

Las Positas College Curriculum Handbook

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A. INTRODUCTION

Our curriculum is who we are. It reflects the diversity of the disciplines that make up our college community, the myriad pedagogical philosophies we bring to the classroom each day, and the strengths of our education and training. Faculty are vested with the primary responsibility for the development of new courses and programs and the revision of existing courses and programs. The college's course outlines and degree and certificate programs reflect our own academic mission and philosophy. Each course outline and program has been rigorously reviewed to ensure it meets the standards set forth in the State Educational Code and Title 5, as well as the standards for excellence that we have established as an educational institution.

Central to the curriculum of the community college is the course outline of record (COR). The course outline serves a number of purposes:

- It forms the basis for a contract among student, instructor and institution -- identifying the expectations that serve as the basis of the student's grade, and giving the fundamental required components of the course that the student is guaranteed to receive from the instructor and institution.
- It is a document with defined legal standing, which is read by many more eyes than just those of the instructor and student.
- It assists faculty in presenting their courses in a format, which accurately reflects the quality instruction they are providing.
- It states the content and level of rigor for which students -- across all sections of the course -- will be held accountable.
- It states the prerequisites that students need to advance successfully through a series of courses.
- It is used to satisfy the State Chancellor's office requirement that all required components are present in the course and meet the required degree of rigor per Title 5 and the Program and Curriculum Handbook.
- It serves as the basis for transfer or articulation agreements with individual 4-year colleges and universities and with the California State University (CSU) and University of CA (UC) systems.

Degree programs established by the institution must meet state-mandated requirements for general education. Degrees must be submitted to the Chancellor's Office for final approval. There are two types of credit certificates that can be awarded by the College. The first is Certificates of Achievement (transcriptable; 12 - 59.5 units). The second is Certificates of Accomplishment (not transcriptable; do not require Chancellor's Office approval, below 12 units), which are meant to provide students with a group of classes that will prepare them for a specific career or industry certification.

Annually, the Curriculum Chair and the Vice President of Academic Services oversees the California Community College Chancellor's Office's (CCCCO's) Annual Curriculum Approval Certification verifying that the College and Board have followed policies, including mandatory training, to ensure compliance with Title 5 §55002.

B. CHARGE

1. Overview

Title 5 assigns eleven (11) duties as the primary responsibility of the Academic Senate and allows the Senate to delegate some of those duties to the Curriculum Committee as a subcommittee of the Senate.

Responsibility for reviewing curriculum, establishing prerequisites, placing courses in disciplines,

assigning course identifiers, establishing degree and certificate requirements, developing process and timelines for review of academic programs, detailing grading policies, maintaining and updating the discipline list, and making recommendations to the President for action by the Board of Trustees. All new courses and programs, as well as changes in current course and program content, structure, or credit, must be reviewed by this committee.

2. Charge

The Curriculum Committee (hereafter referred to as "the Committee") is responsible for ensuring and preserving the academic integrity and quality of all courses and programs offered by Las Positas College. The Committee's primary responsibilities lie in five major areas, as specified by Title 5 §53200:

- Curriculum
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success

As a sub-committee of the Academic Senate, the Committee reports its recommendations for approval in the areas of Curriculum and Educational Programs to the Senate as informational items and forwards its recommendations in these areas to the Office of the Vice President of Academic Services. This office prepares the recommendations for presentation to the Board of Trustees by way of the President's Office at the College. The Board of Trustees is the sole authority for approval of all curriculum recommendations in the areas of Curriculum and Educational Programs.

In the area of Degree and Certificate Requirements, it is the duty of the Committee to formulate policies for approving degree and certificate requirements for presentation to the Senate. "It is not the role of the Senate to change these recommendations. However, it is appropriate for the Senate to review the policies and procedures used [Title 5 §53203(a)] and call attention to any irregularities that might require a recommendation to be returned to the Committee for reconsideration." Changes to the General Education pattern for the Associate degree may be recommended by the Committee, but must be agreed upon through collegial consultation with the Curriculum Committees and Academic Senates of both colleges and approved by the CLPCCD Board of Trustees.

The Committee's duties and responsibilities in each of the areas are defined as follows:

a) Curriculum

In this area, the Committee's duties include -- but are not limited to -- approval of:

- New and revised course outlines of record for degree-applicable credit courses, non-degree credit courses, and noncredit courses
- Pre-requisites, co-requisites, and advisories for courses
- Limitations on the number of times a course may be repeated
- Courses to be taught in distance education (DE) mode
- Courses for inclusion in the requirements for the Associate degree (M /AA or AS)

- Courses for articulation and transfer to CSU and submission of courses for UC transfer, IGETC, and CSU GE Breadth
- Discontinuation of existing courses, certificates, and degrees
- Placement of courses within disciplines
- Assigning course identifiers
- Maintaining / updating the disciplines list

b) Degree and Certificate Requirements

In this area, the Committee's duties include -- but are not limited to -- the following:

- Recommendations for changes to the General Education pattern for the Associate degree
- Definition of criteria for placement of courses within General Education (GE) areas
- Periodic review for appropriateness / relevancy of the courses listed within a specific GE area

c) Grading Policies

In this area, the Committee's duties include -- but are not limited to -- the following:

- Review of grading policies for individual courses (e.g., whether the course is Grade Only)
- Review of coursework required of students (as specified in the Course Outline of Record), to ensure that coursework meets rigorous academic standards

d) Educational Programs

In this area, the Committee's duties include -- but are not limited to -- approval of:

- Educational (degree and certificate) programs and requirements for such programs
- Pre-requisites, co-requisites, and advisories for new and revised programs

e) Standards or Policies Regarding Student Preparation and Success

The Committee's role in this area is related to its charge to approve course outlines and pre-requisites. The Committee must ensure that pre-requisites, co-requisites, and advisories are appropriately selected in such a way as to ensure that students are adequately prepared for a course and will have the skills necessary to succeed in the course. The Committee must also ensure that pre-requisites, co-requisites, and advisories do not act as a barrier to students seeking to complete coursework or programs.

3. Membership

The members of the Committee are drawn from the faculty, the classified staff, the administration, and the student body. Appointments are made by the Academic Senate, College President, and the LPCSG.

a) Voting Members

- 2 Faculty from each Academic Division
- 2 Faculty from the Student Services Division
- 1 Librarian (may also serve as a division representative, but will only have one vote)
- Articulation Officer

b) Non-Voting Members

- Curriculum Chair (votes only in case of a tie; see below for more information)
- Curriculum & SLO Specialist (acts as secretary of the Committee)
- Vice President of Academic Services
- Academic Division Dean (rotating)
- 2 LPCSG Representatives
- Student Services Division Deans
- Curriculum & Scheduling Specialist (attends as needed)
- Student Records Evaluator (attends as needed)
- Others as appointed

c) Term

It is hoped that voting members will serve for a minimum of two (2) years and should be allowed to serve longer if so selected by their constituency, in order to preserve valuable expertise amongst the Committee members. In order to develop curriculum expertise amongst all faculty members, it is important to bring new members onto the Committee within any two-year cycle.

The term of office for the position of Curriculum Chair is two (2) years. The Chair may serve for more than one term, and may serve consecutive terms. There is no term limit.

4. Meeting Days and Time

The Committee meets on the first, third, and fifth Mondays of each month from 2:30 to 4:30pm (with the exception of holiday weeks).

