6 letters long, applies to all courses within that discipline. While a new discipline must generate a prefix, and a department may change its prefix if, for instance, it needs to reorganize its numbering system, individual course submitters will not be creating a discipline prefix. If your department wants to change or create a prefix, please do this in consultation with the Curriculum Dean.
  
- B. Selecting a Course Number.** Selecting a course number occurs at the department level. First, through the Lookup program or the Curriculum Database System, the course submitter should review the complete list of approved and proposed courses in the discipline. There may be an existing course that can be revised to serve the "new" or redefined need. Also, since related courses should have related numbers, the proposed course number should have a logical relationship to the numbers of other courses in the department. And remember, course numbers for terminated or inactivated courses may never again be used with the same prefix.
  
- C. SRJC Course Numbering System.** Besides indicating the relationship of a course to other courses in a discipline, the number gives some very specific information about the course. Make sure your selection of a number fits the appropriate category.

## SRJC Course Numbering System

<b>1 to 49</b>	<b>Transferable to the University of California (UC) system.</b> The CRC provisionally approves these courses before they are sent to UC for final approval. Such courses must be approved during the spring semester to be submitted in the summer and fall and cannot be scheduled until UC has approved them. See <b>Part 6.1</b> for further information about UC transfer and specific course articulation.
<b>50- 99</b>	<b>Transferable to the California State University System (CSU).</b> These courses are designed to be accepted CSU's and most other four-year colleges and universities, but not the UC system. (Note: Some PE and Athletics courses numbered above 49 may be accepted as UC transferable; see Part 6.1.) <b>Important:</b> Courses numbered 50-99 must meet the Guidelines for CSU Transfer. Please see <b>Part 6.1</b> for specific criteria.
<b>1- 299</b>	<b>Associate degree courses.</b> All courses within this number range can be applied toward the 60-unit AA/AS graduation requirement and for certificates.
<b>100- 299</b>	<b>Associate degree applicable, but not transferable.</b> These numbers are often used for courses within certificate or occupational major programs or academic courses at the pre-transfer level.
<b>300- 399</b>	<b>Credit nondegree applicable and basic skills courses.</b> Courses at the 300 level earn credit but are not counted toward the 60 units required for the associate degree. These courses are intended to assist students in performing the skills needed for college level courses; units apply toward residency, athletic eligibility, work-study, financial aid, veterans' benefits, associated student body office, and full-time status.
<b>400- 799</b>	<b>Noncredit courses,</b> including tutorials and labs. No college credit is given for these courses, but the courses themselves must fit specific criteria for noncredit courses and be approved by the Chancellor's Office. <b>Certain noncredit courses may be approved by the Chancellor's Office for enhanced funding.</b> These courses must fit the criteria for sequential courses that prepare students for jobs or occupational courses. See <b>Part 6.7</b> and consult with the Director of Adult and Continuing Education for more information.
<b>48 148 248</b>	<b>Special Topics.</b> Special topics courses involve one "umbrella" course, which describes the general topic, objectives, structure, and pedagogy of the course that is common to the focus courses. Each individual course focuses on a specific area of the main topic. Please see <b>Part 6.3 and 6.4</b> for important information about Special Topics courses.
<b>49</b>	<b>Independent Studies Courses, UC transfer level.</b> Independent study courses, designed to be at the UC-transfer level, are intended for one-on-one or small group instruction, research, or activities beyond the scope of currently offered courses. These are based on a voluntary contract among the college, faculty member, and student. See <b>Part 6.4.</b>
<b>98</b>	<b>Independent Studies Courses, CSU transfer level.</b> Such special project courses are offered to provide an opportunity for students to further their knowledge and skills in a specific subject. See <b>Part 6.5</b> for further information.
<b>89 129 229 329</b>	<b>Experimental Courses.</b> These courses are designed as trial efforts at new curricular content or methods. They are approved for use as electives toward the associate degree, but are not usable for a requisite course in a degree, certificate, or general education pattern. Please see <b>Part 6.6.</b>
<b>99 or 991</b>	<b>Work Experience and Work Experience Internship.</b> For work experience, one credit is earned for each 75 hours (paid) or 60 hours (unpaid) of work experience within a semester.

**D. General Sequence and Grouping of Numbers.** Whenever possible, disciplines should use course numbering to show the general level and sequence of courses and the relationships among them. While the way numbers are used may vary somewhat among departments, a clear logic should be applied.

Due to the ordering of the numbers in the various categories, many disciplines have assigned lower numbers to the higher level courses (i.e., UC-transfer level courses have lower numbers while CSU and degree-applicable courses have higher numbers). Also, the numbering for UC transfer courses may to some degree be dictated by the UCs.

However, the logic of having “higher” level courses assigned lower numbers may be difficult to sustain in other disciplines and can be confusing to students. **What matters most is that the numbering system within a discipline clearly reflects the levels and relationships among courses.**

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Course may use whole numbers, decimals, letters, or combinations to indicate relationships among courses within a discipline.

**1. Whole Numbers.** When possible, it is best to use whole numbers to distinguish courses. Some traditional disciplines give their foundation and survey courses single digits and the specific genres double digits.

*Example: General sequence in Anthropology*

ANTHRO 1	Physical Anthropology
ANTHRO 2	Cultural Anthropology
ANTHRO 31	Mesoamerican Origins of Latino Culture
ANTHRO 32	Native Cultures of North America

Also, when possible, course numbers in a discipline should be **organized in thematic blocks**. That is, each course should be grouped with related courses, and these groups should be readily identifiable based on the general content they have in common. Thematic blocks allow for structured growth, because they are based upon clear relationships in course content.

*Example: Thematic blocks in Art*

ART 1-10	Foundation courses in theory and history
ART 13-14	Painting
ART 20-28	Prints
ART 31-33	Ceramics and Sculpture

However, at times, there are not enough whole numbers within the discipline’s course listings to show a course sequence. In this case, decimals and letters can be used to denote the relationship of courses within a thematic block. **Decimals and letters, and the combinations of both, have different meanings.**

**2. Decimals:** The use of decimals with a course number denotes a course that is connected to another course but *not required* as a prerequisite.

**Example:** Related courses in Child Development, Administration (may be taken in *any* sequence)

CHLD 79.1 Management of ECE Program  
CHLD 79.2 Leadership Skills for Early Childhood Administrators  
CHLD 79.3 Administering Programs for Children Under Three  
CHLD 79.4 Adult Supervision and Mentoring

Decimals are also used in some very specific situations:

- to designate **modularized** components of an existing course, as long as the order of courses does not matter.
- to identify **focus topics** within a Special Topics sequence
- to add **Experimental** courses if more numbers are needed.

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**3. Sequential Letters:** The letters **A-E** denote a *required prerequisite sequence*; that is, “A” is a prerequisite of “B,” and “B” must be taken before “C.”

**Example:** Floristry Foundation Courses (must be taken in *prescribed* sequence)

FLORS 83A Beginning Floral Design  
FLORS 83B Intermediate Floral Design  
FLORS 83C Advanced Floral Design

**4. Combination:** Sometimes a combination of letters and decimals is necessary to indicate a prerequisite sequence within a specialized area.

**Example:** Related courses in Computer and Information Sciences, Adobe Illustrator Courses (must be taken in *prescribed* sequence)

CIS 73.35A Adobe Illustrator 1  
CIS 73.35B Adobe Illustrator 2  
CIS 73.35C Adobe Illustrator 3

**5. Other Letters:** The letter **“I”** indicates “internship” and is used with some Work Experience courses, such as COUN 99I, Human Services Intern. The letter **“L”** may be attached to a course number to distinguish it as the lab that goes with a lecture course.

**Example:** Related courses in Radiologic Technology

RADT 61A Radiographic Positioning I  
RADT 61AL Clinical Experience I

## 4.5 Course Titles

The Course Outline of Record lists two titles, the **abbreviated title** and the **full title**. The abbreviated title appears in official registration printouts, grades, transcripts, and other listings related to Admissions and Records. The full title is used in the SRJC Catalog, in the online descriptions, and in the syllabus. The two versions of the titles should appear similar. For instance:

*Example: ANAT 140*

*Abbreviated title: FUNDAMENTALS ANAT/PHYSIO*

*Full title: Fundamentals of Anatomy and Physiology*

- A. Abbreviated Title.** The **abbreviated title** should be as self-explanatory as possible, but the Curriculum Database field is limited to 24 characters, including spaces. The title should be similar to the full title, so use as many of those characters as necessary to achieve this.

When possible, the abbreviated titles of a series should follow a consistent pattern.

*Example: Animal Science, Horsemanship series abbreviated titles*

EQSCI 102A                   BEG HORSEMANSHIP/RIDING

EQSCI 102B INT HORSEMANSHIP/RIDING

EQSCI 102C ADV HORSEMANSHIP/RIDING

- B. Full Title.** The full title should be a concise summary of the course, and it should clearly state the course topic. It should not duplicate the title of any other course, though the titles of courses in some sequences may differ only in the number indicating the place in the sequence (e.g., Elementary French Part 1, Elementary French Part 2, etc.). Since the printed Schedule of Classes lists courses with titles but no descriptions, titles should be as clear and concise as possible.

If there is a sequence of courses, the full titles, like the abbreviated titles, should be consistent.

*Example: Animal Science, Horsemanship series full titles*

EQSCI 102A Beginning Horsemanship and Riding

EQSCI 102B Intermediate Horsemanship and Riding

EQSCI 102C Advanced Horsemanship and Riding

#### **4.6 Title 5 Category, Grading, Certificate/Major Applicability, and Alternate Titles**

The COR must include the degree applicability, transfer level, grading options, repeatability, and cross listing of a course. This information is listed mainly through drop-down menus in the Curriculum Database and also appears in the codes at the end of the Lookup and printed versions of the COR. Several categories are listed here, and the selections should be based on the type of course, as represented by its number and its role within the college. Please see Part 4.20 and the *User Manual for the Curriculum Database System* for more specific information. Here are main categories.

**A. Title 5 Category.** The Title 5 category in this section of the course outline is a computer-generated code that is based on the course number. The codes are:

- 01 = AA-degree applicable (for courses numbered 1-299)
- 02 = AA-degree non-applicable (300-399)
- 03 = Noncredit (400 and above)

**B. Transfer Level and Special Numbering.** The selections made in these sections should be compatible with the course number.

**C. Grading.** Grading options are usually made at the departmental level:

- Credit Course for Grade or Credit/No Credit (CR/NC)
- Credit Course Taken for CR/NC Only
- Grade only
- Non-graded Credit Course
- Noncredit (does not give units or grades)

**D. Certificate/Major Applicable.** Submitters should select the appropriate category. “Unknown” is for courses previously entered in the database that might have incomplete information.

- Not Certificate/Major Applicable (i.e., Stand-Alone)
- Certificate Applicable Course
- Major Applicable Course
- Both Certificate and Major Applicable
- Unknown (Not for submitters to check)

**E. “Also Listed As” (or Cross-Listing).** There are several ways to cross-list a course. Sometimes a course is intentionally duplicated by two different departments to offer students a choice in how the course appears on their transcripts. In this case, “Also listed as” will appear in the field and the other course name.

**F. “Formerly.”** If the “Formerly” field appears, it means that a previous version of this course had a different number than the current version. This is not the same as cross-listing. A course’s former numbers stay in the database forever, which may result in a long string of titles if a course number or prefix has changed over the years.

## 4.7 Hours, Units, Weeks

The Course Outline of Record must state the units, the number of hours and weeks, and the type of activity involved in a course—lecture, scheduled lab, or DHR (“Days and Hours by Arrangement”).

### A. State Regulations. Title 5 and the Chancellor’s Office state the basic requirements of the unit-to-hour relationship.

§55002 The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. **The course also requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory, and activity courses.**

#### § 55002.5. Credit Hour

(a) One credit hour of community college work requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study or laboratory work at colleges operating on the quarter system.

(b) A course requiring 96 hours or more of lecture, study or laboratory work at colleges operating on the semester system or 66 hours or more of lecture, study, or laboratory work at colleges operating on the quarter system shall provide at least 2 units of credit.

(c) The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work in half unit increments.

(d) A district may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study or laboratory work in increments of less than one half unit.

Note: Authority cited: Sections 66700 and 70901, Education Code.

Reference: Section 70901, Education Code.

*Note:* SRJC has a 17.5-week semester—17 weeks plus .5 for finals.

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The Chancellor’s Office 2003 *Program and Course Approval Handbook*, offers the following commentary:

This [hour to unit] relationship applies to both degree-applicable credit and non-degree-credit courses. In this section, "recitation" includes the method of instruction usually called "lecture."

For purposes of classroom or laboratory time, an hour is defined by Title 5 fiscal regulations, Section 58023, as 50 minutes. However, for out-of-class study time, an hour retains its ordinary meaning of 60 minutes.

As a matter of standard higher education practice (but not as a matter of law), in traditional academic disciplines (such as English, history, mathematics, etc.), it is expected that one third of these hours will occur in the classroom ("recitation" or lecture), and two-thirds of them will occur outside the classroom ("study" or homework).

Naturally, it is impossible to predict exactly how long it will take for any individual student to do a given amount of assigned study or homework; therefore, these ratios will not hold true for every individual. However, faculty are required to attempt to assign an amount of homework that they believe would take the average student the requisite amount of time to complete.

In laboratory or activity courses, it has not traditionally been expected that the student will study outside the classroom. Therefore, the number of units earned is generally based entirely on the number of hours of laboratory or activity work performed on campus under the immediate supervision and control of a qualified academic employee.

*Note:* Changes in Title 5 in 2007 *have* made the Chancellor's Handbook law, but the above discussion undergo its own changes in the 2008 edition. Please check the State Academic Senate Website and the Curriculum Website for updates.

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- B. CRC Definitions of Lecture, Lab, and DHR.** Title 5, the Chancellor's Office, and the SRJC Board of Trustees give no further explanation as to the types of activities that distinguish lecture from lab. In fact, the distinction is a topic of discussion at many community college campuses, as well as SRJC. At this point, based on the State regulations above, the CRC will define "lecture" or "lab" by the **degree of out-of-class work required of the student.**

*Lecture:* Every unit of a lecture course requires 1 hour per week in class and 2 hours of outside work, totaling 3 hours per week, for a semester.

*Lab or Activity:* Every unit of scheduled **lab** or **contact DHR** requires 3 hours in class and no outside work for a semester.

