

Curriculum Committee

## How to Revise a Course in eLumen

### RESOURCES:

- **LMC [Curriculum Committee website](#)** (most items below are on the website)
- [Title 5 Education Code on Curriculum and Instruction](#).
- Program and Course Approval Handbook (PCAH) (CC Website)
- IDEAA framework for DEI in Curriculum: Model Principles and Practices (CC Website)
- [Glendale Community College Guide to Equitable Curriculum](#)
- LMC COR Guide (CC Website)
- ASCCC COR Guide (CC Website)
- Your COR assessment results
- Students! How have you gotten feedback from students about the course and how to improve it?

If you have any questions, or would like a coaching/collaborative session, reach out to your curriculum chair or your curriculum committee representative.

If you'd like more input beyond the above before finalizing your course, you can drop in to Tech Review Team meeting, or contact experts in your area of questions. All curriculum resource members are on the CC website.

### LOG IN TO eLUMEN

- [lmc.elumenapp.com](http://lmc.elumenapp.com) or click on eLumen tab on the Curriculum Committee homepage or on the eLumen tab in Insite
- Login using your portal login
- Click on the Curriculum tab at the top of the page.
- Click on the Curriculum Library
- Type in the course you would like to revise in the Subject Code and Number box (no dashes)
- Click the box next to your course name and select "New Revision"

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- Note: Save your COR draft regularly!

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Nikki Moultrie as Faculty in LMC Vocational Tech - ACRE075 Proxy Enabled

Courses No Term avai... SLOs & Assessments Curriculum Results Explorer

Curriculum Dashboard Curriculum Library

Course Program

Department: None selected Subject Area/Course #: ACRE075 Course Title: Title Distance Education Approved: Yes, ... (Total: 2)

Show/Hide (Total: 2)

1 Total Show: 15 entries

New Revision Show History View COR Report View Impact Report Show inactive courses

Subject Area/Course #	Course Title
<input checked="" type="checkbox"/> ACRE075	HVAC Technician H1A Heating Technology

There will be a pop up for you to select an option: – Select “Course Revision for All Courses”

Revise Course

**Course Revision for All Courses**  
Any revision to a course including Title 5, add/remove Distance Education, and off-schedule revisions.

<< < 1 > >>

Click inside the box that says “Course Revision” to start the revision.

You have two main options to view the COR: Step View and Outline View. Step View allows you to go tab by tab. Outline view lays out the entire COR so you can scroll up and down.

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### TAB 1: COVER INFORMATION

#### General Information

- Subject Code/Number, Course Title, TOP/CIP/SAM, your department, and course description should be prefilled. If you have questions about coding, ask Grace Villegas our Academic Scheduling Specialist.
- Update your course description here. Your course description has two audiences: students and any transfer institution or career field. Thus, your course description needs to satisfy both those audiences. It should be accessible and student-centered AND descriptive enough that a receiving institution knows what the course covers.

#### Faculty Requirements

- Select teaching disciplines from the drop-down menu.
- Drop-down menus do not separate options into masters/non-masters. Use the Minimum Qualifications for Faculty guide: [https://asccc.org/sites/default/files/Minimum\\_Qualifications2018.pdf](https://asccc.org/sites/default/files/Minimum_Qualifications2018.pdf)
- Do not use any of the “alternate” or “preffered” fields

#### Proposal Details

- Initiator/s: “Add or change Additional Contributors.” If more than one person is initiating the course revision, add all the people. We also recommend adding your department chair to every course so they can access it and track progress.
- Effective Date: Courses are usually effective the following summer. (i.e., Summer 2023) \*Note: if the effective date is left blank, you will not be able to submit the course.
- Submission Rationale: Dropdown choices. For a Title 5 revision (5 year review) use “Mandatory Revision.” For a non-mandatory revision, use “Improvement to Program of Study” and explain the revision in the Notes for Submission.
- Notes for Submission: Describe precisely which elements of the COR were revised.

#### Attachments

- Upload Online Addendum Form and/or Prerequisite/Co-requisite Validation Form with all relevant documentation. Instructions are on the CC Website.
- It’s easiest to complete forms using Adobe Creative Cloud since many of our forms are now fillable PDFs.

#### Cohort

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Cohort Number: Indicate the cohort year as it relates to the assessment cycle. If you are unsure about the cohort number, please refer to the Planning Webpage or ask your CSLO/PSLO coordinator, and/or BethAnn Stone. (Note: your department should have a place where all assessment spreadsheets, cycles, results, etc. are housed.)