C. COMMITTEE MEMBERS ROLES AND RESPONSIBILITIES

1. Committee Chair (Curriculum Technical Review Chair)

- Attends Academic Senate meetings one Wednesday each month, sometimes to report only, but frequently to participate in the entire meeting
- Attends the Curriculum Institute once per year
- Attends regional trainings in curriculum sponsored by the Academic Senate of California

Community Colleges, usually two times per year

- Meets with Faculty, Deans, Division Curriculum Reps, Curriculum & SLO Specialist, CurricUNET Lead (a designated Committee member), and Academic Senate President as needed
- Meets with Vice President of Academic Services and Curriculum & SLO Specialist prior to each Committee meeting to review upcoming agenda
- Sets agenda for each Committee meeting, including involving other faculty, staff and administrators in discussions when needed. The Curriculum Chair also determines which curriculum proposals are ready for the agenda
- Helps coordinate District-wide curriculum solutions through the Educational Support Services
- Guides the Committee in strategizing solutions to changes in curriculum law, policy, and regulation as determined by the California State Legislature, the Board of Governors of the California Community Colleges, and the State Chancellor's Office
- Engages the College community in philosophical and practical discussions on how to serve students through curriculum solutions that conform to State expectations and are at the same time consistent with Las Positas College core values
- Facilitates campus response to the continuing legal, procedural, and policy changes resulting from the Student Equity & Achievement (SEA) Committee insofar as they relate to Curriculum
- Continues refinement of the CurricUNET process with Curriculum & SLO Specialist's help
- Completes specific roles in CurricUNET
 - 0 Technical review
 - 0 Submits as approved once the Committee has voted approval
 - 0 Checks "Hold" for process 1 and 2

2. Division Technical Review Chair

- Reviews curriculum proposals on agenda
- Votes on curriculum proposals on agenda if a committee member
- Completes specific role in CurricUNET
 - 0 Technical review

3. Faculty

- Reviews curriculum proposals on agenda
- Votes on curriculum proposals on agenda

4. Librarian

- Reviews curriculum proposals on agenda
- Votes on curriculum proposals on agenda
- Completes specific role in CurricUNET
 - 0 Technical review focusing on textbook and library resources section

5. Articulation Officer

- Reviews curriculum proposals on agenda
- Submits and track course outlines for transfer pathways
- Submits and track course outlines for C-ID approval
- Contacts faculty about C-ID and transfer pathway status
- Assists faculty in identifying transfer pathways for courses and ADT's
- Assists faculty in creating ADT's
- Provides necessary transfer/articulation related documents for ADT's
- Completes specific role in CurricUNET
 - Technical review of curriculum proposal specifically as it pertains to transfer pathways including effective date, textbook dates, and comparable courses identified, etc.
- Votes on curriculum proposals on agenda

6. Curriculum & SLO Specialist (Non-Voting)

- Attends the Curriculum Institute once per year
- Maintains the college curriculum and corresponding databases by coordination and tracking the curriculum-related documents from development via CurricUNET through the Board and Chancellor's office approval as required. Verifies information and inputs appropriate local, state, and federal codes in the respective databases.
- Maintains current knowledge of State regulations regarding curriculum issues; attends regional meetings and workshops related to curriculum as requested. Serves on committees as assigned.
- Serves as liaison and technical resource to the Committee; assists in the preparation of the agenda and materials, assists in the development of timelines, updates curriculum and academic program websites; attends curriculum meetings and takes minutes; posts approved minutes on website.
- In coordination with the Curriculum Chair and Vice President of Academic Services, interprets, explains, and disseminates Title 5 regulations to the Curriculum Committee, Division Deans, and other relevant personnel.
- Reviews and revises curriculum documents as appropriate; reviews course outlines to ensure compliance with District Board policies and state curriculum regulations
- Coordinates with Vice President of Academic Services and Curriculum Chair for training and assisting administrators, faculty, and others with the use of CurricUNET, completing curriculum proposals for the college and State processes
- Leads the preparation, review, and updating of the online and hard-copy publications of the Las Positas College Catalog (spring release) and Curriculum Committee Handbook (fall release).
- In coordination with the Vice President of Academic Services and the Curriculum Chair, produces various reports as required by State agencies, administrators, faculty, and others regarding courses and programs offered by the College
- Maintains database files of COR's; provides copies to students/alumni, faculty, & Deans as requested
- Works with GoverNET to represent interests of the College to the Vendor, as well as to coordinate faculty training opportunities with changes and additions to the software (CurricUNET)

- Creates and updates user accounts
- Resets passwords as needed
- Trains faculty on the use of CurricUNET
- Completes specific roles in CurricUNET
 - 0 Submits and tracks curriculum proposals for Board Approval once approved by the Curriculum Committee and the Vice President of Academic Services
 - 0 Submits and tracks curriculum proposals for State Chancellor's Office approval once approved by the Board
 - 0 Records dates of Board, State, transfer pathways; reviews / inputs TOP Codes, SAM codes, and other local, State, and federal codes in the Dates/Codes section for curriculum proposals
 - 0 Enters status of curriculum proposals as active or historical, once approved by the State and/or Board
- Inputs programs in Banner software (integrated student information system) to make available to students
- Performs related duties as assigned.

7. Dean Representatives

- Each academic year, there will be 1 appointed Division dean-rep and 1 Student Services dean-rep.
- Work with the Vice President of Academic Services to assess budgetary and scheduling implications and feasibility of proposed courses, certificates, and degrees
- Review curriculum proposals on agenda
- Work with discipline faculty and the Vice President of Academic Services to identify TOP codes and SAM codes for courses
- Work with VP to assess budgetary, completion, and scheduling implications
- Complete specific role in CurricUNET
 - 0 Technical review

8. Vice President of Academic Services

- Reviews curriculum proposals on agenda from a variety of perspectives including broad State-level perspectives and local-level perspectives
- Works with Division Deans to assess budgetary and scheduling implications and feasibility of proposed courses, certificates, and degrees
- Works with Division Deans to assign TOP codes and SAM codes for courses
- Serves as an expert/resource to the Committee
- Meets with Curriculum Chair and Curriculum & SLO Specialist to review and co-develop agendas
- Coordinates with Curriculum & SLO Specialist on the Annual Curriculum Approval Certification
- Completes specific role in CurricUNET
 - 0 Technical Review
 - 0 Approve for Board Agenda

9. Others as appointed (Non-Voting)

D. THE CURRICULUM PROCESS

Faculty are vested with the primary responsibility for the development of new courses and programs and the revision of existing courses and programs. Accreditation mandates regular review of course outlines (5 years for academic courses and programs, 2 years for vocational). Ultimately, the approval of most curriculum proposals rests with the State Chancellor's Office.

There are six key steps in this process.

- 1) Planning, Development, and Approval
- 2) Writing the COR or program proposal
- 3) Presentation of the proposal to the Committee for approval
- 4) Approval by the CLPCCD Board of Trustees
- 5) Approval by the CCC State Chancellor's Office
- 6) Approval for UC Transfer, C-ID Articulation, CSU GE-Breadth, and/or IGETC Patterns

1. Planning, Development, and Approval Process

Faculty members initiate proposals for new courses or programs and revisions to existing courses and programs. Proposals and revisions should be discussed with discipline colleagues so substantive issues regarding appropriateness, content, etc. can be resolved. Ideally, for shared courses and programs, it is at this stage that we seek approval from discipline colleagues at Chabot. For new courses and programs, faculty should schedule a meeting with their Division Dean to brief the Dean on the conversations that have taken place, to discuss any issues that have arisen or that remain unresolved, and -- where appropriate -- to consider a proposal's impact in areas like enrollment management and technical support.

2. Writing the COR or Program Proposal

The faculty member prepares a curriculum proposal through the CurricUNET system (<http://www.curricunet.com/laspositas>). Any faculty requesting a change in transfer or GE status for a course should meet with the articulation officer during this process. Once the proposal is created, it will automatically be forwarded through CurricUNET for approvals. At each stage in the process, revisions may be requested and faculty must respond to those requests and resubmit their revised proposals into the CurricUNET process. Faculty can check the status of their proposals in CurricUNET by selecting Track → My Proposals → Check Status. If you see an unexpected delay in the approval of your proposal at a given level, you may want to contact that person directly with any questions/concerns you have.

3. Presentation of the Proposal to the Committee for Approval

The faculty proposer, or their Curriculum Committee representative, presents the proposal to the full Committee. The Committee takes the proposal under consideration and may request revisions or clarifications to the outline or proposal. Typically, the proposal is voted on at the next Committee meeting following the presentation. Once a proposal is approved by the Curriculum Committee, it is forwarded to the Office of Academic Services and prepared for presentation to the Board of Trustees.

4. Approval by the CLPCCD Board of Trustees

Currently, the CLPCCD Board of Trustees reviews and approves proposals from the Committee an average of four times a year. After Board approval, the Curriculum & SLO Specialist submits the proposals to the State Chancellor's Office via the Chancellor's Office Curriculum Inventory system (COCI).

5. Approval by the CCC State Chancellor's Office

Credit COR's are automatically approved by the Chancellor's Office the day after they are submitted to the COCI. Noncredit COR's are reviewed by the Chancellor's Office for approval; and currently, the process could take up to one year. The Chancellor's Office is working to make this process faster.

6. Approval for UC Transfer, C-ID Articulation, CSU GE-Breadth, and/or IGETC Patterns

Course proposals requesting UC Transfer, or to be a part of the CSU GE-Breadth or IGETC patterns, are submitted by the Articulation Officer using ASSIST. Currently, CSU-GE Breadth and IGETC requests are due by mid-December, with the results usually posted by mid-April of the following year. UC Transfer requests are due by the end of June, with results usually ready by the following August. IGETC requests can only be submitted after a course has been approved for UC Transfer, so the process may take up to two (2) years to occur. Requests for articulation to C-ID Course Descriptors (similar to a COR) are submitted by the Articulation Officer using C-ID.net.

