

Title 5 Updates for All Course Outlines at SRJC

Presenters:

Jen Carlin-Goldberg: CRC Cochair

Josh Adams: Dean, Academic Affairs & CRC Cochair

Agenda



- Introductions
- Review of Title 5 Updates
- CRC's Documented Procedures
- Timeline for Completion
- Resources and References
- Q&A

This presentation may include the occasional stress-relieving images of cute kittens

Introductions

Who is here?

Jen Carlin-Goldberg – CRC Faculty Co-chair

Josh Adams – Dean, and CRC Administrative Co-chair



Title 5 Updates!

Let's get into it!



SECTION 55001, 55001.5, & 55002 OF ARTICLE 1,
OF SUBCHAPTER 1,
OF CHAPTER 6,
OF DIVISION 6,
OF TITLE 5 OF THE CALIFORNIA CODE OF
REGULATIONS

CCCCO Memo regarding the changes pertaining to curriculum from last October:

<https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-25-66-regulatory-revisions-to-course-outline-of-record-ally.pdf>

SECTION 55001

§ 55001. Curriculum Committees.

Title 5 charges curriculum committees with embedding equity and accessibility into the curriculum approval process. Committees must adopt written procedures ensuring that every course outline describes approaches that will engage diverse student populations and advance equitable outcomes. Also, the committee ensures there is a process that reflects the principles of Universal Design for Learning (UDL), providing multiple means of representation, engagement, and expression.

NEW SECTION 55001.5

§ 55001.5. Course Outlines of Record.

55001.5 defines the COR as the official, publicly available record of a course, underscoring its role in transparency and accountability. The regulation requires CORs to include a comprehensive set of elements: title, catalog description, outcomes and objectives, units and hours (including contact hours, outside-of-class work, and total student learning hours), discipline assignment, and representative instructional materials. Notably, instructional materials should include consideration of open educational resources (OER) that meet accessibility standards. The COR must also provide representative descriptions of inclusive pedagogical approaches faculty may use to engage and support diverse learners.

SECTION 55002

§ 55002. Standards and Criteria for Courses.

Changes the standards that govern credit and noncredit courses. For credit courses, learning must now be demonstrated through multiple, authentic means including written work, projects, problem-solving, and skills demonstrations ensuring that assessment reflects the diversity of students' learning styles and strengths. The regulation now requires CORs to include explicit accounting of instructional and outside-of-class hours, directly aligned to credit awards under section 55002.5. Importantly, updated language regarding “basic skills.”

For noncredit courses, the revised standards strengthen consistency by requiring CORs to specify subject matter, methodology, assignments or activities, and methods of evaluation, all taught by qualified instructors.



So, what's next?

What steps does the Curriculum Review Committee, Faculty, Staff, and the District need to do to align with the changes in Title 5?



The Work Ahead for all California Community Colleges

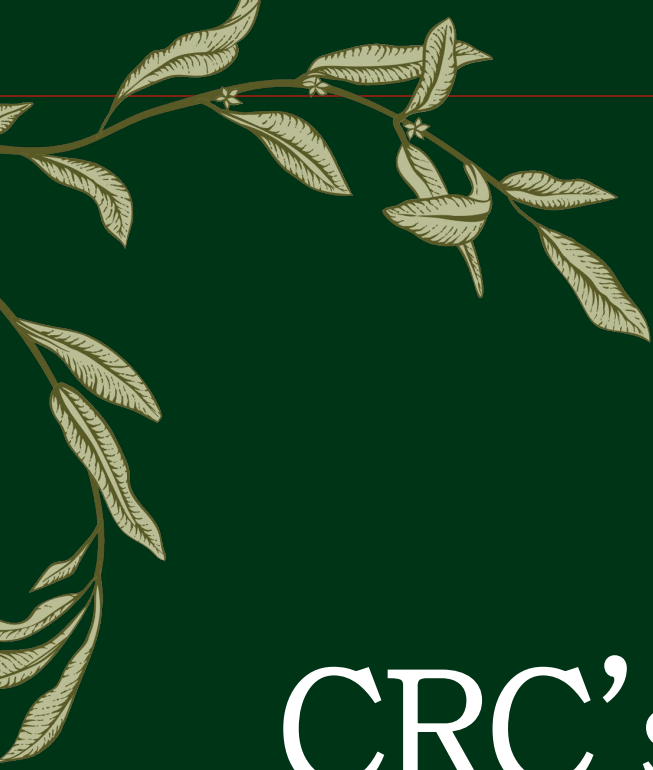


Revise Curriculum Committee
Procedures to reflect the new equity,
inclusion, and UDL language of § 55001.

CRC completed last Spring, and we will
look at elements of that today.

Work Ahead for all CCC's:

- Update COR templates and catalog systems to include all elements required by §55001.5, including representative descriptions of inclusive teaching approaches, and ensure that all CORs are publicly accessible.
- Directly input COR information into The Chancellor's Office Curriculum Inventory System (COCI)
- Review local board policy on credit-hour calculations to ensure consistency with §55002.5 and confirm this alignment through annual certification
- Train curriculum personnel—faculty, administrators, and staff—on the revised regulations and the Chancellor's Office Program and Course Approval Handbook
- Ensure prompt and accurate reporting of approved courses to COCI and MIS.
- Align enrollment practices with § 55003 and § 58106, ensuring that prerequisites and limitations on enrollment are validated fairly and equitably.



CRC's Documented Procedures

Approved Last Spring and are a part of the Curriculum Writing Handbook.