*Other:* PE activity courses (2 hours in class and 1 hour of practice or other homework equal 1 unit); work experience (based on total hours outside of course per semester), and a few specific situations may vary from this formula.

*Lecture/Lab:* Some courses that are a combination of lecture and lab, especially if the lab does not take place at a separate time or place, may need to consult with the Curriculum Dean about the unit-hour relationship.

**All State sources agree that it should be evident in the Assignments section of the Course Outline of Record that lecture courses require substantial independent, outside work from students.** This is particularly important for courses listed as lecture that also involve considerable in-class activity such as group work, computer activity, hands-on learning, and role-playing, in order to distinguish it from a lab, where such activities often occur.

- C. Configurations of Hours and Units for Semester Length Courses.** The great diversity of courses at SRJC means that the time students spend in class and spend on outside work can vary greatly. The chart below shows some typical configurations for traditional **semester length** courses. This is designed to help you determine the configurations of a course you are proposing or revising, but there may be other configurations appropriate to certain courses, as long as they fit within the Title 5 regulations.

To determine the unit value for a semester-length course, add up the total number of hours per week spent on class-related work, whether it is in class or outside of class, and divide by 3, since  $3 \text{ hours/week} = 1 \text{ unit}$ . If the number does not come out evenly, contact the Curriculum Dean.



### Semester Length Courses—Common Configurations, per week

Type of Course	In-Class Time (per week)	Outside Work (per week)	Total Hours per week	Unit Value
Lecture course	3 hours instructor-led lecture/discussion/activity	6 hours (homework, research, reading, practice, etc.)	9	3 units
Lab at specified time/place	3 hours instructor-supervised lab/computer/activity	Under 1 hour	3	1 unit
Physical Education (Activity)	2 hours instructor supervised activity	1 hour practice	2	1 unit
Contact DHR (Days and Hours by Arrangement)	3 hours instructor-supervised lab/computer/activity	0	3	1 unit
Lab or Contact DHR	2 hours	0	2	.5 unit
Work Experience	0	75 hrs per semester (paid) 60 hrs per semester (unpaid)	varies	1 unit
Non-contact DHR: Hours are expected of students but are not directly supervised by an instructor and do not count towards unit value of the course		varies	varies	0

**Important:** At this time, the Curriculum Database requires that you enter only the number of **in-class hours for lecture and/or lab**. However, instructors are encouraged inform students in their syllabi and/or course homepages about the total number of hours students are required or should expect to spend per week on class-related work.

**D. Calculation of Total Hours.** Below are some basic guidelines for determining the total hours of a course. The Curriculum Database will automatically calculate the hours for semester-length courses. Total hours for lecture and for lab are listed separately and then totaled.

1. **Semester-Length Courses.** SRJC uses a 17.5-week semester (17 weeks plus .5 for finals). For traditional semester-length lecture and lab classes, the total number of hours is calculated by multiplying the number of **in-class** hours by 17.5.
2. **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 Course Outline of Record. Usually these classes still 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. **To determine the exact credit-hour relationship and scheduling**

**logistics for a course that will be listed as less than 17.5 weeks in the COR, please consult with the Curriculum Dean.**

Also, remember that UC does not accept short courses. Thus, modularization of a UC transfer level course into two 8-week courses would not be approved.

- 3. 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 can get a full semester's worth of units for a course in substantially fewer weeks.

For most courses, the compressed version is not usually the one presented in the COR. A regular semester-length course is outlined, and then the department figures out the logistics for compressing the course when scheduling the class. For instance, summer courses are based on the same COR as regular semester length courses, and it is up to the department to work out the scheduling of hours per week

Courses that are *designed* to be taught in a compressed format—such as some Public Safety or other occupational courses taught in an intensive format—may list the units, hours, and weeks as the course is usually taught in the COR. However, this should be done in consultation with the Curriculum Dean.

Whether a course is sometimes scheduled in a compressed format or always taught as such, **it is important to determine whether students would truly have enough time to complete the required outside work.** This is problematic for weekend or week-long courses with a lecture component. For example, an 8-hour lecture class for .5 units given on a Saturday would require 16 hours of outside work. This would allow no time for homework, so such a course would not be approved as a lecture course. An alternative for that type of lecture course would be to run it over two weekends or design it as a lab class, which demands minimal outside work.

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- E. More About the Hours to Units Relationship. Some courses may have time required of the student or configurations of lecture and lab that do not fit the traditional structures summarized in this section.** Please discuss this with your department chair, dean, and the Curriculum Dean and resolve any issues before submitting it to the CRC.

To read more about the unit-hour relationship, please refer to the Academic Senate website, [www.curriculum.cc.ca.us/Curriculum](http://www.curriculum.cc.ca.us/Curriculum), to access Title 5, the Chancellor's Office's *Program and Course Approval Handbook* and the Academic Senate's *Good Practices for Course Approval Processes*. The latter two also provide commentary about the distinction between the credit hour as listed in the COR and the hours involved in instructor load.

## **4.8 Repeatability**

Under Title 5, most college courses are *not* eligible for repeat. Once a student has successfully completed a course (by definition, with a "C" or better, or CR [Credit]), the State will not compensate the college for students retaking the same course. However, students may repeat a course if they failed to pass the first time (received a D, F, or NC).

**Only certain courses may be eligible for additional repeatability.** These are very specific categories named by the Chancellor’s Office and include only the following: PE/Athletics; Visual and Performing Arts; Vocational Education; Special Topics; Independent Study; Work Experience; and Noncredit Courses. There is also a special exception for classes designed for students with disabilities and stated as such in the COR. The chart below shows the specific repeat codes used in the Curriculum Database System.

### SRJC Repeat Codes

00 = One repeat if grade was D, F, or NC	The most commonly used repeat code appropriate for most courses. This repeat code is required for all academic courses with some very specific exceptions, as described in this chart and the following pages.
39 = May be taken a total of 2 times 33 = May be taken a total of 3 times 34 = May be taken a total of 4 times	Most commonly used repeat codes for classes that allow repeats, such as PE, Athletics, Visual and Performing Arts, and Vocational (Occupational) Education.
22 = Four times in any combination of levels	Only for PE, Athletics, Visual and Performing Arts.
04 = May be repeated with different topics	Special Topics courses (identified as “Special Studies” by the Chancellor’s Office). <i>Please see Part 6.2 for information about the repeat code for the individual courses.</i>
34 = May be taken a total of 4 times (preferable for Independent Study)  36 = Independent study: 6 units total (Use only if appropriate)	Independent Study Courses
25 = May be taken for a total of 16 units	Work Experience Only
27 = Exempt	Courses exempt from repeat provisions (because of licensing, certificate, or employer requirements); courses offered by the Disability Resources Department (DRD); noncredit courses.

**A. About PE and Athletics Repeatability.** Activity courses in PE and Athletics may be taken up to four times per *subject matter*, regardless of how the courses are listed.

*Example:* PHYED 35 Yoga  
Repeat Code 34—4 enrollments total  
Students may take this course up to four times.

The department may offer several courses in a certain area and allow students to take them in any combination for a *total* of four times.

**Example:** Tennis courses, each with repeat code 22—May be repeated in any combination of levels

PHYED 80.1 Beginning Tennis  
PHYED 80.2 Intermediate Tennis  
PHYED 80.3 Advanced Tennis

Students may take any of these courses for a combined total of 4 times (e.g., 2 semesters of PHYED 80.1, one semester of PHYED 80.2, and one semester of PHYED 80.3, OR 2 semesters of PHYED 80.1 and 2 semesters of PHYED 80.2, etc.)

- B. About Visual and Performing Arts Repeatability.** Activity courses in the Visual and Performing Arts (defined by the Chancellor’s Office as Art, Music, Dance, and Theater) may be repeated as designated by the repeat codes listed above. Furthermore, some courses may be taken up to four times *per course* irrespective of the number of repeats in other courses within a common subject matter if (and only if) the course is part of a **Sequenced Transfer Curriculum**.

**Example:** Sequenced Transfer Curriculum in Music department:

MUS 12 Beginning Piano	repeat code 34 (4 enrollments total)
MUS 13 Intermediate Piano	repeat code 34
MUS 14 Advanced Piano	repeat code 34

A Sequenced Transfer Curriculum is a sequence of transfer level course that are typically required or expected of students before they can be formally admitted to their major in the four-year institution. Activity courses in the Visual and Performing Arts that are *not* part of a sequenced Transfer Curriculum are limited to four times per *subject matter* like the PE/Activity courses.

- C. Vocational (Occupational) Courses.** Some vocational activity courses may be eligible for repeatability. If requesting repeatability for an occupational course, the Course Outline of Record must clearly address **both** of the following requirements:

- **How the topics will differ from semester to semester for repeating students.**

*and*

- **How skills and/or proficiencies will be enhanced by subsequent repeats.**

Occupational courses may be taken up to four times per *subject matter*, so appropriate repeat codes would be 39, 33, or 34. The 22 repeat code does *not* apply to occupational courses.

- D. Courses Designed for Students with Disabilities.** Title 5, §56029, states the limitations on repetition do not apply when repetition of a special course for students with disabilities are essential to the student’s success in preparation for or completion of other courses or attaining a goal stated in a student educational contract. At this college, such courses are offered through the Disability Resources Department (prefix “DRD”).

**Important Note about Repeatable Courses:** The Objectives, Topics and Scope, and Assignments sections should include information about what repeating students will achieve and learn upon repetition of the course.

Examples (excerpts):

**Objectives:**

Repeating students will work with different directorial and managerial styles, as well as production processes.

**Topics & Scope:**

Students repeating this course will study new applications in Photoshop each semester.

**Assignments:**

Students repeating this course will complete projects of increasing difficulty and complexity each semester.

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## 4.9 Scheduling and Related Information

The options in this section reflect technical aspects about how the course is scheduled and funded. This information is usually available through the department chair and/or administrative assistant, but questions about any areas should be directed to the Curriculum Dean. On the LOOKUP view or printed Course Outline of Record, most of this information appears at the end under “Codes.”

Below are summaries of the fields and the kinds of departmental decisions that must be made when completing this section. **Please see the *CCCSC Curriculum Application User Documentation*, available through your department’s administrative assistant, for specific information about these fields.**

- A. Audit allowed.** Overall, it is preferable that students either repeat a course (if it is repeatable) or move on to a subsequent course rather than audit because the college gets minimal funding when a course is audited. However, some departments need to offer a course as auditable because the repeat code blocks some students who legitimately need the course information from taking the course again (e.g., students who completed a language or computer skills sequence years ago and need a refresher). When selecting this code, make sure it is appropriate for this course.
- B. Open Entry/Exit.** This is for self-paced courses.
- C. Credit by Exam.** Students may acquire the units for some courses through an exam, as arranged by the department and the Curriculum Dean. The list of eligible courses is kept by the department and the Curriculum Office.
- D. Account Class.** If you are not sure of these selections, check with the department chair, administrative assistant, or the Curriculum Office.

- E. Disciplines.** This section refers to the disciplines list developed by the State Academic Senate for California Community Colleges and designates the educational requirements for faculty who teach a course within that discipline. The selected discipline is not necessarily the same as the name of the submitting department. Because the choice of discipline(s) assigned to a course affects who can teach it, the decision about the discipline should involve the faculty within the discipline, the department and, when necessary, the cluster dean, the Academic Senate, the CRC, and/or the Curriculum Dean.

**More about the State Academic Senate disciplines list is available through the Academic Senate website.** A 1994 paper called “Placement of Courses Within Disciplines” is under *Curriculum Development*, and the “Minimum Qualifications for Faculty and Administrators,” which lists the disciplines and the specific qualifications for teaching courses within them, is under *Resource Materials*.

- F. Instructional Level.** This relates mainly to courses that cover precollegiate basic skills material. All other courses are designated “Not basic skills” in the Curriculum Database field. The selection should be compatible with the course number and level below transfer.
- G. Funding.** This selection should be made in consultation with the Curriculum Office.
- H. Distance Education.** This field collects data for the Chancellor’s Office about the professional development of instructors that develop Distance Education courses. Unless a course is being formally proposed for Distance Education, or is already approved for Distance Ed at SRJC, “Not Distance Ed” should be selected. For Distance Education courses at SRJC, it is usually appropriate to select “Distance Ed CVU/CVC unknown,” unless the course developer really was trained through the California Virtual University,
- I. Miscellaneous.** These selections, including the SAM code (Student Accountability Model, for occupational courses only) and TOP (Taxonomy of Programs) code are required by the State and may affect funding. If you are unsure about the choices, your department should contact the Curriculum Dean.

#### **4.10 Course Descriptions for Catalog and Schedule of Classes**

The purpose of the catalog and Schedule of Classes course descriptions is to convey the content of the course in a brief and concise manner. The catalog description appears in the SRJC Catalog, and the Schedule of Classes description appears in the online class schedule. The Curriculum Database System imposes no significant restrictions on the length for either version, so the two descriptions may be identical. (*Note:* In the past, the printed Schedule of Classes included the schedule description, and therefore the length of that version of the description was limited.)

Often the course description is the only material a student reads when making a decision about taking the course. To make sure that the description is complete, clear, and accurate, follow these best practices guidelines summarized from *Components of a Model Course Outline of Record* and *Stylistic Considerations in Writing Course Outlines of Record*:

- A.** The course description should clearly state the scope of the course, its level, and what kinds of student goals the course is designed to fulfill.

- B. It should be evident from the catalog description that no two courses in the curriculum are redundant.
- C. The description should be thorough enough to establish the comparability of the course to those at other colleges and to convey the role of the course in the curriculum as well as to distinguish it from other courses at the college.
- D. When applicable, the description should state how the course fits in a certain program.
  - *Example:* DH 77 "...the third course in the clinical dental hygiene course series."
- E. Also, if the course is required by external organizations or acts as specific test preparation, this information should be included. *Example:*
  - AJ 221.1 "...Fulfills requirements of Section 832 of the Penal Code as mandated by peace officer standards and training."
- F. When appropriate, the description should indicate for which students the course is intended. *Examples:*
  - "first course in the graphics arts major"
  - "intended for students in allied health majors"
  - "meets UC foreign language requirement"
- G. The description should mention any required equipment or student participation outside of the usual expectations. *Examples:*
  - "Students must provide their own guitars"
  - "Students are required to have 25-30 high-quality photos to work with"
  - "Field trips required." *Note:* SRJC Policy has set policies regarding the degree to which field trips need to be described in the course outline and the syllabus. Please see the Policy Manual at [www.santarosa.edu/polman](http://www.santarosa.edu/polman) for the most current version.
- H. The description is not a marketing piece; it is a means of concisely communicating what the course is about.
- I. The description should be brief but readable. Complete sentences are preferable.
- J. There is no need to list units, hours, or prerequisites in the description since these elements will be automatically inserted through the database program.
- K. The method of delivery should not be specified in the course description in the COR. For instance, if a course is offered online, pertinent information is added into the Schedule of Classes (print and online) through the department scheduling process. The Curriculum Database records the method of delivery through certain codes.