E. COURSE OUTLINES OF RECORD (COR)

1. Required Elements of a COR per Title 5 §5Req5002

a) Course Descriptor

Course descriptors -- abbreviations of departments or programs -- are limited to three or four letters. Along with the Course Number, they identify courses both within the college and at the State Chancellor's Office.

b) Course Number

Course numbers are limited to four (4) characters (combination of numbers and letters); and except for activity courses, they should adhere to the following guidelines:

- Courses numbered 1-99 are baccalaureate-level and generally transferable
- Courses numbered 100-299 are not degree-applicable and not transferable
- 29 Independent Study
- 100-149 BasicSkills
- 200-299 Noncredit

c) Full Course Title

The full course title should describe the course and make it easy to identify for students and faculty.

d) Unit Value

Only credit COR's require units; and units come multiples of 0.5. Unit categories used at LPC are:

- Lecture
- Lab
- Work Experience

Noncredit courses require hours only, and faculty are required to list the total number of Lecture and

Lab hours for the semester. For "mirrored" noncredit courses, the number of hours for Lecture and Lab must match the credit mirrored course.

e) Expected Required Number of Contact Hours

Units for credit hours are based upon three academic (50-minute) hours per week per unit, which equates to 54 hours a semester, for the following:

- Lecture: One inside-of-class hour, and two outside-of-class hours
- Lab: Three inside-of-class hours, and no outside-of-class hours

There is also a No Unit Value Lab, which is one hour a week in-class (18 hours per semester), but is not a part of the units assigned to the class. Note: This can only be added to classes that do not already have any other Lab units.

Work Experience course units are based upon the number academic hours that a student does outside of the class working:

- Paid Work Experience - One unit requires 75 hours of work per semester
- Unpaid Work Experience - One unit requires 60 hours of work per semester

A Noncredit hour is 60 minutes, and there is no minimum or maximum number required per week.

f) Requisites

The types of advisory requisites possibly limiting enrollment in a course are as follows:

- Prerequisite - Course must be taken and passed with a minimum of a C grade (or higher if stated) before enrolling in the current course
- Corequisite - Course must be taken simultaneously
- Recommended Course Preparation - Course is recommended to be taken before enrolling in the current course -- but not required -- and will not limit enrollment in the course
- Other - Some courses may require something other than a course as a prerequisite

Per Title 5, there should be a regular review of requisites. At least once every six (6) years, all prerequisites and corequisites established by the district shall be reviewed. For vocational courses or programs, prerequisites and corequisites will be reviewed every two (2) years. These processes also provide for periodic review of Career Technical Education (CTE) advisory bodies on recommended preparation to best align with industry standards.

Title 5 indicates that prerequisites and corequisites should automatically be approved if the presenter shows the following:

- A transfer institution requires the prerequisite or corequisite for a similar course at their institution
- A transfer institution will not articulate the LPC course unless it has the prerequisite/corequisite
- The prerequisite/corequisite is necessary for the health and safety of students within the course (for example, lab safety training)
- The prerequisite/corequisite is required by State regulation

- The prerequisite/corequisite is part of a closely related lecture/lab pairing within a discipline (Title 5, Section 55033)

In cases other than those above, the prerequisite or corequisite must be verified. Title 5 indicates that prerequisites and corequisites are both permitted and required in cases where a student is "highly unlikely to succeed" without having the requisite course. Two methods of validating the claim that a student is highly unlikely to succeed without a requisite course are (1) Statistical validation with content review and (2) content review alone. The process of validating a prerequisite in communication (e.g., English) or Computation (e.g., Mathematics) for non-English and Mathematics courses not on the "automatic approval" list involve a meeting with the LPC institutional researcher and the evaluation of relative success rates for students with & without the proposed prerequisite.

Adding a prerequisite or corequisite to a course may affect course enrollment, course availability, and course accessibility for courses both within and outside of your discipline -- so it will be essential to consult with any group that may be affected by the establishment of that requisite (including the Dean of both your department/division and the department/division within which the prerequisite course resides, and faculty of the department/division in your course and that of the requisite course).

g) Catalog Description

A short paragraph, which succinctly states the topics to be covered in a course, the scope of the course, its level, and the kinds of goals it is designed to fulfill. It may state who the course is designed for as well (for example, "designed for engineering majors"). This appears in CNET, COCI, and Catalog.

h) Measurable Objectives

In this section, list the knowledge, skills, and abilities that students should have achieved upon successfully completing the course. The objectives must establish that critical thinking is an integral part of the course. They should:

- Be broad and introductory in scope, not too narrow or specific
- Adequately cover theory, principles, and concepts
- Use skills/applications to reinforce/develop concepts (don't add concepts to supplement skills)
- Be measurable
- Be specific about what content the learner is expected to engage
- Use verbs that connote analysis (vs. recall) and require cognitive outcomes (see Taxonomy in the Appendix). For instance, rather than "understand," "identify" or "describe," say "explain" or "compare and contrast." Use active verbs for observable student skills. For instance, "describe animal hunting behavior" does not indicate what specific capabilities students would need to demonstrate; but "compare and contrast social aspects of hunting tactics of major mammals" does.

i) Course Content

In this section, include a complete listing of the topics taught in the course. For courses with Lecture and Lab, only include the topics taught in the Lecture portion.

- Compile a list all topics to be taught in the course -- listing ideas (not just key words) and arrange the list by topics and sub-topics, in outline form

- The content must reflect and support the Measurable Objectives
- If the course is to satisfy LPC General Education (GE), be transferable to UC or CSU, articulate with courses at UC or CSU, or meet CSU-GE or IGETC requirements, then include content relevant to general education, transfer or articulation criteria.

j) Lab Content

If your course has both Lecture and Lab, then in this section, include a complete listing of the topics covered during the Lab portion of the course.

k) Assignments

Assignments should be directly related to the objectives of the course. A description of types of assignments and specific examples of assignments are required. This section must establish that the work is demanding enough in rigor and independence to fulfill the credit level specified.

- Give at least two (2) specific examples of typical assignments that reflect coverage of objectives and content in the class
- The nature of the assignments must clearly demand critical thinking
- If a reading assignment is expected, list a typical assignment
- If a writing assignment is expected, list a typical assignment/topic
- Appropriate out-of-class work is required for credit courses. Be sure to include out-of-class assignments sufficient to show independent work
- Assignments should be adequate to assure that students who successfully complete them can meet the objectives of the course
- Be sure that knowledge of required material constitutes a significant portion of the grade as reflected in the Methods of Evaluation
- Examples of typical assignments should be specific enough to provide effective guidance to faculty and clear expectations for students. Individual instructors are free to use different assignments, as long as the types selected are equivalent in covering course content and achieving student outcomes to those illustrated in the course outline.

l) Methods of Instruction

In this section, include a listing of methods used to teach the course.

- The methods of instruction (including types of instruction and examples) should be specifically related to the Measurable Objectives and Course Content.
- Methods of instruction should reflect understanding of all learning styles and provide real and substantive guidance to instructors when planning course session and activities. For example, rather than stating "lecture," the description may be "lecture and demonstration by instructor, with in-class practice, including feedback, coaching, and evaluation by the instructor."
- Examples of methods of instruction are appropriate. If all instructors of a course agree, a specific classroom teaching pattern may be listed. Instructors have academic freedom to choose how they teach, as long as methodologies used are similarly appropriate to covering course content and achieving course objectives when compared to methodologies in the course outline. They may describe instruction aspects occurring in some cases, e.g., "Some instructors may

have class field trips..." or "In some classes, students will be required to ..."

m) Methods of Evaluation

Types and examples of methods of evaluation should be listed. This section should be substantively related to the stated objectives of the course.

- Explain both the methods of evaluation and the frequency of evaluation
- Grades for the course must be based -- at least in part -- on demonstrated proficiency in written essays and/or problem-solving ability
- In addition to listing graded assignments, give the basis for grading those assignments, and rate it to skills and abilities in the course objectives. For example, say "written assignments that show development of self-criticism."
- The evaluation must clearly show that critical thinking skills are required
- Be sure that knowledge of required material constitutes a significant portion of the grade as reflected in assignments and methods of evaluation
- Allow for academic freedom of instructors by stating "typical examples of evaluation..." or "possible field assignments ..."