CRC Procedures

At SRJC, the following procedure will support discussion and inclusion of required Title 5 updates throughout the course development and revision process.

1. Faculty submitter integrates required COR components outlined in the following guide; some of these components, such as Unit Value, are already embedded into the web-based form in CourseLeaf/CIM.
2. Faculty submitter, when possible, also includes one or more recommended criteria in each section of the COR. This will further support the following Title 5 updates
 - a. “approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.” AND
 - b. “guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect universal design for learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.”

CRC Procedures

3. Cluster Tech Review Committee will review COR using the Course Outline of Record Checklist, which includes the requirements and recommendations for each section of the COR.
4. Curriculum Review Committee will review COR using the Course Outline of Record Checklist, which includes the requirements and recommendations for each section of the COR.

Course Outline of Record Checklist:

<https://curriculum.santarosa.edu/sites/curriculum.santarosa.edu/files/documents/Course%20Outline%20of%20Record%20%28COR%29%20Checklist%20%282%29.pdf>

The Curriculum Writer's Handbook:

<https://curriculum.santarosa.edu/curriculum-writers-guide>

What are these Requirements and Recommendations for Each Section of the COR?



For the complete version, of what is required, visit the CRC website's Resources page for all the following information, including the Curriculum Writer's Handbook (in document form and now a web-based version!) and the Course Outline of Record Checklist.

<https://curriculum.santarosa.edu/resources>

Some Highlights

Course Outline Component	Equity Review Requirements or Criteria
Units and Contact Hours	Unit value (for credit courses only) is clearly identified, and the total units of lecture, lab, or similar academic activities are separately specified for attendance accounting reporting purposes pursuant to section 58003.2 (required)
	Student hours, including number of contact hours, any outside-of-class hours and the total student learning hours for the course are clearly identified. (required)
	appropriately reflects actual student hours

Some Highlights

Course Outline Component	Equity Review Requirements or Criteria
Full Course Title	Clear, inclusive, welcoming and jargon free language
Catalog Description	A. Clear, inclusive, accessible, welcoming, and jargon free language B. Student centered; articulates what students will learn/experience in the course using active voice C. Discipline-specific terminology is clearly defined D. When possible, mentions IDEAA content included in the course.
Limits on Enrollment	A. Prerequisite/corequisite...must be determined to be necessary and appropriate for achieving the purpose for which it is being established and has been appropriately validated. (Required) B. Prerequisites/corequisites do not disproportionately impact specific groups of students (e.g. financial aid)

Some Highlights

Course Outline Component	Equity Review Requirements or Criteria
Student Learning Outcomes & Objectives	A. Connect students’ lives to course content B. Value diverse ways of knowing and doing, including diverse forms of assessment C. Language illustrates openness to diverse range of perspectives and experiences D. Students to see themselves and their experiences represented and to bring their authentic selves to the course
Topics and Scope	A. Organization is logical and bias free B. Communicates a disciplinary approach that values diverse knowledge and abilities C. Includes broad range of diverse contributions to discipline D. Inclusive language, so students see themselves and their experiences represented in the course

Some Highlights

Course Outline Component	Equity Review Requirements or Criteria
Assignments	Explanations or examples of required outside-of-class assignments, including reading and writing assignments (Required) A. Written Assignments B. Group projects C. Video/Audio Reflection Assignments D. Revision Assignments E. Skill demonstrations
Methods of Evaluation	Explanations or examples of methods of evaluation (Required) A. Written Assignments B. Group projects C. Video/Audio Reflection Assignments D. Revision Assignments E. Skill demonstrations F. Quizzes G. Exams

Some Highlights – The Newest Part!

Course Outline Component

Equity Review Requirements or Criteria

Instructional Methodology

Explanations or examples of instructional methodology

- A. Lecture with visual and/or audio aids
- B. Lab Demonstration and Activities
- C. Class Discussions
- D. Problem-based learning
- E. Socratic Seminars
- F. Group projects
- G. Reflection Assignments
- H. Revision Assignments
- I. Student-led instruction
- J. Simulations
- K. Role-playing
- L. Skill demonstrations
- M. Gamification
- N. Case Studies

Some Highlights

Course Outline Component	Equity Review Requirements or Criteria
	Includes at least one Open Educational Resources (OER) that meets universal design course standards is listed in this section.
Representative Textbooks	Any Course textbooks and materials meet universal design course standards, including accessible and inclusive language, and explanations of technical terms.

Making the Implicit, Explicit



Our course outlines of record will include representative descriptions of approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

Timeline

As we proceed through our regular course reviews and course revisions, Faculty Submitters will also include the updated Title 5 requirements.

We have already been updating course descriptions and have been adding OER whenever appropriate to the Rep. Textbook list. This is not that different.

We can start working on this now, before Course Leaf/CIM is ready to go, by discussing within our departments and disciplines regarding what we already do in our courses



Where to Find What You Need to Proceed



Visit the CRC website's Resources page for all the following information, including the Curriculum Writer's Handbook (the document and now a web-based version!)

<https://curriculum.santarosa.edu/resources>

We also have UDL and IDEAA examples to check out as we begin this work.

Title 5 Links:



- [Section 55001 Curriculum Committee](#)
- [Section 51000.5 Course Outlines of Record](#)
- [Section 55002 Standards and Criteria for Courses](#)
- [Section 55002.5 Credit Hour Definition](#)

Official brownie baker, IT guy, hockey player, and kitten perch

Thank you

Jennifer Carlin-Goldberg
CRC Faculty Co-Chair
jcarlingoldberg@santarosa.edu