#### **4.1 I Student Preparation: Prerequisites, Corequisites, and Advisories**

Determination about prerequisites and corequisites are made on a course-by-course basis. Many courses require a certain degree of preparation on the student's part in order for the student to succeed in the course. In the course outline, these are listed as prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment. It is important to understand the differences among these so you can accurately indicate the

degree to which prior skills, knowledge, or experience students need before enrolling in a particular course, and designate these as prerequisite, corequisite, or recommended.

The following definitions and guidelines are based on Title 5 §55200 and The Chancellor's Office *Program and Course Approval Handbook*.

**A. Prerequisites and Corequisites.** The question the submitter should ask is whether a student can succeed in a course without a corequisite or prerequisite. By Title 5 regulation §55200:

...the **prerequisite** will assure... that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such as a student who has not met the prerequisite is **highly unlikely** to receive a satisfactory grade in the course or at least one course within the program for which the prerequisite is established.

A corequisite differs from a prerequisite in that the student must take two or more courses **concurrently**. The basic concept is that content in the two corequisite courses is so intertwined that a student cannot reasonably pass either class without the other. According to §55200:

...the **corequisite** course will assure... that a student acquires the necessary skill, concepts, and/or information, such as a student who has not enrolled in the corequisite is **highly unlikely** to receive a satisfactory grade in the course or program for which the corequisite is being established.

A course with a prerequisite or corequisite course should be entered into the Curriculum Database System using the **prerequisite rules** that tell the computerized registration system what courses to look for. This way, the SRJC computerized registration program will not allow students to enroll in the target course unless they have achieved at least a "C" in the prerequisite course or the equivalent (such as a designated placement test score). Instructions for using rules are in the *CCCSC Curriculum Application User Documentation*.

**Important note:** At SRJC, prerequisites are almost always courses. However, in some instances, certain limits on enrollment, particularly "Must be at least 21 years old," are listed as prerequisite so that the Admissions and Records system will block certain students. See 4.12 below.

**B. Advisories on Recommended Preparation.** This field is labeled "Advisories" in the Curriculum Database; at SRJC, the terms "advisory" and "recommended preparation" are often used interchangeably to refer to "advisories on recommended preparation."

Advisories identify courses or skills that will support or deepen a student's learning experience. They are **not required** for enrollment, and a student may be able to succeed in the course without having completed the advisory course. For instance, many courses have an advisory of ENGL 100 or ESL 100 to inform students of the level of reading and writing skills that the course demands. The college does not block student enrollment for lack of advisory skills, and students are free to ignore the advice. Occasionally, an advisory may be a text-based message that identifies a specific skill such as "typing 40 words per minute" or previous experience such as "two years of high school French."



**C. Establishing Prerequisites, Corequisites, and/or Advisories.** The method for establishing prerequisites, corequisites, and/or advisories varies according to the target course and the courses that would provide the preparation.

- 1. Courses sequential within and across disciplines.** Courses can have prerequisite or corequisite courses within the same discipline or program as deemed appropriate by the submitter and department. For instance, many occupational programs have a clear sequence of prerequisites: ARCH 85 has a prerequisite of completion of ARCH 83 or CONS 83, both within the same program.
- 2. English and Math Advisories.** For almost all courses outside of English or Math, the level of language or math skills recommended for course success must be indicated with an **advisory of recommended preparation**. For example, HIST 4.1, History of Western Civilization to 1648, has a recommended preparation of “Eligibility for English 1A or Equivalent.” Title 5 does not allow English or Math courses to be prerequisites or corequisites outside of those disciplines, with the exceptions listed below.
- 3. English and Math prerequisites.** If a discipline believes that an English or a math prerequisite is necessary for student success, and that students would be *highly unlikely* to succeed without these, Title 5 regulations require the college to initiate formal research and to document the need for the prerequisite. For instance, based on such a study, Math 155 is a prerequisite for CIS 10, and ENGL 1A is a prerequisite for ECON 1A. To start the process of initiating such a study, the department chair should contact the Matriculation Office.

*Exception:* If the course is listed in Subject Area A of IGETC, then it must have an ENGL 1A prerequisite. Since this is required, data collection and analysis are not needed. (*Note:* The Curriculum Database System does not have a specific category for this situation.)

- 4. Provisional prerequisites.** If a validation study, as described above, is currently being conducted, prerequisites are marked as provisional.
- 5. Standard prerequisites of Transfer Level Courses (numbered 1-99):** If the course is similar to one taught at a UC and/or CSU, the prerequisites or corequisites can be established by providing examples of three or more equivalent UC and/or CSU courses that have equivalent prerequisites or corequisites (example: standard foreign language classes).

The justification process for Transfer Level Courses requires:

- Completing the *Content Review* form(s)
- Completing the *Standard Co/Prerequisite Justification* form
- Attaching photocopies of three or more course descriptions from the UC/CSU catalogs showing that the prerequisite/corequisite is standard

*Note:* This option *cannot* be used to establish English or math as a course prerequisite outside the English or math discipline, which can only be enforced as a result of data collection and analysis.

**D. Stating the Prerequisite, Corequisite, or Advisory.** There are two ways to state the requirement or recommendation.

- **Course completion.** This means that the student must successfully complete a specific course (i.e., with a grade of “C” or better) before enrolling in the target course, not just have equivalent skills. For instance, PSYCH 5, Abnormal Psychology, has a prerequisite of PSYCH 1A, the foundation course.
- **Eligibility for.** This term is used for advisories; it means that students should have the skills and knowledge that would prepare them for the named prerequisite or advisory, but they don’t necessarily need to have taken the course. For instance, many courses have an advisory of “Eligibility for ENGL 100 or ESL 100,” which means that students should have the reading and writing skills of students who have either completed the course prior to ENGL 100 or ESL 100 or taken the English Placement test and scored at that level.

**E. Program Prerequisites.** Programs cannot have a separate admission process; students are *admitted* to the college (open access) and *enrolled* in its courses. In some cases, a student must also be *accepted* into a specific program, particularly impacted programs such as nursing or firefighting. Identifying those who have met the prerequisites for the program creates the pool of students qualified to enroll in a program. If fewer seats are available for courses in the program than the number of qualified students in the pool, a non-evaluative process (such as a lottery) must be used to determine who will be in the classes.

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**F. The Content Review Form.** The relationship between a target course and its prerequisites, corequisites, and/or advisories is articulated in through a “content review,” which represents, according to §55200,

...a rigorous, systematic process...conducted by faculty to identify the necessary and appropriate body or knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through concurrent enrollment in a corequisite course.

At SRJC, the justification for prerequisites, corequisites, and advisories is represented in the *Content Review* form, which is input through the Curriculum Database System. One form is needed for every prerequisite, corequisite, and/or advisory course. Please see the Curriculum Website for an example of a completed form.

All **new courses** must submit *Content Review* forms for prerequisites, corequisites, and/or advisories. **Revised courses** updating for Program Review must submit new Content Review sheets to reflect any changes in either the prerequisite, corequisite, and/or advisory courses themselves or their content. **Recently approved courses**—revised within two to three years of their last review—need only to submit new *Content Review* forms for new prerequisites, corequisites, and/or advisories, or if those prerequisites, corequisites, and/or advisories have significantly changed content. If you are not sure if a new *Content Review* is required for your revision, please contact the Curriculum Office.

## Guidelines for Filling Out the *Content Review Form*

- The Content Review lists the objectives of the prior course that relate to the objectives of the target course. The left column lists the “knowledge or skills or activities without which students would be unlikely to satisfactorily complete the Target Course.” The right column list those skills, activities, or assignments that are covered in the Target Course that match the required skills taught in the left column.
- While there may not always be a one-to-one correspondence between the objectives in the two columns, there should be a clear relationship of the items in the left column with the items in the right column. One way to get started is view the Objectives section of the prerequisite course in the Lookup program and then select and reorder as necessary to correlate with the Student Learning Outcomes and objectives of the target course.
- For clarity, please use a **numbered list**, not a paragraph format, to list the SLOs and objectives of the related courses.
- *Note:* When you are using “Eligibility for” in an advisory, remember that the objectives listed on the COR of the preparatory course are what the students should be able to do upon *completion* of that course. Thus, if you have an advisory of “Eligibility for ENGL 100,” you would actually list the skills needed to *enter* ENGL 100, which would be the objectives for ENGL 302.
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### G. Ongoing review of prerequisites and corequisites. Title 5, §55201 states:

...[A]t least once **each six years** all prerequisites and corequisites established by the district shall be reviewed. These processes shall also provide for the periodic review of advisories on recommend preparation...

The routine **six-year** review of prerequisites, corequisites, and advisories for courses is also part of SRJC’s Program Review. Also, it is important to note that **UC requires verification of prerequisites and corequisites every five years.** (*Note:* Formerly, SRJC had a *quadrennial review* process, but this has been replaced with the new Program Review cycle.)

During the routine review of the required and recommended preparation, a department should:

1. Determine whether prerequisites, corequisites, and /or advisory courses are still appropriate
2. Check to see if the content of any preparatory courses has changed
3. Add or delete prerequisite, corequisite, and /or advisory courses, as necessary
4. Update and, if necessary, add *Content Review* forms
5. Make any other revisions in the course
6. Submit the course and *Content Reviews* with a *Changes to Existing Course* form, even if there are no changes to preparatory courses

**Important Note:** If a course in its routine Program Review cycle is being submitted with the same prerequisites, corequisites, and/or advisories and only *minor revisions* in the COR, the Cluster Tech Review Committee may recommend the course for approval on the Consent Agenda of the CRC. **However, if the prerequisites, corequisites, or advisories have been changed, then the course must go through the full review process** (see Part 1.9).

#### 4.12 Limits on Enrollment

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. Here are general situations that could require a *Limits on Enrollment* form.

- **Admission to Program.** See 4.11.E above.
- **Statutory, regulatory or contractual requirements.** Enrollment in certain courses is restricted because of statutory, regulatory or contractual requirements. For example, the Basic Corrections Officer Academy 1 (AJ 221A) course states: “California residents must pass a criminal history check as required by Penal Code 13511.5.” **Age limits** and possession of a valid **driver’s license** are common requirements. *Note:* The limitation “Must be age 21 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. See note, 4.11.A.
- **Tryout or Audition.** A limit on enrollment may be tryouts for intercollegiate athletic teams and auditions for courses involving public performance, such as band, play rehearsals, forensics, chorus, and dance performance.
- **Health and Safety.** Course enrollment may be limited for reasons of health or safety. For instance, a number of Athletics courses require that participants meet a certain standard of health.

**A note about scheduling considerations.** Title 5 acknowledges that limitations on enrollment may be caused by facility limitations, faculty workload, the availability of instructors, funding limitations, and the constraints of regional planning, but these are scheduling constraints and not part of curriculum development. They do not fit the Limits on Enrollment category.

Please see the *CCCSC Curriculum Application User Documentation* (the User’s manual for the Curriculum Database System) for specific instructions on completing this field.

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#### 4.13 Student Learning Outcomes and Course Objectives

The section on Student Learning Outcomes and course Objectives is a crucial part of the Course Outline of Record, for it reflects not only the content, but also 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 also communicates to other community colleges and four-year institutions how the course fulfills prerequisites, program, or transfer requirements. Furthermore, the list of Student Learning Outcomes and course Objectives demonstrates to state boards and licensing agencies how an occupational course meets industry standards.

While **Student Learning Outcomes** are broader, more global statements, and **Objectives** are more specific, they have these things in common:

- 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;
- They are supported by the content of the course and the kinds of assignments students complete.

The difference between Student Learning Outcomes and course Objectives was described by a Bakersfield College chemistry instructor as such: "Outcomes demonstrate an understanding and application of a subject beyond the nuts and bolts which hold it together; objectives represent the nuts and bolts."

**A. Student Learning Outcomes.** A *Student Learning Outcome* (SLO) is defined as a statement of the knowledge, skills, abilities, or values students should acquire in a course. A Student Learning Outcome often subsumes multiple objectives, allows direct assessment, and anticipates the application of learning outside of the classroom or in future educational contexts. Usually a course will have one to five SLOs.

In the Curriculum Database, the Student Learning Outcomes field will be blank for new courses and have a standard statement for existing courses that have not yet developed the SLOs: "*SLOs are currently integrated in objectives (below) and will appear here by the next curriculum review cycle for this course.*" This statement will automatically be replaced when the course is revised and the SLOs are inserted.

When discussing and composing SLOs, the department should remember that these outcomes should lend themselves to later Learning Assessment Projects. That is, SLOs should be thoughtfully stated so that, when a department is ready to assess student learning for that course, the Student Learning Outcomes listed in the COR are relevant and useful. For more about the relationship between SLOs and Learning Assessment Projects, please see the Project Learn website at [www.santarosa.edu/projectlearn](http://www.santarosa.edu/projectlearn).

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**B. Objectives.** Objectives are defined as the more specific skills or aspects of course content that students are expected to master. Objectives build toward and support students' achievement of the SLOs. Semester length academic courses may average about 10 objectives, but some vocational courses, especially those designed to meet external standards, may list considerably more.

The Objectives field will have a standard preamble: "*Upon completion of the course, students will be able to,*" and the objectives listed below should be numbered completions of that phrase. Since objectives are more specific skills or applications of course knowledge, often several objectives will relate to a single SLO.

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Below are examples from some existing course outlines that demonstrate how certain objectives relate to SLOs. (*Note:* These are only excerpts, not the entire list of SLOs or course objectives for these courses.)

**English 1A**

**Student Learning Outcome**

Students will be able to develop a multi-paragraph persuasive essay containing a thesis statement supported by details and evidence organized in unified, coherent, and adequately developed paragraphs.

**Objectives**

*Upon completion of this course students will be able to:*

1. Organize essays, paragraphs, and sentences logically and coherently.
2. Develop a coherent thesis statement and support it with details and evidence.
3. Show development in paragraphs with concrete, appropriate, and relevant details.