2. Other Elements of a COR

a) Effective Date

The date upon which the proposal becomes the official COR. It takes a minimum of one (1) year for an approved proposal to become the official COR, but may take longer depending upon GE requests or waiting for Chancellor's Office Approval.

This is important particularly for degree credit courses and transferability. A course must be articulated with transfer institutions before a student can complete the course and expect to transfer it. Discuss deadlines for submission of courses to transfer institutions with the Articulation Officer.

b) Discipline

A determination must be made on the discipline preparation appropriate/adequate for each course. Disciplines recognized by the State are contained in the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook, which can be found here: <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf>. Also, please see the LPC Curriculum Handbook (the present document) appendices for Las Positas College's official Discipline List, which is updated annually each spring.

1) The Principle

The guiding principle for this task must be based on course content and personnel issues. It is necessary for faculty to separate themselves from personal biases, assess each course based on subject matter being taught, and consider emerging disciplines. Faculty are reminded that, according to law, no matter where a course is placed, individuals holding valid credentials that allowed them to teach the course pre-AB 1725 are still qualified to do so. Also, it is important to understand that not all programs or department titles are disciplines. The decision to place a course in a specific discipline is based on the body of knowledge necessary to instruct the course. When

subject matter as stated by the course outline is common to more than one discipline, it is appropriate for the course to be listed in all appropriate disciplines. If a broader knowledge base is necessary, the course should be listed as interdisciplinary with the involved disciplines listed.

2) The Process

Discipline placement is proposed by faculty as a part of the COR proposal, and approved by the Committee at the same time as the COR. Faculty can also propose it to the Committee without immediately updating the COR; if the Committee approves, it is effective the following semester.

c) Grading Methods

Instructors can choose between letter grade only, pass/no-pass (P/NP), or optional. Be aware: Many transfer institutions may not accept courses that students take as P/NP, particularly a course in their major.

d) Repeatability

There are State guidelines that cover the number of times a course may be taken for credit. For noncredit courses, but students may reenroll any number of times. Credit courses may be taken one (1) time for credit with the following exceptions:

- 1) Courses for which repetition is necessary to meet the major requirements of a CSU or UC for completion of a bachelor's degree
- 2) Intercollegiate Athletics
- 3) Intercollegiate academic or vocational competition

For courses following under (1), a copy of the program showing the repetition requirement should be attached to the proposal.

Courses may be repeated for other reasons, including: The course is required for legally mandated training or a significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated any number of times, but the repetition process is not automatic; students must submit evidence to the Counseling Office.

Another area of course repeatability is for Work Experience courses, which is broken into two (2) categories. For the satisfactory completion of all types of Work Experience courses, students may earn up to a total of 16 semester units.

1) General Work Experience Education

Supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes, and career awareness. The work experience need not be related to a student's educational goals. A maximum of six (6) semester credit hours may be earned during one enrollment period.

2) Occupational Work Experience Education

Supervised employment, extending classroom-based occupational learning at an on-the-job learning station relating to a student's educational / occupational goal. A maximum of eight (8) semester credit hours may be earned during one enrollment period.

e) Typical Texts

Textbooks and other instructional materials should correspond to the required rigor and scope of the course. In degree credit courses, textbooks should be written for college-level students and cover the theory and principles of the subject; but primary sources need not be college-level. "If "instructor-designed materials" are the only citation, a description of their scope should be in the outline and samples included. If a text is required in the course, list at least two -- but preferably 3-5 -- typical textbooks. Textbooks must be current for the subject matter and generally no more than three (3) years from publication. In cases of infrequently-republished classic works, this rule does not apply.

As a mechanism for advancing equity, while supporting academic freedom, faculty and departments are encouraged to consider adding Open Educational Resources (OER) textbooks as typical course texts alongside commercial options in the Course Outline of Record (COR). Please contact the library or campus OER Liaison for assistance finding OER that may be available for your discipline.

f) Other Materials Required of Students

If additional materials are required, list them here. Additional materials may include: art supplies, calculators, computer disks, internet access, safety goggles, software, special clothing, etc.

g) Student Learning Outcomes (SLOs)

Simply put, faculty input SLOs into the eLumen database. The SLO Committee evaluates/approves SLOs; and the Curriculum and Student Learning Outcomes Specialist uploads them in CurricUNET. Course-level SLOs (CSLOs) link to program-level SLOs (PSLOs) and institution-level SLOs (ISLOs).

Student Learning Outcomes (SLOs) are the observable or measurable results students achieve after completing a course, a program, or interacting with a student service area. Assessment of SLOs is regularly done at the course level (CSLO), mapped to the program-level (PSLO), and done at the institutional-level (ISLO). In regular cycles, analysis of course-level, program-level, and institutional-level SLOs is completed for ongoing feedback and implementation of ideas for improvement. Full-time and part-time faculty enter assessment results into eLumen. Faculty dialogue is central to SLO work. Collegial dialogue about assessment results takes place at discipline/department meetings, division meetings, SLO committee meetings, and staff development workshops. Evidence of collegial dialogue is found in meeting minutes and program review documents. Assessment of student learning is a significant part of the program review and resource allocation processes at LPC.

We use assessment results to identify gaps in student performance and stimulate discussion and direct activities to improve instructional delivery and support systems on campus. Results will not be used as the basis of evaluation or disciplinary action for individual faculty members. However, as part of the faculty's professional responsibilities (See faculty contract), instructors are expected to actively participate in the SLO process.

3. Other Requirements of a COR Proposal

a) Rationale

Every new proposal needs a well-developed rationale. Whenever possible, this rationale should include specific needs addressed in your discipline's program review. Special consideration should also be given to connecting your rationale to any relevant categories in the mission of the California Community Colleges: Basic skills, career technical education (CTE), certificates & degrees, and transfer. This rationale will be input in the "Cover" section of the course proposal within CurricUNET.

Key elements of a rationale are discussed above. Of central importance are links to program review and the mission of the California Community Colleges. In this section, *lack of explanation* is perhaps the most frequent reason for courses to be sent back to originating faculty for additional revisions, so please take the time to write a thorough and thoughtful review using the instructions covered above.

For course deactivations, the rationale should provide a brief explanation of the reason for deactivation.

b) Cross Listed Course

For credit courses, if different disciplines share a course outline, this is required of both courses: Cross-listed course must be listed. Also, both course outlines must be created and updated at the same time, and the course outlines must match -- except for Course Descriptor, Course Number, and TOP code. Cross listing is only appropriate for courses that can be taught in either department/discipline.

c) Mirrored Course

For noncredit courses that are an exact copy of a credit course, and are typically taught concurrently with the credit course, the mirrored course must be listed. The noncredit course must be an exact copy of the mirrored course -- except for the Course Number and Discipline.

d) Family

A family of courses are courses that are related in content with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes (SLOs) for each variation. The courses may be offered simultaneously rather than scheduled separately, with the enrollment across all sections being counted together for minimum or maximum enrollment considerations, FTES computation, and teaching load.

When proposing a course to an existing family, faculty simply select the family in CurricUNET during the course proposal process. For a new family, change to a family name, or when moving a course from one family to another, the faculty member will propose the change during the course proposal process; and all courses affected must be updated at the same time.

d) Shared with Chabot College

If the course will share a rubric and course number with Chabot College, then it is a shared course. Consultation with your discipline colleagues at Chabot is imperative to ensure that they are in agreement with your changes and that they are taking steps to make the same changes in their course. Changes to one college's course outline do not automatically change the other college's outline. To take effect, any changes to an outline must go through the curriculum process on both campuses. A delay in the approval of the outline on one campus can delay the effective date of the changes.

Coordination with Chabot College Faculty:

- As part of a multi-college district, we need to share our ideas with our colleagues at Chabot. This is a great opportunity for you to speak with your counterparts at the other college and discuss ideas. If you do not know who your counterpart is at Chabot, consult with your Division Dean.
- If you are revising a course that is offered at both campuses and you share a rubric, then the Catalog/Course Description, # of Units, Lecture/Lab Hours, and Advisory Requisites cannot be changed without agreement by both colleges. All other sections of the outline can be modified somewhat, but if the changes become substantial, you will need to break either the Rubric or Course Number pairing with the course at Chabot College.
- If you are adopting a course that already exists in the Chabot College catalog of courses, then you must adopt the same course Rubric, Number, Title and Catalog Description. The latter

includes Requisites (e.g., prerequisites), Units, Lecture Hours, Lab Hours or Studio Hours.