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**Tab 2: COURSE DEVELOPMENT OPTIONS**

- Grading Code = Dropdown choices. Select all that apply. SC= Student Choice: Courses will default to a letter grade unless students apply to P/NP. All SC courses need to inform students of that choice.
- Course Support Status (CB26) – Select either (S) Course is a support course or (N) Course is not a support course.
- Section Size – Class Maximum. Note: Class Maximums are contractually negotiated, so you cannot change the class maximum without going through this process.

**Transferability & Gen. Ed Options**

For help with transferability, ask your articulation officer (Eileen Valenzuela), a Transfer Center representative, (Rachel Anicetti or David Reyes), your Curriculum Chair, relevant curriculum committee rep, and consult Assist.org. For LMCGE, consult with your GE Chair (Adrianna Simone).

Course General Education Status (CB25):

Dropdown choices - select appropriate option.

Coding A = Course meets any of the following:

- CSU General Education Breadth Area A2: Written Communication
- CSU General Education Breadth Area A3: Critical Thinking
- UC IGETC Area 1A: English Composition
- UC IGETC Area 1B: Critical Thinking-English Composition **OR**
- Course has a general education certification or articulation agreement that ensures the course fulfills English composition requirements at an accredited four-year institution **OR**
- Course fulfills local general education requirements for English Composition as outlined in Title 5 Section 55063

Coding B = Course meets any of the following:

- CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
- UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning **OR**
- Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

Coding C = Course is not transferable to fulfill general education mathematics or quantitative reasoning at a four-year institution, **but** fulfills local general education requirements for Analytical Thinking or Mathematics Competency as outlined in Title 5 section 55063.

Coding Y = Not Applicable (Not a General Education Course)

**Request for Transferability (CB05)**

Add requests for: course-to-course articulation, CSU, IGETC, LMCGE, or C-ID.

Assist.org will help you in identifying comparable courses.

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## Tab 3: UNITS AND HOURS

### Total Instructional Hours and Unit Calculations

- Hours are all calculated based on an 18-week semester: Do not change this to 16 weeks!
- Include both contact (in-class) hours and out-of class hours to total instructional hours. Use the Hours-to-units ratio guide in the PCAH and per 4CD district policy. For types of lab hours, review the UF Faculty Contract.
- See also the district policy on rounding up and rounding down unit values. If you have questions on this, consult your Dean and/or VPI.

### Credit/Non-Credit Options

- Select Credit or Non-Credit.
- Funding Agency Category (CB23) should always be “Not Applicable”
- If the course has variable units, make sure that box is checked.

## Tab 4: PRE-REQUISITES and ENTRANCE SKILLS

### Pre-requisites, Co-requisites, Anti-requisites and Advisories

- To add a pre/co-req or advisory click “Add Group” and then “Add Requisite”
- Use the “Group” feature to group prerequisites that would have an “OR” between them. For example: MATH 029 or MATH 030 would be a “Group.”
- Choose your requisite type and choose your requisite course. If it is an “Advisory,” type information in the text box to the right.
- Per Title 5, all pre-requisites and co-requisites must be validated.
- Consult the pre-requisite and co-requisite validation form for more information.
- Consider any advisories carefully: advisories can scare off students who carry historicized educational trauma or doubt their abilities. Only add an advisory if you feel a person truly cannot succeed without the knowledge or skills in that course.

### Limitations on Enrollment

- Auditions, tryouts, fitness tests (for EMT, for example), etc.

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## Tab 5 - Specifications

### Methods of Instruction

- Choose all that apply from the drop down menu.
- Rationale is not required.

### Assignments

Two college-level reading and writing assignments are required. If your course has a laboratory, the “lab or field activity, product, and/or report” is required. If the course is 100% laboratory, no additional assignments are needed. If your course has HBA, the “specific example for Hours by Arrangement” is required. Referencing a CSLO increases the flow and contiguity of the outline.

These assignments should read like actual in class assignments. Reading assignments should reference comprehension after reading college-level material: “Read the chapter on....and be prepared to discuss...” Writing assignments should include a page length and incorporate college-level writing skills “In a three-page paper...”

Assignments should be linked to CSLOs, similar to our previous COR. Just put the CSLO (or more than one CSLO if necessary) in parentheses at the end of the assignment description.

Writing assignments should indicate a page length.