**Dental Hygiene 82A**

**Student Learning Outcome**

Students will correctly interpret symptoms and select appropriate intervention to manage patient fear, anxiety, and/or pain in a dental clinic setting.

**Objectives**

*Upon completion of this course students will be able to:*

1. Explain various strategies for reducing apprehension and fear.
2. Assess patient's needs for pain control procedures.
3. Administer such procedures and identify complications that may occur.
4. Administer the entire range of local anesthesia injections in the correct manner.
5. Perform the proper chart documentation of pain control choices, including informed consent.

**Note about repeatable courses:** If a course has a repeat code other than 00, the list of objectives should include a statement about what repeating students will achieve. For example:

**Floristry 112**

(at the end of **Objectives**)

9. Based on subsequent repeats, students will:
  - a. work with different seasonal materials
  - b. increase skill with assembly and design principles
  - c. gain confidence and speed

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**C. Choosing Appropriate Action Verbs**

According to Title 5, all college courses, and particularly transfer level courses, should involve a high degree of critical thinking. Therefore, statements of both Student Learning Outcomes and course Objectives should use action verbs that specify definite, observable, and measurable behaviors that reflect higher levels of thinking within the cognitive, psychomotor, and/or affective domains.

For instance, an objective might state, "Students will be able to *identify* plant types" (a lower level of thinking), but a Student Learning Outcome should reflect multiple objectives and higher levels of critical thinking in a statement such as "Students will be able to *create* a landscape plan and *evaluate* and *select* which plants are most appropriate for various soil and light conditions."

When writing Student Learning Outcomes and course objectives, many instructors find it helpful to refer to a list of words representing levels of thinking. The chart on the next two pages offers examples of action verbs relating to the cognitive domain and is based on Benjamin Bloom's *Taxonomy of Learning Domains*. Faculty are also encouraged to refer to *Anderson and Krathwohl's Taxonomy 2000*, which addresses the affective and psychomotor domains. (*Note: Anderson and Krathwohl list creating as the highest level of cognitive thinking, as opposed to Bloom's evaluation.*) Please see Part 6.9 and the Curriculum Website for sources that detail both taxonomies.

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**Please see the next page for a chart of action verbs.**

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## Taxonomy of Educational Objectives

*Adapted from Benjamin Bloom's Taxonomy of Educational Objectives, 1956 (1st ed.).  
See also Anderson and Karthwohl's Taxonomy 2000.*

CRITICAL THINKING					
Knowledge	Comprehension	Application	Analysis	Synthesis*	Evaluation*
Arrange	Account for	Add	Analyze	Arrange	Accept
Choose	Alter	Adopt	Appraise	Assemble	Appraise
Cite	Annotate	Apply	Arrange	Blend	Assess
Count	Calculate	Calculate	Audit	Build	Award
Define	Choose	Capitalize	Break down	Categorize	Censure
Describe	Cite examples of	Change	Calculate	Collect	Choose
Draw	Comment	Choose	Categorize	Combine	Classify
Duplicate	Compute	Classify	Check	Compile	Compare
Find	Convert	Complete	Combine	Compose	Conclude
Group	Defend	Compute	Compare	Conceive	Contrast
Identify	Define	Construct	Contrast	Construct	Criticize
Label	Demonstrate	Demonstrate	Criticize	Create	Critique
List	Describe	Develop	Debate	Design	Decide
Locate	Differentiate	Discover	Deduce	Develop	Decree
Match	Discriminate	Divide	Design	Devise	Defend
Memorize	Discuss	Dramatize	Detect	Drive	Determine
Name	Distinguish	Draw	Develop	Effect	Estimate
Outline	Estimate	Employ	Diagram	Explain	Evaluate
Pick	Expand	Examine	Differentiate	Form	Grade
Point to	Explain	Exercise	Discriminate	Formulate	Interpret
Quote	Expound	Generalize	Dissect	Generate	Judge
Read	Express	Graph	Distinguish	Group	Justify
Recall	Extend	Illustrate	Evaluate	Hypothesize	Measure
Recite	Extrapolate	Interpret	Examine	Integrate	Prioritize
Recognize	Generalize	Interpolate	Experiment	Make	Rank
Record	Give examples	Interview	Identify	Make up	Rate
Relate	Identify	Make use of	Illustrate	Manage	Recommend
Repeat	Illustrate	Manipulate	Include	Modify	Reject
Reproduce	Indicate	Modify	Infer	Order	Revise
Say	Infer	Operate	Inspect	Organize	Rule on
Select	Interpret	Organize	Inventory	Originate	Score
Show	Locate	Perform	Look into	Outline	Select
Sort	Paraphrase	Practice	Outline	Plan	Settle
Spell	Predict	Predict	Point out	Predict	Summarize
State	Project	Prepare	Put into list	Prepare	Support
Summarize	Propose	Produce	Question	Prescribe	Test
Tally	Qualify	Put in action	Reason	Produce	Validate
Tell	Rearrange	Put to use	Relate	Propose	Value
Underline	Recognize	Relate	Screen	Rearrange	Weigh
	Report	Schedule	Search	Reconstruct	
	Restate	Shop	Section	Relate	
	Review	Show	Select	Reorganize	
	Rewrite	Sketch	Separate	Restructure	



ACTION VERBS - Continued					
Knowledge	Comprehension	Application	CRITICAL THINKING		
			Analysis	Synthesis	Evaluation
	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	

\* *Kartwohl's Taxonomy 2000* places *creating* (Bloom's *synthesis*) above *evaluation* as highest level of thinking.

#### 4.14 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) in order to support students' achievement of the Student Learning Outcomes and course objectives.

It is helpful to think of the Topics and Scope section of the COR as the "table of contents" for a course, outlining or "mapping" the course material. It should be detailed enough to convey fully 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 may choose to 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.

**A. Writing Guidelines.** When writing the Topics and Scope, keep these stylistic points in mind:

- **Use a systematic outline form.** Semester length, higher-unit courses that require an extensive and detailed list of the course content usually use a formal outline with Roman numerals, letters, and Arabic numerals. Shorter or lower unit courses that cover fewer topics may use a simpler list with Arabic numerals and letters.
- State topics as **nouns**, not as verbs (these are *topics* to be covered, not objectives or assignments). See examples below.
- When using an outline, remember that if there is a 1, there needs to be a 2, an "a.," there needs to be a "b.," etc. If there is only one detail under a subheading, it should be deleted and combined into the subheading.

- Use indentation as appropriate. Since the Curriculum Database does not lend itself to special formats, **this section should be copied and pasted from a Word document to retain formatting.**
- Since this section is primarily for the instructor, list all that should be covered, but do not include definitions or details that the instructor in that field would already know. For instance, it is not necessary to identify historical figures, technical terms, or acronyms that are well-known in the discipline.
- If the class has a repeat code *other* than 00, include in the Topics and Scope section what material will be included for repeating students.

**Example: AUTO 186** (at the end of **Topics and Scope**)

XVII. With course repeat

A. Increasingly complex auto body repairs

B. Enhanced skills and proficiencies in application of techniques

## B. Sample Excerpts from Topics and Scopes

**ANAT 40 Introduction to Human Anatomy and Physiology** (*4-unit course*)

I. Introductory concepts

A. Scientific method

1. power and limits of scientific method

2. comparison of scientific method with other modes of learning

3. contributions of study of anatomy and physiology

B. Levels of biologic organization

C. Human body plan, planes, cavities

D. Anatomical terminology

II. Etc.

**CUL 252.3 Knife Skills** (*2-unit course*)

1. Identification of kinds of knives and their uses.

2. Knife skills and proper cutting techniques for a variety of vegetable items.

3. Knife sharpening.

4. Safe knife handling.

5. Knife storage.

6. Motor skills.

7. Etc.

## 4.15 Assignments

The Assignments section demonstrates how students will achieve the Student Learning Outcomes and course objectives. This section provides important information to instructors, students, transfer institutions, and the Chancellor's Office, which reviews course outlines during program approval. Furthermore, the assignments represent the degree of outside work that warrants the units of lecture courses.

Title 5 states:

The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

In the COR, the department may specify the assignments expected of all instructors or give a list representative assignments to guide instructors' choices and yet allow for academic freedom. In all cases, however, Assignments should be substantial enough to reflect the rigor, intensity, critical thinking, and independent work required of students.

**A. Types of Assignments.** The Assignments section includes all proposed types of work expected of students during class and outside of class, graded and un-graded. (Un-graded activities such as textbook reading or in-class exercises still directly impact student learning and thus should be included.)

The assignments should be described clearly and organized as a numbered list. Examples of typical assignment types include:

- **Homework**, such as reading assignments, chapter questions, reports, research, critiques, papers, projects, drawings, etc.
- **In-Class Work**, including exercises, class discussion, group work, presentations, performance exams, hands-on activities, skill demonstrations, etc. (Note: Often these are the specific activities that comprise “class participation” listed in Methods of Evaluation—see Part 4.13.)
- **Lab Work or Field Work**, such as lab reports, field trip notes, logs, journals, attendance at live performances, etc. If there is a lab component to the class, make it clear in the Assignments section what the students will be doing there (lab observations and notes, computer activities, etc.). (Note: SRJC has specific policies regarding required field trips outside of scheduled class times, and alternative assignments may be required. Please refer to the Policy Manual at [www.santarosa.edu/polman](http://www.santarosa.edu/polman) for current language.)
- **Formal Assessment**, including written exams, quizzes, essay exams, and computational problem solving.
- **Class participation:** Class participation, which assumes “attendance,” is a legitimate means of evaluation for a grade, but you must identify how the participation is to take place—group discussion, lab experiments, online message boards, in-class activities, etc. (See “In-Class Work,” above.)

**B. Specificity.** Title 5 requires this section to specify *types* of assignments or to give *examples*. The degree of specificity of the listed assignments depends on the type of course and the department's approach to the teaching of that course. Some departments place a priority on informing students and instructors exactly what kind of work will be expected. Others prefer to provide a representative list and allow instructors to present specific equivalent assignments in their syllabi.

Here are some other things to consider when developing this section.

- The assignments in **transfer level courses** must clearly reflect the critical thinking and independent work on the student’s part. This usually involves substantial writing, research, and/or problem-solving. UC in particular pays close attention to the list of assignments to confirm that a course is equal in rigor to comparable university courses. Therefore, the CORs for transfer courses often list specific, required amounts of reading, writing, research, and outside work. For example:
  - 20-30 pages of textbook reading per week
  - 3-4 short research papers, each approximately 500-700 words in length
  - 2-3 lecture exams and one comprehensive final
  - one 8-10-page term paper that shows topic coverage, basis of comparison, and critical analysis
  
- Some **occupational courses** require very specific assignments to ensure that students are prepared for outside tests, licensing requirements, or industry standards. Again, such courses would probably list assignments that are expected of all instructors.
  
- In order to balance certain requirements with academic freedom, some departments may choose to list first the **required assignments** and then the **optional assignments**. For instance:
  - Required Assignments*
    1. 5-8 page research paper on selected artist
    2. 1 midterm and 1 final exametc.
  - Optional*
    1. Oral presentation or project based on selected artist
  
- A department may choose to list **representative assignments**, allowing instructors to design and implement assignments that require similar skills and critical thinking. In this case, the list of assignments might have a preface such as:
  - Assignments may include:
  - Representative assignments:
  - Typical assignments include:

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### C. Specific Course Situations

- **Distance Education:** Courses that are currently (or may be in the future) offered in hybrid, online, or other distance education formats should include options for both face-to-face and distance ed modes, rather than either one exclusively. For instance, required oral presentations would preclude the online delivery of a course, whereas options such as “oral or written presentation” or “in-class and/or message board discussion” would allow for both face-to-face and online sections.
  
- **Compressed courses:** As discussed in Part 4.7.D.3, when scheduling a class as a compressed course, consider carefully whether the credit hour relationship can be realistically maintained. That is, would students really be able to complete all of the required assignments in a shorter time-frame?

- D. Relating Assignments to Methods of Evaluation:** All graded assignments must correlate with an area in the Methods of Evaluation. Sometimes it is helpful to designate in the Assignments section the category under which that assignment will be graded, especially when an assignment, such as an oral report, may be graded in two ways, e.g., Writing and Skill Demonstration. See section 14.16.B for further information.
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#### **4.16 Methods of Evaluation and Basis for Assigning Grades**

This section of the course outline provides information on the methods of evaluation that will be used as the basis for grading assignments, assessing student achievement, and assigning a final course grade. The Methods of Evaluation section works hand-in-hand with the Assignments section: each assignment listed must be included in one of the Methods of Evaluation categories. Each category is then assigned a percentage range to represent the weight of that category in the calculation of the total grade for the course.

Methods of Evaluation are expressed as five categories of assessment: Writing, Problem Solving, Skill Demonstrations, Objective Exams, and Other. Since it is sometimes challenging to determine which assignment belongs in which category, the examples below are intended to help you select the appropriate category.

##### **A. Methods of Evaluation Categories**

1. **Writing Assignments.** This category includes all written assignments and written assessments for a course, *except* essay-type quizzes and exams. According to Title 5, degree applicable courses require a writing component unless the course primarily involves computation, skill demonstrations, problem solving, or essay exams. The writing component is particularly important for transfer level courses (1-99).