- Be aware that any agreed-upon changes must be submitted to /approved by the Curriculum Committees of both campuses before they can take effect. Consult the curriculum calendar for your discipline's presentation date at Chabot College, to ensure timely approval. When modifying a shared course, it is necessary to choose "Shared Course" in the proposal type when beginning the modification within CurricUNET. This will alert the discipline coordinator at Chabot that changes are being made requiring the approval of both campuses.
- In addition to sharing some disciplines and courses with our colleagues at Chabot, we share the same Banner software system that helps us to build our annual college catalogs and our semester course schedules. If you and Chabot College do not agree on the curriculum, we may need to change the "Rubric" or Course Number to accommodate the Banner system.

e) Equivalent Chabot Course

For any LPC course that is equivalent to a Chabot College course -- meaning if a student takes the course at Chabot that they are given credit for the LPC course -- write in the Course Descriptor and Course Number for the Chabot course.

f) TOP Code

The Taxonomy of Programs (TOP) is a system of numerical codes used at the State level to collect and report information on programs and courses in different community colleges throughout the State that have similar outcomes. The TOP system was designed to aggregate information about programs, but a TOP code must also be assigned to every *course* in our system. Faculty and their Dean should work together to give a course the TOP code that comes closest to describing the course content.

TOP codes should be determined with the help of your Division Dean and the Vice President of Academic Services. See the appendix for a complete listing of TOP codes.

g) Basic Skills Status

For any non-transferable course, this designates whether it is considered basic skills or not.

h) SAM Code

This code is used to indicate the degree to which a course is occupational, and to assist in identifying a course sequence in occupational programs. All courses with a TOP Code ending in * are considered Career Technical Education (CTE) and require a SAM code that is occupational or apprenticeship. Courses with non-CTE TOP Codes must have the Non-Occupational SAM code selected. SAM codes should be determined with the help of your Dean and the Vice President of Academic Services.

1) Apprenticeship (offered to apprentices only)

The course is designed for an apprentice and must have the approval of the State of California's Department of Industrial Relations - Division of Apprenticeship Standards. Some examples of apprenticeship courses are: Accounting Technician, Heavy Truck Driver, Information Security Analyst, Marine Service Technician, and Shop Ironworker.

2) Advanced Occupational (not limited to apprentices)

Students take these courses in the advanced stages of their occupational programs. A "B" course is

offered in one specific occupational area only and clearly labels its taker as a major in this area. The course may be a "capstone" taken as the last requirement for a CTE program. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in a program should be labeled "B". Each "B" level course must have a "C" level prerequisite in the same program area. Examples of "B" level courses are: Cost Accounting, Fire Hydraulics, and Real Estate Finance.

3) Clearly Occupational (but not advanced)

Courses will generally be taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract "drop-ins". A "C" level course may be offered in several occupational programs within a broad area such as business or agriculture. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C" level course should provide the student with entry-level job skills. Some examples of "C" level courses are: Advanced Keyboarding, Air Transportation, Clinical Techniques, Food and Nutrition, Principles of Advertising, Principles of Patient Care, Sanitation/Safety, Small Business Management, Soils, and Technical Engineering.

4) Possibly Occupational

"D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs. Some examples of "D" level courses are: Accounting (Beginning), Elementary Mechanical Principles, Fundamentals of Electronics, Graphic Communications, Keyboarding (Beginning or Intermediate), and Technical Mathematics.

5) Non-Occupational

All courses without a CTE TOP Code are non-occupational.

i) Prior Transfer Level

For any non-transferable course, this designates the level below transfer. For example, Intermediate Algebra is one level below transfer, while Elementary Algebra is two levels below.

j) CDCP

For non-credit course proposals, faculty will select whether the course can be designated as CDCP or Career Development and College Preparation (see Noncredit Category on page 20).

l) Course Modifications

For modified course proposals, faculty check the box of All Modifications or Updates to the COR.

m) No-Unit Value Lab Addendum

Faculty will complete a no-unit value lab addendum, which details the activities and measurable objectives included in the no-unit value lab.

n) Distance Education

For a course to be taught online, faculty must complete a DE addendum [a right-nav option in CNET], provide a rationale for why the course should be offered as DE, how the decision was made, delivery

method(s) to be used, and types of interactions. Also: Born out of the COVID-19 pandemic, an *Emergency Only* DE option now exists--enabling faculty to quickly pivot an in-person course to DE in the case of a shelter-in-place order due to a pandemic or natural disaster in our service area.

1) Delivery Methods

- Fully Online (FO) - All instruction is online.
- Partially Online (PO) - Online instruction with scheduled on-campus meetings and/or assessments (hybrid)
- Online with Flexible In-Person Component (OFI) - online instruction with in-person or proctored assessments or activities at a flexible time and place
- Emergency Only (EO) – Quick pivot of an in-person course to online format in case of an emergency, e.g., a shelter-in-place order, pandemic, or natural disaster in our service area

2) Course Interactions

- Instructor-Student – Faculty-initiated regular and effective contact between the instructor and students
- Student-Student – Regular and effective contact among students
- Student-Content – Student [course] activities that align with the measurable objectives and assessments of the course outline of record (COR)

Faculty will also have to address accessibility methods so that the course is ADA compliant, and that the measurable objectives will be met when offering the course online. For directions and an example addendum, see CurricUNET.

o) Credit for Prior Learning (CPL)

A past or currently enrolled student in good standing with an educational plan on file may be awarded credit for prior learning (CPL), e.g., experience or coursework in the military or in high school, for any course listed in the college catalog. Award for credit may be made for general education, program, or elective coursework.

Methods for awarding credit for prior learning are as follows:

- Faculty assessment of a portfolio or documentation of college level knowledge or skills and/or college-level training not acquired at an institution for higher learning, such as industry recognized credentials or training
- Credit through the satisfactory completion of examination
- Achievement of a satisfactory score on an Advanced Placement examination
- Achievement of a satisfactory score on a high-level International Baccalaureate (IB) examination
- Achievement of a satisfactory score on the College Level Examination Program (CLEP)
- Evaluation of Joint Service Transcripts (*details on p. 21 of the AY 22-23 Catalog*)

p) Equity-Based Curriculum

Faculty are encouraged to incorporate equity into their proposed curriculum and indicate this in their COR, e.g., including diverse perspectives and making materials more accessible (e.g., assigning readings written by people of color, hosting guest speakers of different races and genders, and including OER or zero-cost texts). See guidance in CCCCO's new *DEI in Curriculum: Model Principles and Practices* guide (June 2022). The proposed curriculum is agendaized for a first reading at the Curriculum Committee meeting. Faculty are invited to attend the meeting and present, highlight their equity components / course details, and field questions and concerns. Upon Committee discussion, the proposed curriculum may need to come back for a second reading.

q) Proposed General Ed

See Section F, GENERAL EDUCATION, TRANSFER, AND C-ID.

r) Library

Are library resources needed for this course? Schedule an appointment with Library Faculty to review the library resources needed for coursework and typical assignments. Note: Requests for materials by instructional faculty are always considered within the collection development policy of the Library.

s) College Resources

Does the college have sufficient resource, in terms of faculty; facilities; and ongoing maintenance, infrastructure, and investments to support the proposed course or program? In cases where you think this may be problematic, contact the VP of Academic Services and your Dean for a frank discussion on the plausibility of your proposed curriculum. Note: Courses passed through the Curriculum Committee will be posted to the College Catalog as active courses, and colleges have a responsibility to offer all courses listed in their catalogs at least once every 2 years. If this is not possible, you may need to delay the submission of your curriculum until such resources can be procured.

t) Attached Files

Attach any additional files to support your curriculum proposal. If you are requesting a new prerequisite, you must attach a sample syllabus from the course, per Title 5 requirements on content review. For courses that are repeatable in order to meet the major requirements of CSU or UC for completion of a bachelor's degree, attach a copy of a bachelor's program from ASSIST showing this.