#### SAMPLE ASSIGNMENTS:

##### Reading Example:

Read Jonathan Kozol’s text, “Savage Inequalities,” Jeannie Suk Gersen’s article, “The Uncomfortable Truth About Affirmative Action,” and the series of articles exploring affirmative action decisions in the Supreme Court. Create a presentation regarding the kinds of support each side uses as well as a critique of the effectiveness of that kind of support. (CSLO 1, 2, and 4)

##### Writing Example:

View two Ted Talk Videos “What Does My Headscarf Mean to You” and “Allegories on Racism.” In the search box on your technical device view type the title of the video.

Write a two page (minimum of 1000 words and a maximum of 1500 words) written response to the numbered items. Use 12-point font Calibri and double space. This will equate to two pages.

1. Problem: State the problem that both videos address.
2. Evidence: What evidence is presented in the videos that the problem exists? List and explain five specific examples from one or both videos.
3. Impact: Why do we care? What impact does this have on the ABC components: affect (feelings), behavior (actions), and cognitions (thoughts and beliefs).
4. Causes: What is driving the problem?
5. Recommendations: What can be done to reduce and combat the problem?

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### Performance Example:

Perform an in-depth character study. Then, in dialogue with your audience, justify and explain the choices involved in your acting process. (CSLOs 2,3)

### Methods of Evaluation

- Provide representative assessments for measuring CSLOs.
- Methods of evaluation should be diverse in nature (so not solely the same type of assessment) and clearly aligned with the course outcomes and course content.
- Choose the method from the drop down menu on the left, describe the method, add the percentage or percentage-range of final grade, and which CSLO/s it assesses.
- The drop-down menu on the left cannot be left blank.
- The evaluation of higher critical thinking skills should be emphasized; therefore only one true/false or multiple-choice method will be accepted.

### Equipment

Items such as calculators, graphing paper, swimsuit, yoga mat, etc. should be included in this box.



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### Textbooks

Follow formatting listed on page, textbooks should be college-level and published within the past five years. Classics accepted on a course-by-course basis. Indicate (Classic) after title. If the text has an edition, place after the title. Science courses that include a laboratory component must include a laboratory manual. Laboratory manuals should be clearly noted as such. Publisher and ISBN are not required. If possible, two textbooks are required.

Textbooks
<b>Textbooks</b>
<b>Author:</b> <a href="#">Shelley, Steven L.</a> <b>Title:</b> <a href="#">A Practical Guide to Stage Lighting, Third Edition</a> <b>Publisher:</b> <b>Date:</b> 2013 <b>ISBN:</b>
<b>Author:</b> <a href="#">Winchip, Susan M.</a> <b>Title:</b> <a href="#">Fundamentals of Lighting (Classic)</a> <b>Publisher:</b> <b>Date:</b> 2011 <b>ISBN:</b>

### Other Instructional Materials

Additional items suggested for the course, i.e. novels, readers, articles, online resources, etc.

Other Instructional Materials
<b>Description:</b> <a href="#">The DaVinci Code</a> <b>Author:</b> <a href="#">Brown, Dan</a> <b>Citation:</b> 2012

### Materials Fee

If required, format as follows: \$... for...

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**Tab #6 - Learning Outcomes**

Course Objectives – Not required (although these are used at other institutions, so you will see them on C-ID templates, for instance).

- Course Student Learning Outcomes (CSLOs)
- CSLOs should finish the sentence “Students will be able to...” and begin with a Bloom’s Taxonomy verb.
- CSLOs should reflect higher order thinking: EX: Evaluate or Analyze (higher order) versus Summarize or Describe (lower order). Not all CSLOs need to be higher order, but the majority should reflect the critical thinking requirement of college-level courses in Title 5.
- Each CSLO will have their own box.
- Expected CSLO Performance should be 70.
- If the course contains both lecture and laboratory you must designate the laboratory SLOs with (Laboratory).

**Course Objectives-Student Learning Outcomes**

Start writing the new Course Objectives-Student Learning Outcomes name to add it

➕ Add New Course Objectives-Student Learning Outcomes

Course Objectives-Student Learning Outcomes	Status	Expected SLO Performance	
<a href="#">Evaluate technological requirements and production procedures for stage lighting for various types of productions.</a>	Unchanged	70	<input type="button" value="^"/> <input type="button" value="v"/> <input type="button" value="x"/>
<a href="#">Identify safety standards for working with electricity.</a>	Unchanged	70	<input type="button" value="^"/> <input type="button" value="v"/> <input type="button" value="x"/>
<a href="#">Prepare, mount, and run a stage lighting production project. (Laboratory)</a>	Modified <a href="#">[undo]</a>	70	<input type="button" value="^"/> <input type="button" value="v"/> <input type="button" value="x"/>