Examples of the types of assessment tools that might be listed in the “Description” field of the Writing Assignments category are:

- Analysis of readings
  - Analytical papers
  - Creative writing
  - Critiques
  - Essays
  - Evaluative papers
  - Field notes
  - Lab reports
  - Reaction papers
  - Reflection papers
  - Poetry
  - Reports on books, other readings, internet research
  - Research papers
  - Summaries
  - Written homework (journal, notebook, etc.)
2. **Problem Solving Assignments.** “Problem solving” refers to the logical critical thinking process used to approach problems and arrive at possible solutions. The process may involve looking for patterns and recognizing elements that meet

consistency and inconsistency with past experience and knowledge. It includes the ability to brainstorm, break problems down into smaller components, restructure them, develop alternative approaches, and challenge assumptions. This category applies to all computational or non-computational problem solving assessment tools. Examples of the types of assessment tools that might be listed in the “Description” field of the Problem Solving category are:

- Analysis of experiments
- Case studies
- Clinical evaluations
- Computational homework
- Homework problems
- Lab reports
- Mathematical proofs
- Projects graded on problem solving
- Scenarios
- Solutions to design problems
- Treatment plans (counseling)

3. **Skill Demonstrations.** A skill is an ability usually acquired through training and practice. A “**skill demonstration**” is a presentation, a performance, or other evidence of the skill/ability learned in the course and assessed through a set of criteria or standards. All skill and physical demonstrations, including Performance Exams, would be placed in this category. Examples of the types of assessment tools that might be listed in the “Description” field of the Skill Demonstrations category are:

- Class performances
- Demonstrations of skills or competencies
- Oral analysis or critique (if graded on skill)
- Speech
- Monologue (acting)
- Oral critique (if graded on skill)
- Performance of dance studies or combinations (dance classes)
- Performance of scenes (Theater Arts)
- Projects (graded on skill demonstration)
- Performance exams
- Poetry recitation
- Presentations (if graded on execution)
- Procedure assessment (Health Science courses)
- Clinical documentation (as in Health Science courses)
- Recital (Music)
- Role-playing
- Skill tests
- Workbook (graded on skill)
- Portfolio
- Designs (Graphics, Landscape, Architecture, etc.)
- Film or Video production
- A meal (Culinary Arts)
- Demonstration of adherence to ethical or professional standards (as appropriate for courses with internships, such as Health Sciences)

4. **Objective Examinations (Formal Written Testing).** This category includes *all* formal written testing for a course. Examples of the types of assessment tools that might be listed in the “Description” field of the Objective Examinations category are:

- Essay exams
- Problem solving exams
- Objective examinations (multiple choice, true false, matching, completion, short answer, etc.)
- Quizzes that include any of the above
- Final examinations that include any of the above

5. **Other Method of Evaluation.** Any method for grading that does not fit in the above categories can be listed here. Common items included in this category that might be listed under "Description" are:

- Attendance and participation (in class activities)
- Special projects or activities that aren't assessed in any of the above categories (portfolios, group presentations, oral reports, etc.)
- Attendance at field trips, recitals, dance performances, plays, etc.
- Formal collection or compilation of materials
- Oral presentation (if not graded on execution/skill demonstration)
- Required hours (e.g., production hours for Theatre performance classes; clinical hours)
- Professionalism (as appropriate for courses in the performing arts)

**B. Using Multiple Categories.** Some assessment tools have multiple components that could fall under more than one category. You have two options for handling multiple categories:

- Determine which category fits the majority of the assessment tool’s form or function and list the assessment there. For instance, a written research project that may be presented orally could be counted entirely in the Writing Assignments section.

*Or—*

- Clearly divide the assignment into separate graded components. Example: Architecture design assignments may have a problem-solving component (Problem Solving Category) and a skill demonstration component (Skill Demonstrations Category). Make sure you also clarify these components in the list of Assignments (see 14.12 A).

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**C. Basis for Assigning Grades.** Each category in Methods of Evaluation (above) 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 in order to allow flexibility in grading among faculty teaching various sections of the same course. Remember, you must supply percentages for all Methods of Evaluation 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.

Category	Description	Min Pct	Max Pct
Writing Assignments	<i>Provided by submitter</i>	%	%
Problem Solving Demonstrations	<i>Provided by submitter</i>	%	%
Skill Demonstrations	<i>Provided by submitter</i>	%	%
Objective Exams	<i>Provided by submitter</i>	%	%
Other	<i>Provided by submitter</i>	%	%

Once these numbers have been entered, **the Curriculum Database System will automatically calculate the totals of the percentages 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.

#### 4.17 Representative Textbooks

This section lists the instructional materials used in the course, which may include

- textbook(s);
- instructor prepared material (such as readers or handouts);
- specific journals or magazines;
- legal or government documents;
- software;
- web resources (though URLs should be indicated on the *syllabus*, not the course outline, since they are subject to change).

**Since currency is important, this section requires updating in the Program Review process,** even if the rest of the course outline remains unchanged.

**A. Textbooks.** Keep in mind that the section asks for *representative* textbooks. You may list a text to represent the content and level of the course, but instructors may choose to use other texts unless the department has agreed to use specific textbooks. As you select the books to be listed, keep these guidelines in mind.

1. **Currency.** The most current edition(s) of the textbooks used in the course should be listed. Currency (within 2-3 years) is essential for any course, particularly those involving current practices or technology. The most recent edition can easily be found from Books in Print (available online through the SRJC Library) or online commercial booksellers. Avoid saying, “latest edition.”



*Note:* If a text does not have a recent publishing date but is the book preferred for this course (i.e., considered a classic in the field), please note in parenthesis “(classic)” after the citation to make it clear to Cluster Tech Review committees and the CRC that this edition was deliberately selected.

2. **Texts for degree applicable courses (numbered 1-299 at SRJC).** Texts must be of college level and cover the theory and principles of the subject. For **transfer level courses** (1-99), the main text plays a remarkably strong role in articulation. Texts should be clearly recognized by those in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject. **Note: UC has been known to reject courses based on lack of currency in the texts and instructional materials.**
3. **Text Citation Format.** Complete information on the text is required, including the title, author, publisher, and publication date. Works in translation where a specific translator or edition is desired should also be noted as appropriate. When writing a textbook reference, please use the following format for clarity and consistency.

Name of Text (in Title Case, not all caps). Edition (if appl.) Author last name, then first name. Publisher: year.

**Examples:**

Trigonometry Enhanced With Graphing Utilities (4th). Sullivan, Michael and Sullivan III, Michael. Prentice Hall: 2006

Interpreting For International Conferences, Seleskovitch. Pen and Booth. Washington, D.C.: 1978 (Classic)

**B. Instructor Prepared Materials.** Any printed materials created and/or compiled by the instructor, including handouts, readers, or syllabi, are given one general label: *Instructor prepared materials*. This phrase may be selected in the Textbooks field of the Curriculum Database.

**C. Special Documents.** Special documents or legal codes that are used in a course should be listed. Since these are frequently updated, use the term “current year” or “current edition” instead of a particular year.

For example:

Driver Operator Syllabus. State Fire Marshal's Office, Current Edition.

**D. Web Resources.** List these only if they are to be used consistently across all sections of the course for several semesters. List by title and do not include the URL. For example:

RAND California, An Online Source for California and U.S. Statistics

#### **4.18 Approval and Dates**

The information in this section is automatically entered by the Curriculum Office as the course moves through the review and approval process. When a course is approved. However, when revising a course, check the information for accuracy. If you believe that any of the information in this section of the course outline is incorrect, please contact the Curriculum Office.

The dates entered reflect the terms scheduled; dates the course was submitted and went through the steps of the review process; dates of approval for the course and any prerequisites or corequisites; dates of subsequent versions; and dates when the course may have been inactivated, terminated, or reinstated.

#### **4.19 Articulation and Certificate Information**

The following fields are entered by the Articulation Specialist and are described here for your information only.

**Associate Degree:** Information about the course's applicability for the Associate Degree General Education requirement(s) and effective term.

**CSU GE:** Information about how a CSU transferable course fulfills specific CSU General Education Breadth Requirements area and effective term..

**IGETC:** Information about how a UC transferable course fulfills an Intersegmental General Education Transfer Core requirement and effective term..

**CSU Transfer:** Indicates whether course is transferable to CSU, and if so, effective term.

**UC Transfer:** Indicates whether course is transferable to UC, and if so, effective term.

CAN (California Articulation Number System) is a cross-reference course identification system for many lower-division, transferable major preparation courses commonly taught on college campuses. However, the CAN system is no longer active but will be honored by California community colleges and CSUs for a limited number of years.

#### **4.20 Miscellaneous/Codes at the End**

The codes at the end of the Course Outline of Record give some very specific information about the course and how it relates to funding and state requirements. These codes reflect the information entered into certain tabs in the Curriculum Database, as described in Parts 4.6, 4.7, and 4.9 of this *Handbook*. In most cases, the Curriculum Database checks and corrects for any input errors. The codes at the end provide a quick way to confirm the more technical aspects of the course. Incorrect coding can negatively affect SRJC funding (e.g., VTEA—federal Perkins Funds for vocational programs, Basic Skills—supplemental State funds, facilities calculations, etc.).

On the printed version of the course outline, or the Lookup view, the miscellaneous codes at the end are listed alphabetically. This list defines most of the codes used, but it is in the order that these are entered into the Curriculum Database. If you have any questions about the accuracy of these codes, please contact the Curriculum Office.

<b>Tab #</b>	<b>Group 1</b>	<b>Student Preparation Related Codes</b>
1.1	Prereq/Coreq: Description Generation  (Pg gen desc)	<b>PREREQUISITES/COREQUISITES DESCRIPTION GENERATION:</b> All prereqs or coreqs must be courses. All courses with prereq or coreq must enter rules; however, if a text explanation is clearer for students, a text-generated description can be also be generated and used instead. Y = prerequisite and corequisite description is created from rules N = prerequisite and corequisite description is data-entered text
1.2	Prereq/Coreq: Provisional	<b>PREREQUISITES/COREQUISITES PROVISIONAL:</b> Is research being conducted to justify a prereq/coreq? If so, indicate yes. Y = rules are provisional N = rules are not provisional
1.3	Advisories: Description Generation	<b>ADVISORY DESCRIPTION GENERATION:</b> Y = the description is generated from the advisory rules. N = the advisory description is data-entered text.
1.4	Requires Instructor Signature	<b>REQUIRES INSTRUCTOR SIGNATURE:</b> Indicates signature is required for a student to enroll. If YES (Y), then the LIMITS ON ENROLLMENT section gives the reason for the requirement. Y = Yes N = No
1.5	Other Limits: Description Generation	<b>OTHER LIMITS: DESCRIPTION GENERATION</b> Identify all that apply: Y = The description is generated by rules. N = The description is generated by text.
1.6	Matric assess/report required (formerly called Matric-req)	<b>MATRICULATION ASSESSEMENT OR REPORT REQUIRED:</b> Indicates if a course requires matriculation assessment or reporting. This is required if the course has <b>prerequisites</b> or <b>advisories</b> . B = English and match assessment required E = English assessment required M = Math assessment required N =Not required (no prereq) or exempt from assessment
<b>2.0</b>	<b>GROUP 2</b>	<b>Basic Information: Hours, Units, and Repeatability</b>
2.1	Department	<b>DEPARTMENT:</b> Department responsible for the course. (drop down menu)
2.2	Division/Cluster	<b>DIVISION/CLUSTER:</b> Division or cluster responsible for the course (drop down menu)
2.3	Special Topic Course	<b>SPECIAL TOPIC</b> S = Special Topic course N = No, NOT a Special Topic course
2.4	Special Topic Designation	<b>SPECIAL TOPIC DESIGNATION</b> U = Umbrella Course F = Focus area under the umbrella course

2.5	Method of Instruction	METHOD OF INSTRUCTION (MOI): (up to 4 methods can be entered) 02 = lecture and/or discussion 03 = lecture/laboratory 04 = laboratory/studio/activity 11 = tutoring 20 = work experience 40 = directed study (Independent study?)
2.6	Temporary Course (Formerly called Selected Topic)	TEMPORARY COURSE Indicates if the course is a temporary course, such as an experimental course, that will only be offered for one year. Y = this is in the existing data base- convert Y to T T = Temporary course N = Not temporary course
2.7	Repeat Group	REPEAT GROUP: If repeatability for the course is determined by enrollments in this course only, repeat group ID should be blank. If the repeatability is determined by enrollments in a combination of other courses, fill this in with a repeat code that would apply to this group of courses. Note: Curriculum Module allows submitter to choose a repeat group; this choice needs to be checked and approved by Curriculum Office.
<b>3.0</b>	<b>Group 3</b>	<b>General/Scheduling Related Codes</b>
3.1	Audit Allowed (Formerly called Audit Flag)	AUDIT ALLOWED? Is the course auditable? Y = YES N = NO
3.2	Open entry/exit	OPEN ENTRY/EXIT: Y = open entry/exit; N = not open entry/exit.
3.3	Credit by Exam	CREDIT BY EXAM: Is the course approved for credit by exam? Y = Yes N = NO * These courses are listed in the college catalog, thus good to be able to identify them in the data base
3.4	Methods of Delivery	50 = distance education, delayed interaction; where content varies depending upon student response without immediate involvement of the instructor 51 = Two-way interactive video and audio 52 = One-way interactive video and two-way interactive audio 53 = Two-way interactive audio only 54 = Other simultaneous interactive medium not coded above 61 = Text one-way (e.g. newspaper, correspondence, etc.) 62 = Audio one-way (e.g. audio cassette, radio, etc.) 63 = Video one-way (e.g. ITV, video cassette, etc.) 64 = Other passive medium not coded above 71 = Distance education, Internet-based; simultaneous interaction (synchronous); session under supervision of instructor not available by line of sight using the Internet with immediate opportunity for exchange between participants. 72 = Distance education, Internet-based; delayed interaction

		<p>(asynchronous); session under supervision of instructor not available by line of sight using the Internet without the immediate involvement of the instructor.</p> <p>90 = field experience, field trip  98 = other independent study  99 = other instruction method  (NOTE: 30, 60, 70, 80, and 81 are no longer valid)</p>
3.5	Budget Code: Department (Formerly Pacs actv)	<p><b>BUDGET CODE: DEPARTMENT</b>  Use 4-digit department budget code  Example: Art = 1002</p>
3.6	Budget Code: Program (formerly Pacs prog)	<p><b>ACCOUNT CODE, PROGRAM</b>  Use 4 Digit Program Budget Code  Example: 0000 = General Fund</p>
<b>4.0</b>	<b>Group 4</b>	<b>General: Other Codes</b>
4.1	Faculty Disciplines  (Formerly called Disciplines)	<p><b>FACULTY DISCIPLINES:</b>  Enter up to 6 faculty disciplines that qualify a faculty member to teach this course. Please see Chancellor's Office's Minimum Qualifications for Faculty and Administrators in California Community Colleges for verification.</p>
4.3	Basic Skills Status CR 12 *MIS required	<p><b>BASIC SKILLS STATUS:</b>  B General basic skills  C Computation basic skills  E ESL basic skills  O Other basic skills  R Reading basic skills  W Writing basic skills  N = Not Basic Skills  <b>MIS uses the following:</b>  P= Precollegiate Basic Skills  B= Basic Skills, not precollegiate  N= Not a basic Skills course</p>
4.4	Level Below Transfer (CR 17) MIS required	<p><b>LEVEL BELOW TRANSFER):</b>  Level below transfer. <b>ONLY</b> used for courses in English, reading, writing, ESL, and mathematics.  Use <b>NON-APPLICABLE</b> if</p> <ul style="list-style-type: none"> <li>o Course is not one of the above subjects</li> <li>o Course in transferable</li> <li>o Course is more than 3 levels below transfer</li> </ul> <p>1 = 1 level below transfer  2 = 2 levels below transfer  3 = 3 levels below transfer  N = Not applicable  <b>MIS codes uses A, B, C, and Y</b></p>
4.5	CVU/CVC Status	<p><b>CVU/CVC STATUS (new 2002):</b> Indicates whether the distance education session(s) of the section was developed by an instructor who has taken professional development courses or workshops</p>