4. Noncredit Category

Noncredit courses are classified into ten legislated instructional areas (nine defined in Ed. Code§ 84757; and the tenth is defined in Cal. Code Regs., tit. 5, § 55151). The placement of a course in a given instructional area is driven by the course objectives and the target population to be served. Courses in a particular instructional area marked with an * can be designated as Career Development College Preparation (CDCP) if they are a part of a non-credit certificate.

a) English as A Second Language (ESL)*

Courses provide instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals. ESL courses include, but are not limited to: skills or competencies needed to live in society; skills and competencies needed to succeed in an academic program; preparation for students to enter career and technical programs at the community colleges; programs focusing on skills that parents need to help their children learn to read and succeed in society; skills needed to fully participate in the United States civic society or to fulfill naturalization requirements; ESL-based skills and competencies in computer software, hardware, and other digital information resources; and functional language skills (Ed. Code§ 84757(a)(3)).

b) Immigrant

Courses are designed for immigrants eligible for educational services in citizenship, English as a Second Language (ESL), and workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and others required for preparation to participate in job-specific technical writing. Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act (Ed. Code§ 84757(a)(4)).

c) Elementary and Secondary Basic Skills*

This includes basic-skills academic courses in reading, mathematics, and language arts. Basic skills courses provide instruction for individuals in elementary and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, career, and personal goals. Elementary-level coursework addresses the content and proficiencies at levels through the eighth grade. Secondary-level coursework focuses on content and proficiencies at levels through the twelfth grade and may incorporate the high school diploma (Ed. Code§ 84757(a)(2)).

d) Health and Safety

Courses focus on lifelong education to promote health, safety, and the well-being of individuals, families, and communities. Courses and programs in health and safety provide colleges with the opportunities to network or partner with other public welfare and health organizations (Ed. Code § 84757(a)(9)).

e) Substantial Disabilities

Courses are generally designed to provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals.

A student with a disability is a person who has a verified disability that limits one or more major life activities, as defined in 28 Code of Federal Regulations section 35.104, resulting in an educational limitation as defined in Title 5, section 56001. Courses for students with substantial disabilities are an "assistance class" according to provisions of Title 5, section 56028, and Ed Code section 84757(a)(5).

Educational Assistance classes are instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes, even with appropriate support services or accommodations. Such classes generate revenue based on the number of full-time equivalent students (FTES) enrolled in the classes. These classes shall be open to enrollment of students who do not have disabilities; however, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities.

f) Parenting

This includes courses and programs specifically designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life. Instructional areas may include, but are not limited to, the following: ages and stages of child growth and development; family systems; health, nutrition, and safety; family resources and roles; family literacy; fostering and assisting with children's education; guiding and supporting children; and court-ordered parenting education (Ed. Code§ 84757(a)(1)).

g) Home Economics or Family and Consumer Sciences

This includes courses and programs designed to offer lifelong education to enhance the quality of home, family, and career and community life. This area of instruction provides educational opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision-making, and lifelong learning. Instruction in family and consumer sciences emphasizes the value of homemaking. The focus of coursework includes, but is not limited to, child development, family studies and gerontology, fashion, textiles, interior design and merchandising, life management, nutrition and foods, and hospitality and culinary arts (Ed. Code§ 84757(a)(8)).

h) Older Adults

These courses offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. Courses in the category of noncredit instruction for older adults may include, but are not limited to, health courses focusing on physical and mental processes of aging, changes that occur later in life, and steps to be taken to maintain independence in daily activities; consumer resources, self-management and entitlement; creative expression and communication; and/or family, community, and global involvement (Ed. Code § 84757(a)(7)).

i) Short-Term Vocational*

These programs are designed for high employment potential that lead a to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job placement opportunities; or prepare students for college-level coursework or transfer to a four-year program. They shall also be mission appropriate (Ed. Code § 66010.4(a)(1)), meet a documented labor market demand, ensure there is no unnecessary duplication of other employment training programs in the region, demonstrate effectiveness as measured by the employment and completion success of students, and be reviewed in the college's program review process every two years (Ed. Code, §§ 78015, 78016, and 84757(a)(6)).

j) Workforce Preparation*

Courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training (Cal. Code Regs., tit. 5, § 55151).

In addition to the ten eligible areas, Title 5 sections 58168-58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit. Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses (in any of the ten noncredit eligible areas outlined in Ed. Code, § 84757) in support of primary/parent noncredit courses. Only in limited circumstances, such as ESL and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. Also, in occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

F. GENERAL EDUCATION, TRANSFER, C-ID

Faculty can request or propose credit courses to be a part of local and University General Education patterns, articulate to C-ID Descriptors, and transfer to CSU's and UC's.

1. Request Types

- CSU Transfer Course
- IGETC Area 1: English Communication
- IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
- IGETC Area 3: Arts and Humanities
- IGETC Area 4: Social and Behavioral Sciences
- IGETC Area 5: Physical and Biological Sciences
- IGETC Area 6: Language other than English - UC Requirement Only
- CSU GE Area A: English Language Communication and Critical Thinking
- CSU GE Area B: Scientific Inquiry and Quantitative Reasoning
- CSU GE Area C: Arts and Humanities
- CSU GE Area D: Social Sciences

- CSU GE Area E: Lifelong Learning and Self Development
- CSU Area F: Ethnic Studies
- LPC GE: M Degree (AA)
- LPC GE: AS Degree
- UC Transfer Course
- C-ID Submission
- American Institutions

2. Standards

a) CSU Transfer Course

- Must be baccalaureate-level material
- Not a request for course-to-course articulation

b) IGETC Areas

- Must first be approved for UC Transfer
- Must meet IGETC standards found on CurricUNET under GE Criteria: IGETC

c) CSU GE Areas

- Must meet the standards in the CSU GE Guiding Notes found on CurricUNET under GE Criteria: CSU GE_B

d) UC Transfer Course

- Must meet the standards in the Special regulations found at <https://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html>

e) LPC GE

- Must meet the standards in the Criteria for Areas of General Education found at http://www.laspositascollege.edu/accreditation/2022/assets/docs/evidence/standard-2/stuart/II.A.12.9%20-%20Website%20Material%20-%20GE%20Criteria_AA-AS%20-%20Las%20Positas%20CurricUNET.pdf

f) C-ID Submission

- Courses must cover all requirements of the C-ID Descriptor found at <https://c-id.net/descriptors>

g) American Institutions

- Must meet the standards in the CSU GE Guiding Notes found on CurricUNET under GE Criteria: CSU GE_B

3. Approving Body

a) Curriculum Committee / Board of Trustees

The Board of Trustees is the final approving body, after approval/recommendation from the Curriculum Committee, for the following:

- CSU Transfer Course
- LPC GE: M (AA) Degree
- LPC GE: AS Degree

b) University of California Office of the President (UCOP)

The UCOP is the reviewing and approving body for the following:

- UC Transfer Courses

c) UCOP and CSU Chancellor's Office

The UCOP and CSU Chancellor's Office are the reviewing and approving body for the following:

- IGETC Areas
- CSU GE Areas
- American Institutions

d) ASCCC

The ASCCC is the reviewing and approving body for the following:

- C-ID Submission

G. CREDIT PROGRAMS

An educational program is defined in Title 5 section 55000(m) as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." All associate degrees and certificates of achievement that appear by name on a transcript or diploma require Chancellor's Office approval, whether intended primarily for employment preparation (CTE), transfer (AD-T), transfer prep, record of academic achievement, or to fulfill other community needs.

1. Program Types

- Associate in Arts for Transfer (M-T or AA-T)
- Associate in Science for Transfer (AS-T)
- Associate of Arts (M or AA)
- Associate of Science (AS)
- Certificate of Achievement (8 to fewer than 16 semester units)
- Certificate of Achievement (16 to fewer than 60 semester units)
- Certificate of Accomplishment (Non-transcriptable - fewer than 16 semester units)

2. Program Goals

a) Transfer

- AD-T's
- Certificates of Achievement for CSU GE-Breadth or IGETC

b) Career Technical Education (CTE)

- Limited to programs in a CTE TOP Code
- May also include programs with transfer preparation as a goal if they have a CTE TOP Code

c) Local

- Includes programs developed for transfer preparation that are not ADT's

- Includes programs developed to address community need or other local consideration
- May include either transfer or local GE

3. Standards

Associate in Science for Transfer (AS-T) must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and Career Technical Education (CTE) programs and Associate in Arts for Transfer (AA-T) must be used for all other disciplines. Associate of Science (AS) are strongly recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs, and Associate of Arts (AA) are strongly recommended for all other disciplines.

a) Associate Degree for Transfer (AD-T)