## Tab 7: Course Outline/Course Content

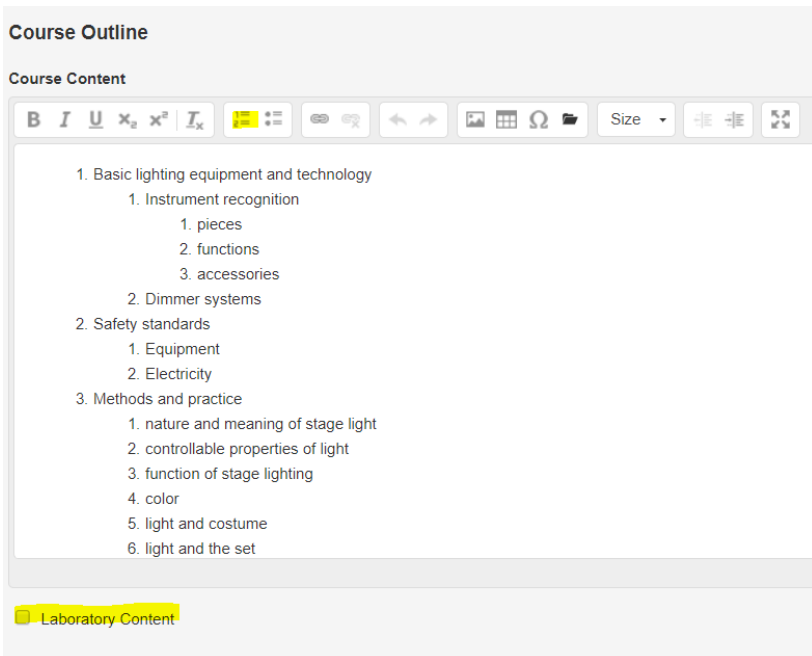
eLumen does not have the capability to format an outline beyond numbers. You can select the number option to create levels.

Your outline should clearly indicate major units or areas and the sub-areas.

If your course has a laboratory, click the laboratory content box and put your laboratory content in that box.

Course Outline

Course Content



The screenshot shows a web-based editor for course content. At the top, there is a toolbar with various icons for text formatting (bold, italic, underline, strikethrough, subscript, superscript), alignment, bulleted and numbered lists, indentation, link, unlink, undo, redo, insert image, insert table, insert link, size, and other options. Below the toolbar, the main content area displays a list of course content items:

- 1. Basic lighting equipment and technology
  - 1. Instrument recognition
    - 1. pieces
    - 2. functions
    - 3. accessories
  - 2. Dimmer systems
- 2. Safety standards
  - 1. Equipment
  - 2. Electricity
- 3. Methods and practice
  - 1. nature and meaning of stage light
  - 2. controllable properties of light
  - 3. function of stage lighting
  - 4. color
  - 5. light and costume
  - 6. light and the set

At the bottom of the editor, there is a yellow button labeled "Laboratory Content".

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### Tab 8: Curriculum Technician

Information in this area is not editable and is used only by the Curriculum Specialist once your course is approved by the Curriculum Committee.

### Submitting Your Course

You can click “Save as Draft” if you are not ready to submit the course. You can always access it in your Inbox. If you would like to review your entire outline again, click Continue Workflow and “Outline View” – this will allow you to see the entire outline on one page.

When you are ready, click “Submit” and a pop up will ask you to confirm and will tell you where the course outline is going next.

eLumen will email the next person in the approval process at the end of the day.

You can check on the status of your course by clicking on the Curriculum Button and Curriculum Dashboard. The Workflow Status will tell you who is the current reviewer/approver.

The screenshot shows the Curriculum Dashboard interface. At the top, there are navigation tabs: Courses, SLOs & Assessments, Curriculum (highlighted), and Results Explorer. Below this, there are sub-tabs: Curriculum Dashboard (highlighted) and Curriculum Library. The main content area is titled "Revision Course Workflows" and includes a "Download Workflows as CSV" button. A table lists three workflows with columns for Course Code, Course Title, Workflow Template, Workflow Status, Chair Report, and Actions.

Course Code	Course Title	Workflow Template	Workflow Status	Chair Report	Actions
DRAMA111	Introduction to Lighting Design	Course Revision for All Courses	Stage 1: Initiator	None	Actions
DRAMA295	Occupational Work Experience Education in DRAMA	Course Revision for All Courses	Stage 2: Curriculum Committee Representative	None	Actions
DRAMA296	Internship in Occupational Work Experience Education in DRAMA	Course Revision for All Courses	Stage 1: Initiator	None	Actions