		<p>through the California Virtual University (CVU/California Virtual Campus (CVC).</p> <p>N = Distance education session(s) <b>was not</b> developed by a CVU trained instructor.</p> <p>Y = Distance education session(s) <b>was</b> developed by a CVU/CVC instructor or one trained by the CVU/CVC program.</p> <p>X = Unknown whether distance education session(s) was developed by a CVU trained instructor.</p> <p>X = Not applicable (there are no distance education sessions).</p>
4.6	Funding Agency Category (CR 19)	<p>Choose 1 character from this list:</p> <p>A = primarily developed using Economic Development funds</p> <p>B = partially developed using Economic Development funds</p> <p>Y = Not applicable (funding not used to develop course)</p>
4.7	Noncredit Category (CR 18)	<p>NONCREDIT CATEGORY:</p> <p>Limited to 1 character from this list:</p> <p>A = English as a Second Language (ESL)</p> <p>B = Immigrants</p> <p>C = Elementary and Secondary Basic Skills</p> <p>D = Health and Safety</p> <p>E = Course for Persons with Substantial Disabilities</p> <p>F = Parenting</p> <p>G = Home Economics</p> <p>H = Courses for Older Adults</p> <p>I = Short Term Vocational</p> <p>N = Not applicable (that is, a credit course)</p>
4.8	<p>Classification Code (CR 15)</p> <p>*MIS requirement</p> <p>(Formerly called Classification)</p>	<p>CLASSIFICATION CODE (*MIS definitions)</p> <p>A = Liberal Arts and Sciences</p> <p>B = Developmental Preparatory</p> <p>C = Adult and Secondary Basic Education</p> <p>D = Personal Development and Survival</p> <p>E = Course for students with Substantial Disabilities</p> <p>F = Parenting and Family Support</p> <p>G = Community &amp; Civic Development</p> <p>H = General and Cultural</p> <p>I = Career-Technical Education (Occupational)</p> <p>J = Workforce Preparation – eligible for SB361 enhanced funding</p> <p>K = Other noncredit – eligible for SB361 enhanced funding</p> <p>N = Not applicable</p>
4.9	<p>SAM Priority Code (CR 13)</p> <p>MIS Required</p> <p>(Formerly called SAM class)</p>	<p>SAM PRIORITY CODE:</p> <p>Indicates the degree to which a course is occupational.</p> <p>A = Apprenticeship</p> <p>B = Advanced Occupational (REQUIRES that course has a pre-requisite)</p> <p>C = Clearly Occupational</p> <p>D = Possibly Occupational</p> <p>E = Non-Occupational</p> <p>F for Clearly Academic</p> <p>G for General Academic</p> <p>H for General Education</p> <p>I for Skill Development</p> <p>X for Other SAM Class</p> <p>*MIS uses only A-E</p>

4.10	TOP Code (CR 07) MIS required	<p>TOP CODE</p> <p>Taxonomy of Programs code has a 4-digit code for your program followed by a decimal with two places. Details are best found at the online site through the Academic Senate:  <a href="http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/TOPCodes.htm">http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/TOPCodes.htm</a></p> <p>NOTE: If the TOP code is vocational, then the SAM code MUST be A, B, or C.</p>
4.11	Work-based learning	<p>WORK-BASED LEARNING (new 2002):</p> <p>Indicates the presence of Work-Based-Learning-Activities in the course.</p> <p>Y = <b>includes</b> Work-Based-Learning-Activities.  N = <b>does not include</b> Work-Based-Learning-Activities  X = unknown.</p> <p>Work-based learning courses are course-linked learning experiences outside of the classroom and include an employer or community connections. Activities within the classroom would not be included (classroom speakers, virtual enterprises, project-based learning). Examples of work-based learning are:</p> <ul style="list-style-type: none"> <li>•Pre-apprenticeships</li> <li>•Job shadowing</li> <li>•Mentorship</li> <li>•Internship</li> <li>•Clinical experience</li> <li>•Work-study programs</li> <li>•Informational interviews</li> <li>•Attendance at trade shows</li> <li>•Field experience</li> <li>•Community service learning</li> </ul>
4.12	Special Class Status (CR 16) MIS Required	<p>SPECIAL CLASS STATUS:</p> <p>Identifies special classes specifically for disabled students</p> <p>D = DSPS course  N = Not applicable</p> <p><b>MIS uses</b></p> <p>S = Special class  N= Not for disability</p>
4.13	In-service	<p>IN-SERVICE:</p> <p>I = intensive in-service  S = in-service; not intensive  N = Not an in-service course</p>
5.0		No Longer Used
5.1	Cost level	COST LEVEL: Not presently used at SRJC
5.2	Workload	WORKLOAD: Not presently used.
5.3	Fee	<p>FEE:</p> <p>Not presently used. (Note: A materials fee can apply to the course only if approved by the Board; Scheduling Office adds this info.)  COR shows "NOT USED"</p>
6.0	New Code	New Code Needed in Body of Outline
6.1	Program Status (CR 20) MIS required	<p>Limited to 1 character from this list:</p> <p>1 = Program Applicable  2 = Stand-alone  "Stand alone" is not required or a restricted elective for any credit or noncredit program.</p>





# 5 Certificates and Majors

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## 5.1 Occupational Certificates

SRJC offers a broad array of occupational certificate programs that provide a course of study preparing students directly for employment upon completion of the program. Certificates are developed through the collaboration of SRJC faculty and industry leaders and employers who sit on advisory committees for the occupational disciplines. Certificate programs are listed in the catalog, but the most current information on certificates is available at the SRJC web site: [www.santarosa.edu/certificates](http://www.santarosa.edu/certificates). Forms for applying for a new certificate is available through the Curriculum Website and the Curriculum Database System.

**A. Types of Programs.** There are two kinds of certificates for programs of credit courses: certificates for programs of **18 or more units** and certificates for programs of **fewer than 18 units**. Also, in response to new Title 5 regulations, programs of **noncredit courses** are in development

- **Programs of 18+ Units.** These programs lead to **Achievement Certificates** (formerly called “Career Certificates”) and provide extensive preparation in the designated field. They are intended to certify that students who have successfully completed the program are prepared to enter the careers associated with their chosen certificate. They usually take at least one to two years to complete. In addition to local approval, these programs must also be endorsed by the Bay Area Community College Occupational Planning Committee (BACCOPC) and receive approval from the Chancellor's Office.

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- **Programs of Less 18 Units.** Certificates for these programs undergo a rigorous local development and approval process, but most of these programs do not require approval by the Chancellor's Office. These were formerly called “Achievement Certificates,” but will soon have be retitled in keeping with new Title 5 regulations. The Chancellor’s Office will also soon be accepting and approving certain programs of 12-17.5. Announcements about new titles and procedures will be disseminated within the college when as soon as guidelines are developed. Contact the Curriculum Office for further information.

Programs under 18 units are designed to provide students with brief but intense courses of study in particular areas so that they may develop specific skills or prepare for an entry-level position in the field. Successful completion of these programs also may certify that students are prepared with a particular set of skills, such as the job entry skills leading to a full Achievement Certificate program, or skills to upgrade or advance in an existing career. These programs often provide advancement on a "career ladder," and are therefore of shorter duration and narrower in scope than the Achievement Certificate programs to which they may lead.

- **Noncredit Programs.** These programs, which are still under development, involve sequences of noncredit courses that prepare students with basic academic skills (English language skills, writing, math, etc.) to enhance their or readiness for job-specific technical training or their employability. Noncredit certificates of completion or competency will be awarded for completion of these programs. For more information, contact the Curriculum Office.

**B. Program Development and Proposal Process.** The faculty submitter, department chair, and supervising administrator meet with the Director, Occupational Education and Services, to present the concept and review the rationale for the new program, including labor market need. Achievement Certificates (18 units or more) will usually require a survey of local employers in the region, as evidence of the need for the program. Examples of survey documents are available from the Occupational Education and Services Office.

When composing the list of required and elective courses for a certificate, please remember that **all courses, including those outside of the program's discipline, must be currently 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 Curriculum Dean, who will work with the other department to resolve the problem.

**Note:** When proposing a new Achievement Certificate, the application can include both the certificate and the **major**. This is strongly encouraged as it provides students with the option of an Associate degree in their field. See section 5.2 for more information. The Director, Occupational Education and Services, schedules new Achievement Certificates for the meeting agenda of the Bay Area Community College's Occupational Planning Committee (BACCOPC), which must endorse the program before it is submitted to the Chancellor's Office. BACCOPC meets once a month, with the exception of July and August. The meetings are scheduled on the third Thursday of the month, 9:30-12:00 noon. The faculty submitter and the Director, Occupational Education and Services, attend the meeting using CCC Confer, a Web-based telephone conferencing system. The faculty submitter presents the program at the meeting and responds to questions from Committee members, who are occupational deans from community colleges in Regions 3 and 4.

Prior to the meeting, a PowerPoint presentation is prepared, outlining the program. The following information must be included:

- Program name
- Faculty program coordinator/contact info
- Projected program start date
- Total units required
- Prescribed sequence of courses
- Local labor market information, derived from the EDD data and/or employer surveys (to include number of anticipated job openings, job titles, starting wages, etc.).
- Evidence that the faculty submitter has contacted community colleges in the region that have like/similar programs to determine potential duplication of programs.

**C.** New courses included in Achievement Certificates or certificates for programs under 18 units must be approved by the Curriculum Review Committee before the certificate can

be approved. **Any existing courses must have an approval date within the last six years;** if not, they must be updated and approved by the CRC before the program can move forward.

Forms for applying for a new certificate are available at the Curriculum Website and the Curriculum Database System. For *Achievement Certificates*, the department then develops the program application packet by following the guidelines in the Chancellor's Office *Program and Course Approval Handbook*. This should be submitted to the Curriculum Office. For *Certificates under 18 units*, the SRJC application should be completed and submitted to the Curriculum Office.

- D. CRC Approval.** Certificates are recommended to the Curriculum Committee and listed on the Consent Agenda. CRC members are sent summary forms of the programs well before the meeting so they can individually review them and, if there are questions about a program, ask that the program be moved to the Action Items so it may be discussed. Usually, certificate programs remain on the Consent Agenda and are voted upon and approved without discussion.
- E. Board Approval.** Upon approval by the Curriculum Review Committee, the proposed certificate is placed on the next Board agenda for approval. All certificates, regardless on the number of units in the program, must be approved by the Board.
- F. Chancellor's Office Approval.** Upon approval by the Board, the Curriculum Office prepares the application packet for submission of **Achievement Certificates** to the Chancellor's Office via registered mail. (*Note:* The Curriculum Office will also handle noncredit certificates and certain certificates for 12-17.5 units once the guidelines for these programs are finalized.) Notification of approval is received by the Curriculum Office, which in turn notifies the submitter, within approximately two months. The Chancellor's Office may request the faculty submitter to provide additional information or clarify elements of the application, which can delay the approval process. If the certificate is approved, a letter is issued giving approval date and unique identifier. If it is rejected, it is returned with explanatory letter to the submitter.
- G. Program Implementation.** Once the program approval process has been completed, the Curriculum Office will enter the program information into the Curriculum Data System. The effective date of implementation is usually the semester or summer following the semester in which the approval is received by the college. The program is also posted on the Certificates section of the SRJC Website ([www.santarosa.edu/certificates](http://www.santarosa.edu/certificates)). An email is sent to all staff as notification of the certificate approval. Students can then declare the certificate as a goal, and the institution can award it. The certificate information from the data system will be the "information of record" for institutional purposes. Since the college computer system permits the creation of subsequent versions of each certificate, a record of revisions to certificates is maintained so that students' catalog rights are upheld over time.

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## 5.2 Majors for Occupational and Transfer Degree Programs

At SRJC, a student is required to declare a major in order to obtain an Associate Degree. A major provides coherence, focus, depth, sequencing, and synthesis of learning. Majors are listed both in the College Catalog and on the SRJC website at [www.santarosa.edu/majors](http://www.santarosa.edu/majors). If a major field is not on the list, the student may still be able to prepare for this major by taking appropriate lower division courses.

Forms for applying for a new major, adding a major option to an existing career certificate program, or making revisions to approved majors are available at the Curriculum Website and the Curriculum Database System.

**A. Development of a Major.** For assistance in developing a major, contact the Director of Occupational Education and Services for developing an occupational major or the Dean of Liberal Arts and Sciences for developing transfer degree programs. The department develops the major application packet by following the guidelines in the Chancellor's Office *Program and Course Approval Handbook*.

When proposing a new occupational major, remember that the application is the same as that for the Achievement Certificate. As mentioned in Part 5.1, 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.

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.
- **Any existing courses must have an approval date within the last six years;** if not, they must be updated and approved by the CRC before the major 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 Curriculum Dean, who will work with the other department to resolve the problem.
- A course may be used to satisfy both a General Education 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.

**B. Local Recommendations and Approval.** When the major application packet is completed, it is either submitted directly to the Majors Review Committee or, in the case of occupational majors, for program endorsement. (*Note:* As with Achievement Certificates, occupational majors must be endorsed by the Bay Area Community College's Occupational Planning Committee. See Part 5.1 C for specific directions. This step must occur *before* the packet goes to the Majors Review Committee.)

1. **Majors Review Committee (MRC).** The MRC works with the department until the proposal is ready for recommendation. During this process, the MRC:
  - reviews application for completeness and accuracy
  - notifies all other departments whose courses are included in a given major, whether as core (required courses) or as restricted elective (pool of courses from which to fulfill a requirement)
  - assists with preparation of articulation table for Transfer Majors
  - advises the department of "date last reviewed" status of the courses proposed for the major (see 5.2 B regarding currency requirements)

- sends the packet, upon recommendation, to the Curriculum Office for placement on the CRC Consent Agenda

2. **Curriculum Review Committee Approval of the Major.** When courses and the major proposal are ready, the Curriculum Office places the proposed major for a vote on the Consent Agenda. CRC members are sent summary forms of the majors well before the meeting so they can individually review them and, if there are questions about a major, request that it be moved to the Action Items so it may be discussed.