- 60 semester units
- Minimum 18 semester units in major or area of emphasis
- Must use CSU GE-Breadth or IGETC
- May include transferable electives to reach 60 semester units
- No local graduation requirements
- Must align with structure of TMC
- Constituent courses must have either C-ID or articulation/transfer status with CSU as specified on the TMC and the Chancellor's Office Template

b) Associate Degree Classified as CTE

- Minimum of 60 semester units
- Minimum 18 semester units in major or area of emphasis as described in Title 5 section 55063(a)
- Any GE pattern allowed by regulations, as determined by the college
- Must include local graduation requirements
- Must be offered in a vocational TOP Code
- Must be approved by appropriate Regional Consortium
- May be designed for both CTE and transfer preparation

c) Associate Degree Classified as Local

- Minimum of 60 semester units
- Minimum 18 semester units in major or area of emphasis as described in Title 5 section 55063(a)
- Any GE pattern allowed by regulations, as determined by the college
- Must include local graduation requirements
- Must be offered in a non-vocational TOP Code
- May be designed to serve either transfer preparation and/or community needs

d) Certificate of Achievement Classified as CTE

- Minimum of 8 semester units
- Maximum of 59.5 semester units

- Minimum of two classes in the course sequence
- A certificate that requires 16 or more semester units of degree-applicable coursework must receive Chancellor's Office approval and must be called Certificate of Achievement
- A certificate that requires fewer than 16 semester units may be submitted for Chancellor's Office approval if it requires at least 8 semester units of degree-applicable coursework; if approved, it must be called a Certificate of Achievement
- Must be offered in a vocational TOP Code
- Must be approved by appropriate Regional Consortium
- May be designed for both CTE and transfer preparation

e) Certificate of Achievement Classified as Local

- Minimum of 8 semester units
- Maximum of 59.5 semester units
- Minimum of two classes in the course sequence
- A certificate that requires 16 or more semester units of degree-applicable coursework must receive Chancellor's Office approval and must be called Certificate of Achievement
- A certificate that requires fewer than 16 semester units may be submitted for Chancellor's Office approval if it requires at least 8 semester units of degree-applicable coursework; if approved, it must be called a Certificate of Achievement
- Must be offered in a non-vocational TOP Code
- Must be approved by appropriate Regional Consortium
- May be designed to serve either transfer preparation and/or lifelong learning needs

f) Certificate of Accomplishment

- Maximum of 15.5 semester units
- Minimum of 2 classes in the course sequence
- Must be offered in a vocational TOP Code
- A certificate that requires fewer than 16 semester units of degree-applicable coursework may be called a Certificate of Accomplishment if it is not sent for Chancellor's Office approval
- A certificate that requires fewer than 8 semester units must be a Certificate of Accomplishment

4. Required Elements of a Credit Program Proposal

For the detailed curriculum proposal process, see pp. 9-10.

a) Department

Select the course descriptor corresponding the department in which the program is placed.

b) Program Title

The full program title should make it easy to identify for students and faculty.

c) Award Type

Select one of the following award types:

- AA.T - Associate in Arts for Transfer
- AS.T - Associate in Science for Transfer.
- A.A. - Associate of Arts Degree
- A.S. - Associate of Science Degree
- A CA - Certificate of Achievement (16 to fewer than 60 semester units)
- B CA - Certificate of Achievement (8 to fewer than 16 semester units)
- CA - Career of Achievement (Non-transcriptable - fewer than 16 semester units)

d) Program Goal

Select one of the following program goals:

- Transfer - Only for AD-T's and IGETC/CSU GE-B Certificates of Achievement
- Career Technical Education (CTE) - Non-AD-T credit programs with a vocational TOP code
- Career Technical Education (Transfer) - Non-AD-T credit programs that have a vocational TOP code and are designed for transfer preparation
- Local: Designed to meet Community Needs or Local Consideration - Non-AD-T credit programs that have a non-vocational TOP code and are designed to meet a local need
- Local: Transfer Preparation - Non-AD-T credit programs that have a non-vocational TOP code, are designed to meet a local need, and are designed for transfer preparation
- Lifelong Learning - Certificates of Achievement designed for lifelong learning

e) Effective Date

This is the date at which the curriculum proposal becomes the official program. It takes a minimum of one year for an approved proposal to become the official program; and currently, program effective dates are generally only in the fall term.

f) TOP Code

The Taxonomy of Programs (TOP) is a system of numerical codes used at the State level to collect and report information on programs and courses, in different colleges throughout the State, that have similar outcomes. The TOP was designed in order to aggregate information about programs. A TOP code must be assigned to every program in our system. Each program should be given the TOP code that comes closest to describing the program goal and the course content.

TOP codes should be determined with the help of your Division Dean and the Vice President of Academic Services. See the TOP Code Manual on CurricUNET for a complete listing of TOP codes.

g) CIP Code

Programs also have CIP codes. Classification of Instructional Programs (CIP) codes represent “a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.” A general guideline for using the 2020 CIP is to start with selecting the two-digit series that best describes the general content of a program, then look for the six-digit CIP code that best describes *your* program of study.

Please reference the **TOP-CIP Crosswalk** (last updated in June 2020; located on CurricUNET) and consult your Division Dean to ensure that your program's TOP and CIP codes are aligned, as coding changes over the years.

h) Units for Degree or Certificate Major or Area of Emphasis

List the minimum and maximum units in the major or area of emphasis.

i) Total Units for Degree or Certificate

List the total minimum and maximum units for the program, which for Certificates is the same as in the Major or Area of Emphasis section. For degrees, it is the total including General Education (GE) and electives to make a minimum of 60 semester units.

j) When will this program undergo review as part of college's Program Evaluation Plan?

Select the month and year the program will undergo program review. Usually, it is October of the year following the effective date. Program Review should occur every 1-2 years.

k) Apprenticeship

Select "Yes" if the program includes an apprenticeship.

l) Distance Education

The Instructional Technology Coordinator will look at the courses in the Major or Area of Emphasis and report percentage that can be taken in a Distance Education (DE) mode and share it with the Curriculum & SLO Specialist, so they can cross-check it for accuracy and add it to the Cover page.

1) Narrative

The program narrative is where the program is described and justified. Each type of program has similar Narrative requirements.

- Program Goals and Objectives - Must address a valid transfer preparation, workforce preparation, basic skills, civic education, lifelong learning, or local purpose
- Catalog Description - Includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes (SLO's), and information relevant to program goal
- Program Requirements - Includes course requirements and sequencing that reflect program goals. GE pattern (for Degrees) & calculations used to reach program total must be shown
- Master Planning - How it fits in the mission, curriculum, and master planning of the college and higher education in California
- Enrollment and Completer Projections - Projection of number of students to earn the degree/certificate annually
- Place of Program in Curriculum/Similar Programs - How it fits in the college's existing program inventory
- Similar Programs at Other Colleges in Service Area - Justification of need for program in the region

There are variations on the Narrative for some programs:

1) Associate Degree for Transfer (AA-T/AS-T)

Only the Program Goals and Objectives and Catalog Description items are required for the Narrative. The catalog description must reflect the following:

- Completion of 60 semester units of degree-applicable courses
- Minimum overall grade point average of 2.0
- Minimum grade of "C" (or "P") for each course in the major
- Completion of IGETC and/or CSU GE-Breadth

2) Degree and Certificate of Achievement-Transfer Preparation

Any non-AD-T/AS-UCT program sent to the Chancellor's Office that has an additional goal of transfer preparation requires the following:

- Articulation documentation that shows a majority of courses for the major transfer as lower division preparation to a single University's program

3) Degree and Certificate of Achievement - CTE

Any program sent to the Chancellor's Office that has the goal of CTE requires the following:

- Career Opportunities - List of careers that a student can seek after completing the program

4) Certificate of Accomplishment

For this certificate, only the Program Goals and Objectives, Catalog Description, and Career Opportunities items are required for the Narrative.

m) Supporting Documentation

1) Associate Degrees for Transfer (AA-T/AS-T)

a. Chancellor's Office Templates for Approved TMC

The Chancellor's Office develops a template for each approved TMC (Transfer Model Curriculum). The templates are located on the Chancellor's Office Academic Affairs Division website (www.cccco.edu/aad) on the Templates for Transfer Model Curriculum webpage. All submissions must include a completed, current template.

b. Course Identification Numbering System (C-ID), CSU General Education-Breadth, or Articulation Documentation

The template specifies all courses that may be included in the ADT and the documentation required for each course when the degree is submitted for approval. Typically, all required core courses are identified by a Course Identification Numbering System (C-ID) descriptor, which sets the minimum standards for what should be included in the COR. When a C-ID descriptor is listed on the template, C-ID articulation is required for the course(s) to be included in that section of the template. Additional information on C-ID descriptors and C-ID articulation is located on www.c-id.net.

However, courses pending C-ID approval over 45 days may be included in the degree if the program application demonstrates evidence that those courses have been submitted and are under review in the C-ID System. For evidence, please submit a screenshot from the C-ID website that includes submission date, course name, and college.

Courses on the template bullets that do not need an approved C-ID descriptor require different documentation to justify the inclusion of the course.

These include:

- Articulation Agreement by Major (AAM) demonstrating lower-division preparation at one CSU campus
- CSU Baccalaureate Level Course List by Department (BCT) showing the courses are CSU-transferable
- CSU GE-Breadth Certification Course List by Area (GECC) identifying the transfer GE area(s) for which the course was approved

Faculty should work with the Articulation Officer to obtain the required documentation for the above.

2) Career Technical Education

In addition to a narrative, all new and substantially changed Career Technical Education (CTE) Degrees and Certificates of Achievement must include:

- Labor Market Information (LMI) and Analysis - A labor market study conducted by the Center of Excellence, in coordination with the college's CTE Project Manager, is required.
- Advisory Committee Recommendation - Includes advisory committee membership, Minutes and summary of recommendations.
- Regional Consortium Recommendation Meeting Minutes - A submission to the regional consortium / Bay Area Consortium of Community Colleges (BACCC) is conducted by the college's Career Technical Education Project Manager.

The following information is required to populate the online BACCC portal (www.regionalcte.org):

- Program Title
- Submission Type (new or substantive)
- TOP Code
- Projected Start Date
- Catalog Description
- Enrollment Completer Projections
- Program Award Type(s)
- Program Goals and Objectives
- Total Certificate Units
- Units for Degree Major or Area of Emphasis
- Total Units for Degree
- Program Requirements: Course Sequence

- Labor Market Information (LMI)
 - Goal of Program (CTE, Transfer, or Both)
 - List of similar programs at other colleges in the service area that may be impacted, including the name of the college, the name of the program that may be impacted, the name of the person that the submitter contacted, and the outcome of that contact
 - Additional information (optional)
- If the BACCC decides to not recommend the program, but the LMI is in support of the program, the CIO / VPAS can override the BACCC's decision by writing a short letter.

3) Transfer Preparation

If a program is designed to provide transfer preparation, as a component of or as the primary intent of the degree, then it must include at least one of the following documents to substantiate the alignment of the degree with transfer preparation standards.

Appropriate documentation may include, but is not limited to, any of the following that sufficiently demonstrate this requirement:

- Programmatic articulation agreements
- ASSIST documentation verifying that a majority (i.e., 51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program's students are likely to transfer
- Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with CCC program requirements
- Summary of lower-division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included
- Formal letters from the intended receiving institution that verify alignment of proposed program with their program curriculum

If a local program is intended to address community need, the college must submit community-need-related documentation, such as letters of support, survey results, or anything that provides evidence that the program fulfills a need of the community. When seeking approval for such programs, the intent must be clearly expressed in the narrative portion of the proposal.

5. Course Sequence

A course sequence lists all courses and units needed to earn the degree/certificate and are broken into the following categories with the required units for each category listed.

a) Required Core

These are required courses; they typically do not contain any options.

b) Optional Courses

Optional courses are broken into lists with the number of courses and units required for each List clearly stated -- transfer degrees almost always have one or more lists identified on the TMC.

c) Additional General Education and Elective Units (degrees only)

All Associate Degrees and Associate Degrees for Transfer require additional general education courses to earn the degree. The minimum number of units for a degree is 60, so if the total number of required core and optional courses is below 60, students are required to complete elective degree-applicable courses to reach 60 units. Individual courses are not listed in the section, just the number of units required.

d) Double Counting

Often, Required Core and Optional Courses can be double-counted as General Education. Determining double counting is not easy, so please seek assistance from the Curriculum Chair or Articulation Officer.

6. Collaborative Program

A collaborative program is one in which one or more colleges rely on another college or colleges to offer some of the coursework required for an approved degree or certificate. Collaborating colleges may either be in reasonable proximity to permit students to take classroom-based courses; or the courses may be offered online through DE local or shared platforms. Colleges determine the most effective and efficient pathway for the student while developing a collaborative program, which must be described through a written agreement between the colleges that delineates the responsibilities of each college with respect to the curriculum offered and the scheduling of classes. Any changes to the agreement should be mutually agreed upon, in order to minimize any negative effects on students.

H. NONCREDIT PROGRAMS

An education program is defined in Title 5 section 55000(m) as "...an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." All noncredit programs that receive State funding require Chancellor's Office approval.

1. Program Types

- Career Development and College Preparation (CDCP) Programs
 - Certificate of Competency—a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution
 - Certificate of Completion—a certificate leading to improved employability or job opportunities
- Adult High School Diploma
- Noncredit Apprenticeship Program
- Locally Approved Programs

2. Career Development and College Preparation

Programs and required courses classified as noncredit CDCP prepare students for employment or to be successful in college level-credit coursework. In accordance with Title 5 section 55151, colleges may offer an approved sequence of noncredit courses that culminate in one of the following awards: Certificate of Competency, Certificate of Completion, or Adult High School Diploma. Once a program is approved, the noncredit courses that

comprise a CDCP program will be eligible for enhanced funding pursuant to Ed Code sections 84750.5 and 84760.5. CDCP certificates can be awarded in the following four noncredit categories: Elementary and secondary basic skills, workforce preparation, short-term vocational program, English as a second language, and vocational English as a second language (see Title 5, 55151). For short-term vocational program proposals, colleges must provide evidence of high employment potential in one of two (2) ways. They can identify the area of instruction on the list of occupational titles with high employment potential (<http://www.labormarketinfo.ca.gov>) or attach more data containing current LMI or job availability data with an explanation of how the data is verified.

a) Certificate of Competency

Pursuant to Title 5 section 55151, colleges may offer a sequence of noncredit courses that culminate in a Certificate of Competency or a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution. For students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework including basic skills and ESL, a Certificate of Competency may be awarded. A noncredit Certificate of Competency means a document confirming a student enrolled in a noncredit educational program of noncredit courses demonstrated achievement in a set of competencies that prepares them to progress in a career path or undertake degree-applicable or nondegree-applicable credit courses. The Certificate must include the name of the certificate, the date awarded, TOP Code, program discipline, and list the relevant competencies achieved by the student.

b) Certificate of Completion

Pursuant to Title 5 section 55151, colleges may offer a sequence of noncredit courses that culminate in a Certificate of Completion or a certificate leading to improved employability or job opportunities. For students completing noncredit courses in a prescribed pathway (approved by the Chancellor's Office, leading to improved employability or job opportunities), a Certificate of Completion may be awarded. A noncredit Certificate of Completion means a document confirming that a student has completed a noncredit educational program of noncredit courses that prepares students to progress in a career path or to take degree-applicable credit courses. The Certificate of Completion must include the name of the certificate and the date awarded, be identified by a TOP Code number and program discipline, identify the goal of the program, and list the courses completed by the student.

3. Requirements for Approval

The requirements for approval are similar to credit certificates of achievement, but do not require transfer preparation documentation or unit totals; and the courses sequence uses number of hours instead of units.

I. EFFECTIVE DATE

After a course or program is approved by the Curriculum Committee, it moves on for approval by the CLPCCD Board of Trustees, which typically occurs during their January and June meetings. A course or program cannot be offered until it is published in a catalog; or in a catalog addendum (courses only).

1. Programs

Programs will always have a fall effective date, so that they can be published in a catalog. The timeline for new or modified programs is based upon the semester for which the program is approved:

- Fall Semester - 1 year
- Spring Semester - 1.5 years

2. Courses

The effective date of a new or modified course depends upon the semester it was approved and whether articulation was requested.

a) 1 Year

- No Articulation Requested
- CSU Transfer Course
- CSU GE Areas (approved fall semester)
- UC Transfer Course
- LPC GE
- American Institutions (approved fall semester)

h) 1.5 Years

- IGETC Areas (approved spring semester)
- CSU GE Areas (approved spring semester)
- American Institutions (approved spring semester)

c) 2 Years

- IGETC Areas (approved fall semester)

d) 1+ Years

- C-ID Submission

Substantial changes to a course outline will also result in the same effective dates as above, due to the need to resubmit the course for review.

Substantial changes to a course outline are:

- Change to units
- Change to requisite(s)
- Content and/or measurable objectives, if substantial

Thanks for reading!

And thank you for all you do for Las Positas College and our community; we appreciate you.

If you have any questions, please contact the Curriculum & Student Learning Outcomes Specialist or the Curriculum Chair: <http://www.laspositascollege.edu/gv/curriculum/>

Warmly,

The Curriculum Team