Usually, majors are voted upon and approved without discussion. However, if there are questions or concerns, the item is “held,” and the submitting department should consult with the MRC, the Director of Occupational Education and Services, the Dean of Liberal Arts and Sciences, and/or the Curriculum Dean to address the issues cited by the CRC.

3. **Board Approval.** Upon approval by the CRC, the Curriculum Office submits the major to the Board for approval.

- C. **Chancellor’s Office Approval.** Upon approval by the Board, the Curriculum Office prepares the packet for the Chancellor’s Office and sends it via registered mail. Notification of approval is received in approximately two months. The Chancellor’s Office may request the faculty submitter to provide additional information or clarify elements of the application, which may delay the approval process. If the major is approved, a letter is issued to the Vice President Academic Affairs giving approval date and unique identifier. If it is rejected, it is returned with an explanatory letter to the Curriculum Office, which in turn will notify the submitter. Please see the Chancellor’s Office’s *Course and Program Approval Handbook* for further information. The effective date of implementation is usually the semester or summer following the semester in which the approval is received by the college. The Curriculum Office inputs program information into SRJC computer system, and the information is reviewed for accuracy. (If there are any questions or concerns, the Curriculum Dean will facilitate resolution as needed.) Then the major appears on the SRJC Website, and an email is sent to all staff regarding the approval of the major.

As a general practice, a new major is available to be awarded to students in the term subsequent to that in which in which state approval has been received. A request for an exception different from the effective date will be considered by the Vice President of Academic Affairs in consultation with the Curriculum Dean.

### 5.3 Revisions to Certificates and Majors

The steps and degree of approval involved in revising certificates and majors depend on the types of changes being made.

- A. Substantial Modifications Requiring New Application.** If revisions to an existing certificate or major are *substantial*, the process followed will be the same as those for proposing a **new** certificate or major (see sections 5.1 and 5.2). The Chancellor's Office must approve substantial modifications of Career Certificates and majors.

The following are considered substantial modifications:

- The goals and objectives of the program or the employment outcomes are substantially changed.
- The program undergoes restructuring (e.g. adding new options, emphases, or tracks).
- Changes in the program result in student outcomes substantially different from those for which the college originally received approval.

Please see the Chancellor's Office's *Program and Course Approval Handbook* for further information.

- B. Non-substantial Modifications Leading to New Versions.** Some changes result in new **versions** of existing certificates and/or majors. In order to maintain tracking of student catalog rights, a new version of a certificate/major must be created on the Web when:

- The total unit requirement changes
- Any required course is added to or removed from the program
- Courses are added to or deleted from the elective pool
- The unit value of any course within the program changes
- There is a change in the title of the program
- There is a change in the type of degree (AA vs. AS)

For a new version, complete a *Certificate or Major Revision* form (available on Curriculum Website and Curriculum Database System.) Indicate the changes on a copy of the certificate/major printed from the SRJC Certificates and/or Majors website. Submit these to the Curriculum Office for placement on the CRC consent agenda.

- C. Non-substantial Change due to Course Re-Numbering (No New Version).** The only non-substantial change that does not constitute a new version is a change due to the renumbering of required or elective courses in a program. In this case, complete a *Certificate or Major Revision* form, indicate the course number change(s) on a copy of the certificate/major printed out from the web, and submit these to the Curriculum Office. The revision will be placed on the CRC agenda, and the approved changes will be made on the Certificates and Majors websites, but a new version will not be created.

- D. Course Currency in Revised Programs and Majors.** As with new programs and majors, the outlines of courses that compose a *substantially revised* Achievement Certificate program or a major are reviewed by the Chancellor's Office revision the course is submitted. **Therefore, it is essential that all courses listed for existing programs and majors undergoing revision be current within their 6-year review cycle.**

The department making the revisions is responsible for ensuring that courses within the discipline are current. However, sometimes a course from *outside* the certificate or major discipline may be outdated. In this situation, the chair of the department making the revisions should consult with the Curriculum Dean *before* the program or major reaches the CRC. The Curriculum Dean will contact the department with the outdated course to determine when the course will be updated and will give this information to the program submitter and the CRC. Normally, if there is a commitment to updating the course, the revised version of the certificate or major will not be delayed.

- E. Inactivating Programs.** If a department determines that a certificate/major should be inactivated, a *Certificate or Major Revision* form should be submitted to inactivate the program.
  
  - F. Approval of Revisions.** Programs and majors that have been revised are placed on the consent agenda of the Curriculum Committee and follow the same procedure of approval as new programs and majors (see 5.1 and 5.2). After CRC approval, the process for revising certificates and major with *non-substantial changes* is complete. Certificates and majors with *substantial* changes are forwarded to the Board, and then Achievement Certificates with substantial revisions, along with all the outlines of courses in the program, are sent to the Chancellor's Office. 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.
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## 6 Appendix: More About Courses

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### 6.1 About Transfer Courses

Because transfer level courses involve SRJC and at least one four-year institution, writing the course outline is more complex. This section offers information and suggestions for developing or revising UC and CSU transferable courses.

#### *About Articulation vs. Transfer*

Some transfer level courses may be *articulated*. Articulation refers to the process of developing a formal, written and published agreement that identifies courses (or sequences of courses) on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. Faculty evaluation determines 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.

Faculty interested in articulating their courses (or determining the status of an articulation agreement for a particular course) should contact SRJC's Articulation Specialist.

*Transfer level* means that a course is designed to meet the requirements for transfer to the University of California and/or a California State University. The degree to which a course is articulated and/or transfers depends on a number of factors. The guidelines below apply to all transfer courses, whether they are articulated or not.

#### **A. Currency: SRJC is responsible for ensuring that the Course Outlines of Record for all transferable courses are up to date.**

- Any outline over 5 years old may not be accepted for articulation.
- CSU and UC routinely require submission of outlines for review to maintain system wide articulation (UC transfer or CSU GE or IGETC).
- Individual universities may require outlines for review for continued course-to-course or major articulation.

This means that a **UC transfer** course should be updated at least every **five years**. It is recommended that the revision process for a **CSU transfer** course start at the fifth year to ensure that the course is approved **before the mandatory six-year deadline**.

#### **B. Transferability Requirements for Courses Numbered 1-49 (Transferable to the University of California).** Transferability to UC is determined by the UC Office of the President. This review and determination is done on an annual basis. (Courses that are approved by SRJC but rejected by UC are either revised and resubmitted to UC or automatically renumbered 50-99.) Applications for additions to the transferable list are submitted one year in advance, normally during the summer, to receive approval for the next catalog year. UC has very specific guidelines for the articulation of courses; furthermore, UC requires the course proposal to identify at least one comparable lower division course offered at UC campuses (see "C" below for more about comparables).

**When developing or revising a UC transferable course, please read the *UC Transferability Checklist* and *UC Guidelines for Articulation*, both available under “Forms” on the Curriculum Website, [www.santarosa.edu/curriculum](http://www.santarosa.edu/curriculum). Also, the Intersegmental General Education Transfer Curriculum (IGETC) Guidelines, under “Regulations and Guidelines” on the Academic Senate for California Community Colleges website gives a broad view of requirements for transfer level courses. For further information, contact the SRJC Articulation Office.**

- C. Transferability Requirements for Courses Numbered 50-99 (Transferable to California State University):** The California State University System allows California Community Colleges to determine, within certain guidelines, which courses should be transferable to CSU campuses. All courses that transfer to UC (1-49) are considered transferable to CSU because they have met the UC guidelines. For courses numbered 50-99, the Academic Senate for the California State University has outlined the criteria for transferability in a 1987 document. The CRC refers to these guidelines when reviewing courses proposed for CSU transferability.

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### **Considerations Involved in Determining What Constitutes a Baccalaureate Level Course**

- 1) The course is presented in a manner that requires of students:
  - 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 a 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 establishes an expectation for significantly greater learner independence than that required at the secondary level;
  - b. requires the student to continue development of communication skills appropriate for higher education.
- 3) Coursework that:
  - a. enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.
  - b. enhances understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields may be considered baccalaureate level if it includes attention to appropriate theories and concepts.
  - c. provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such fields may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.

To read more on the regulations concerning transferability, please see the Chancellor's Office *Program and Course Approval Handbook*, Executive Order 167, and the *California Articulation Policies and Procedures Handbook* (revised Spring 2006). These are available through the CRC website under "Forms."

The CRC relies on the CSU guidelines when it reviews new and revised courses proposed for transfer. Specifically, the committee looks for evidence that:

- Student Learning Outcomes and course objectives reflect a high level of **critical thinking**.
- Topics and Scope include significant emphasis on the **theories** underlying the subject matter
- Assignments involve **substantial reading and writing**, usually with research.
- Textbooks are **current** in the field, and at a college reading level.

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#### D. Comparable Courses as Support for Transferability

The CRC cover form accompanying all new 1-99 course proposals has a section requesting comparable courses from the transfer institution. A *comparable* course, according to *A Guide for the California Articulation Number System*, is one in which the content "is such that similar outcomes are assured and advancement to the next level of instruction is appropriate."

As mentioned above, UC requires that courses proposed for transfer list at least one comparable. CSU does not *require* comparables, but **the CRC strongly recommends lower division comparables 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. Such information may expedite approval.

Therefore, before submitting a new CSU transfer course proposal, the department should research CSU catalogs for comparable courses. Here are some suggestions for finding appropriate comparables.

- Comparables should be **lower division**, since this is the mission of California Community Colleges. Please check the transfer institution's numbering system to determine whether a course is lower or upper division. If only upper division comparables are found, please see part "E" below.
- If possible, the comparable should be **equivalent in units**; however, there are times when one CSU course could be equivalent to two or three sequential SRJC courses, or vice-versa. If the units are significantly different, please see "E" below.
- Finding comparable courses across **more than one CSU** provides additional support that an SRJC transfer course meets the CSU Guidelines.
- Sometimes it is necessary to call or email CSU departments to verify that there is **substantial similarity of content** (catalog information may not be enough). Obtaining a syllabus would be an ideal way to determine if the two courses were truly comparable.
- **Copies of catalog pages** with the comparable courses are required with the cover sheet.

**If no comparables for a proposed or revised course are found, the course may still be approved by the CRC if it meets the Baccalaureate Guidelines above.** However, transferability to a student's major or towards CSU graduation is not assured. Please see Part "E" below.

**E. Special Considerations When Proposing or Revising CSU Transferable**

**Numbered Courses.** The CRC is charged with determining whether courses numbered 50-99 meet the CSU Baccalaureate Guidelines. However, recently, the CSU transferability has become more complicated by new and proposed policies and regulations that limit the number of transferable units that CSU's will accept.

- The CSU Academic Senate has stated: "No longer are unlimited extra elective courses, experiments with various majors, and extra credits acceptable. While those diversions along a degree path are educationally sound activities, the reality of California stipulates that extra or extraneous educational activities consume resources that could be used by other Californians... to enable as many Californians as possible to experience higher education, all students will be expected to qualify for a degree through the use of minimal resources." (2004)
- Current legislation (in particular, SB 1785, the Scott Bill) is seeking to standardize the courses for majors at the CSU's. Priority admissions will be given to students who have declared a major and carry 60 units of lower division coursework that meets the general education requirements and course prerequisites for the major.
- The long term effect of the above policies for transfer students is that units outside of major requirements may be accepted *as elective credit only*, and at some point, the number of elective units that may transfer at all may be limited.

Therefore, for the sake of students, SRJC courses must be represented realistically and accurately. This means that students should be informed as to which courses will be accepted towards their major and which, despite their fulfillment of CSU Guidelines, might transfer only as electives because of the increasingly restrictive acceptance policies. Students who discover that not all of their units from SRJC apply towards graduation at a CSU may feel that they have been misled, and this feeling may be justified if SRJC has not informed them clearly about the above transfer issues.

To this end, the CRC recommends that faculty who are developing new CSU transfer-level courses or revising an existing course numbered 50-99 research carefully *how* the course will be accepted at CSU campuses. Are there comparables? Will the course meet major prerequisites? How will the course transfer to CSU's that don't have that major?

**If comparables are *not* found**, or if only one campus has a comparable course, or comparables are only at the upper-division level, there is a possibility that CSU may not accept the course towards a major or towards CSU graduation credit. Therefore, submitters should do one of the following:

- Write a clear rationale on the cover form as to why the course should remain at a transferable level (e.g., the course covers "cutting edge" material in a developing field that has not yet been developed at the CSU). The CRC will seriously consider the rationale when reviewing the course.
- If the course is approved by the CRC for transfer, the department should inform students through instructors' syllabi that the course may count only as elective credit and possibly not towards a major. (Students taking occupational courses often enrolled to develop or update knowledge and skills in the field, and transferability may not be an issue.)

- Consider numbering the course 100-299 to reflect degree applicability and the fact that the course may not transfer. This may particularly apply to occupational courses that are more skill-based. Remember that rigor, critical thinking, and advanced skills are part of all degree-applicable courses, not just those listed for transfer.

**F. About Revising Previously Approved Transfer-Level Occupational Courses.**

Submitters revising courses numbered 50-99 should carefully review the course outcomes, 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, and departments consider the issues and recommendations listed in part in “E” as well. In general, if an occupational course with a transferable number meets the Guidelines and/or has comparables, the CRC will continue to approve it as transferable. However, when revising, submitters should do the following:

- Revisit any comparables and see if they still exist as **lower division courses** and that their content has remained basically the same. Make sure the SRJC course still aligns.
- If the existing version of the course does not seem to meet the Guidelines, the course revision should include **more emphasis on theory and research** to maintain its transferable number,
- If the course should retain its emphasis on skills, **consult with the Curriculum Dean**. Renumbering the course at the 100-299 level may be an option. However, this should not be done without careful research into what the CSUs will accept. The most important point is that students have a realistic representation of how the course fits in to their programs of study and transfer intentions.

**G. Note About Numbering for Physical Education Courses.** An exception to the UC transferable numbers is the numbering for Physical Education and Athletics courses: Because of the large number of activity courses that are accepted by the UC system, Physical Education and Athletics activity courses numbered above 50 may also be UC transferable. PHYED or ATHL prefix courses numbered 1-99 may be UC transferable, but 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 Courses (48, 98, 148, etc.)**

Special Topics Courses are a series of courses with consistent pedagogy, as described by the Course Outline of Record, but with a focus area that changes from term to term. The focus areas should be closely related and effectively taught using the standard umbrella course design. The goals and structure of the course remain consistent, and they have a stable, well-defined purpose within the program. Course outlines of the focus courses should be nearly identical to the “umbrella course” except for the details that must differ due to the specific topic. For example, CUL 248, “Ethnic Cuisine,” is the umbrella course for several courses that address specific types of cuisine: Thai, Indian, etc.

A new Special Topics **umbrella** course requires full curriculum review; however, the **focus** course needs only be given a new title and will appear on the CRC agenda as an information item. Each new focus course is given a different number (248.1, 248.2 etc.); however, the catalog listing can be limited to just the umbrella course.

According to *Good Practices for Course Approval Processes*, if each individual course has its own course designation (the term “lettered” is used, but SRJC generally uses decimals), it is an separate course, and **each individual course would have the repeat code appropriate for that course (i.e., not 04)**. “Because each lettered iteration is a separate course, the number of offerings is not subject to the limit of four repetitions (in regulations for a single course designation), multiple letters also provide unique transcript entries to keep track of the focus area taught in a given term.” In other words, this would allow students to take more than 4 courses under a Special Topics designation.

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### **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. Called “variable topics” by the UC, they are not published as part of the SRJC-UC Transfer Course Agreement (the document used by the individual UC campuses to guide them as to which CCC courses have been approved for transfer) because the course content varies with each offering, and the UC cannot exercise its approval for each instance. Instead, 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.)"

It is important that all instructors of these courses include this information in their syllabi. Students should be advised to keep the syllabus and their completed assignments for evaluation by the UC campus for credit after transfer.

Exceptions to this are the following courses that are numbered 48, but are not Special Topics: MUS 48, 48.1, 48.2, 48.3 and THAR 48.1, 48.2.

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### **6.4 About General Education Courses**

SRJC has a process for submitting courses for General Education (GE) consideration. There are specific guidelines for GE courses for the Associate Degree, CSU General Education, and Intersegmental General Education Transfer Curriculum.

- A.** Read the criteria for GE courses for the AA degree, CSU, and UC, available through the Curriculum Website and in the “Forms” section of this *Handbook*.
- B.** Complete the General Education Grid (in the “Forms” section and available through the Curriculum Website). Include a rationale statement and secure appropriate signatures as indicated.

- C. For CSU GE, complete the checklist “Criteria for Courses Proposed for CSU GE.” For IGETC, complete the checklist “Criteria for Courses Proposed for IGETC.”
  - D. Forward the proposal, GE Grid, any applicable checklists, and course outline to your cluster dean/supervising administrator before the annual published curriculum deadline (call the Curriculum Office to verify). Because of deadlines mandated by the California State University and University of California 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.
  - E. The Curriculum Office will send a photocopy of the complete proposal including the GE Grid to the Articulation Specialist for review by the GE subcommittee.
  - F. If a course is proposed for area G, H, I of the SRJC pattern (Option A), the Office of the Dean of Instruction, General Education, will send the proposal to the chairs of those advisory groups.
  - G. *Note:* A course submitted for inclusion in CSU and/or IGETC patterns and approved by the Curriculum Committee must be forwarded to appropriate CSU and UC offices before final course approval is completed.
  - H. Effective date for approved courses for inclusion in GE patterns will be the following fall semester.
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### **6.5 The 98 series of Independent Studies Courses**

Independent study courses numbered “98,” which may be eligible for CSU transfer, provide an opportunity for applied course work and may 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 not necessarily involve academic research.

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### **6.6 About Experimental Courses (Numbered 89, 129)**

Experimental courses will be approved by CRC for a limited period of time, typically not more than one year. They may be accepted for elective credit for the Associate degree or for elective credit at CSU. Departments should be careful numbering such courses in that the “89” number is be “used up” after one trial. It is suggested that each experimental course use the appropriate number (89, 129, etc.) plus a decimal to allow for additional experimental courses (e.g., 89.1, 89.2, etc.) See also, *Good Practices for Course Approval Processes* (Spring 1998). Please note that Experimental Courses use a separate form, not the form for proposing a new permanent course.

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## 6.7 About Noncredit Courses (400-999), Including Those for Enhanced Funding

Before developing *new* noncredit courses, including those that may be eligible for enhanced funding, please contact the Director, Adult and Community Education, for guidance and information. The approval process for noncredit courses involves a few more steps than approval for most credit courses.

- A. Submitters of new noncredit courses must complete both the Noncredit New Course Proposal Form and a Chancellor's System Office CCC-456 application form.
- B. After the course is logged into the curriculum system, the submitter of the course is referred to the Director, Adult & Continuing Education, who is SRJC's liaison to the System Office for noncredit curriculum. The Director reviews the course outline, noncredit new course proposal form, and CCC-456 form for completeness and gives feedback to the submitter. The course is returned to the Curriculum Office and then sent to the Cluster Tech Review Committee. The noncredit course proposal then continues through the regular course approval process.
- C. After the course is approved by the CRC and the Board of Trustees, the Curriculum Office mails the proposal to the Chancellor's System Office for approval. All noncredit courses must be approved by the Systems Office before they can be scheduled.
- D. When approval is received from the Chancellor's Office, the Curriculum Office notifies the submitter, chair, and dean as well as the Director of Adult & Continuing Education. (Note: Turn around time for response is approximately 30 days. The course may be offered once System Office approval is secured).
- E. **Noncredit Courses for Enhanced Funding.** The courses themselves follow the same procedures for approval as above, but to qualify for enhanced funding, the courses must be part of 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 skills 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 sequence of courses 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.



## 6.8 Distance Education

Distance Education is addressed by Title 5 in this way:

### §55205. Definitions and Application

Distance education 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).

### § 55206. Separate Course Approval

If any portion of the instruction in a proposed or existing course or course section is designed to 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.

Further information about Distance Education and Title 5 can be found through the Academic Senate for California Community Colleges website at [www.curriculum.cc.ca.us/](http://www.curriculum.cc.ca.us/) under "Guidelines and Regulations."

**At SRJC, "Distance Education" applies both to courses where 51% or more of the course is delivered through some form of communication technology (online, video, etc.) and also to "hybrid" courses, where the degree of communication technology may be less than 51% but still plays an essential part in the teaching of a course.**

**A. Distance Education and the COR.** At this college, a course that is taught through distance education does *not* use a separate, different Course Outline of Record 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 distance education. Therefore, the COR of a *currently approved* course does not necessarily have to undergo review by the CRC. However, the Method of Delivery (distance education) does have to be recommended for approval by the Distance Education Advisory Committee (DEAC). The recommendation is placed on the Consent Agenda of the CRC. (See Part 3.4.B about Consent Agenda voting).

For more on Distance Education policy at SRJC, please see the *District Policy Manual*, Parts 3.12.2 and 312.2P ([www.santarosa.edu/polman](http://www.santarosa.edu/polman)).

- B. Proposal Steps.** The steps involved in gaining approval for the distance education delivery of a course are designed to ensure that the integrity of the course is maintained as it is being taught exclusively or partly through some kind of communications technology.
- 1. Distance Education Proposal Form.** All courses being considered for distance education must complete the *Distance Education Proposal* form. This is available through the CRC website and the Curriculum Database System.
  - 2. New Courses.** If a new course is being developed to be taught primarily through distance education, submitters should write the course outline so that the same course could optionally be taught face-to-face. For instance, do not specific all assignments as exclusively online activities.

3. **Currently Approved Courses.** Review the current course outline and see if it is appropriate for online or other distance education delivery. For instance, if the student is graded on “oral presentations,” consider alternative assignments (e.g., online presentation) to allow for the distance education mode.
  - If **minor changes** need to be made, make them and fill out the appropriate Course Revision form as well. The course will go through **Cluster Tech Review** as well as DEAC.
  - If more **substantial changes** need to be made to the course (see Part 1.9.A), fill out the Course Revision form. The course will go through **Cluster Tech Review and CRC review**, as well as DEAC.
  - If **no changes** need to be made to a **course current in its review cycle**, the course will go to the Curriculum Office and then will be sent for signatures and to DEAC, but it does *not* need to go through Cluster Tech Review. It will go straight to the CRC Consent Agenda.
  - If the course is nearly **at 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 delivery through distance education. The course will have to go through **Cluster Tech Review and possibly full review by the CRC**, depending on the kinds of changes.
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4. **Required Consultation and Signatures.** Before submitting the DE Proposal form, the submitter must personally consult with a designated Disability Resources Department representative and the Instructional Systems Designer regarding accessibility and feasibility.
    - Consultation with SRJC’s **Instructional Systems Designer** regarding potential resource impacts ensures that the proposed communications technology is feasible through SRJC resources.
    - Consultation with the **Disability Resources Department representative** ensures that the DE delivery of the course complies with Section 508 of the Federal Rehabilitation Act of 1973 and that the proposed electronic and information technology is accessible to people with disabilities. Submitters must determine with the DRD representative that the course addresses all accessibility issues/impacts.

The Curriculum Office forwards the hard copy of the *DE Proposal Form* to these individuals to sign *after* the course is submitted to the Curriculum Office but *before* the proposal goes to the Distance Education Advisory Committee. The signatures confirm that consultation has occurred and that any issues concerning accessibility or feasibility have been resolved.

Specific contact information is listed on the Distance Education Proposal form and on the CRC website.

- C. Submission.** For all courses for proposed for Distance Education delivery, send the *DE Proposal* form, Course Revision form (if necessary), and a hard copy of the COR to the Curriculum Office. At the same time, send an electronic copy of the *DE Proposal* form via email to the Curriculum Technician (call the Curriculum Office for the email address).
- D. DEAC Review.** The Distance Educations Advisory Committee is composed of a dean, a CRC member, at least two other faculty members, and, if possible, a classified member, all with some background in distance education and communications technology. Faculty members are selected by the CRC with Senate approval, and usually the dean and one faculty member co-chair the committee. As an Advisory Committee, the group does not have a formal agenda, but one member keeps a record of the committee's decisions.

DEAC reviews the DE Proposal and COR *after* the course has gone through Cluster Tech Review (unless there have been no changes made to a currently approved course, in which case the Curriculum Office would have sent the proposal directly to DEAC). The committee decides if distance education delivery still allows the course to meet all SLOs and objectives, cover the Topics and Scope, and assign and grade work at the same level of rigor as the face-to-face version. After discussion, which may occur through email, DEAC members vote whether or not to recommend it for distance education delivery.

If the committee votes (by at least simple majority) to recommend the course, the Curriculum Office is contacted, and the DEAC recommendation will appear on the Consent Agenda of the next available agenda.

If the committee has questions, at least one member will consult with the submitter until the issue is resolved and the committee can recommend the course.

- E. Consent Agenda.** Courses recommended for approval by DEAC are listed on the Consent Agenda, usually the same agenda that lists the COR for approval (if applicable). A course must be approved by the CRC both as a course and for distance education in order to be scheduled and delivered through its chosen technology.
- F. Follow-up for Online College Courses.** A course that was developed through the Online College Project and approved by the CRC must have the online version of the course itself (not the outline) reviewed and approved by the department chair, cluster dean, and Instructional Systems Designer before it can be scheduled.

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## 6.9 About Writing Student Learning Outcomes and Course Objectives

Including Student Learning Outcomes in the Course Outline of Record is part of SRJC's larger effort to develop the outcomes and assessment process within all aspects of education at this college. For a broader perspective, please go to Project LEARN's website at [www.santarosa.edu/projectlearn](http://www.santarosa.edu/projectlearn).

In terms of defining **Student Learning Outcomes** both for the COR and when developing Learning Assessment Projects, clear, specific wording can help define what will be assessed and how this might be approached. That’s why the vocabulary provided both through Bloom’s Taxonomy and Anderson and Kartwohl’s Taxonomy 2000 can be valuable to departments working on Student Learning Outcomes for both courses and programs. The websites below provide charts with terminology that reflect thinking in the **cognitive, psychomotor, and affective domains**.

- *Wilson's Curriculum Pages. Beyond Bloom—A New Version of the Cognitive Taxonomy.* Website: <http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm>
- *Benjamin Bloom's Taxonomy of Learning Domains - Cognitive, Affective, Psychomotor Domains - design and evaluation toolkit for training and learning.* Website: [businessballs.com http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm](http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm)

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## 6.10 About Stand-Alone Courses

Community college curriculum committees and their Boards of Trustees have the authority to approve stand-alone courses (i.e., Chancellor’s Office approval is no longer needed), but Title 5 prescribes very specific certification procedures for the approval process. All curriculum committee members and other college personnel who are involved in course approval must go through annual training about the 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 Parts 2.2, and 2.3) and the basic criteria for approval (see Part 2.1). In particular, according to the Chancellor’s Office, a stand-alone course must demonstrate:

- **Appropriateness to Mission:** The 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 instructional content and specific instructional objectives.
- **Need:** There must be evidence of need for the course in the college service area.
- **Adequate Resources:** The college has the resources needed to offer the course at the level of quality described in the COR.

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 valid reasons, but departments proposing stand-alone courses are advised to consult with the Curriculum Dean during the development process.

### **6.11 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 who and any faculty who request training and access so that they may work on curriculum. Online instructions and a user manual are available. For information about training and access, as well as help with any problems encountered while using the system, please call the Curriculum Office.

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### **6.12 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 and their phone numbers and email addresses. 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 Assistant

Emails of the above are listed on the CRC Website.

**Curriculum Review Committee Website:**

**[www.santarosa.edu/curriculum](http://www.santarosa.edu/curriculum)**

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# 7 Forms

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The next pages show examples of the various forms and related information used when submitting courses. These forms are available on the Curriculum Website, and most are available through the Curriculum Database System as well. Included here are:

- New Permanent Course Proposal, Non-Transferable (Courses Numbered 100 and above)
- New Permanent Course Proposal, Transferable (Courses Numbered 1-99)
- New Noncredit Course
- Changes to Existing Course
- Experimental Course Proposal
- Content Review
- Standard Co/Prerequisite Justification Form
- Limitations on Enrollment
- Distance Education Proposal
- Environmental Health and Safety
- Cluster Tech Review Feedback Form
- General Education Patterns Grid
- Criteria for Courses Proposed for CSU General Education Pattern
- Criteria for Courses Proposed for IGETC

Forms for **majors and certificates** are available on the Curriculum Website.

These forms are for examples only. You must complete them electronically, save them for your records, and turn in the printed version with the hard copy of the course outline. At some point, all forms will be a part of the Curriculum Database System and hard copies may not be necessary, but at this point they are an essential part of the course packet.

If you have any questions about the forms, please contact the Curriculum Office.

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