Las Positas College

Curriculum

Handbook

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 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. The course outline serves a number of purposes:

- It forms the basis for a contract among the student, instructor, and institution, identifying the expectations, which will serve as the basis of the student's grade and giving the fundamental required components of the course which the student is guaranteed to receive from the instructor and institution.
- 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 held accountable.
- It states the prerequisites students need to advance successfully through a series of courses.
- It is used to satisfy the State Chancellor's office that all of the required components are present in the course to the required degree of rigor as specified in Title 5 and the Curriculum Standards Handbook.
- It serves as the basis for transfer or articulation agreements with individual 4-year colleges and universities and with the CSU and 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 different types of credit certificates that can be awarded by the College: Certificates of Achievement, which are transcriptable and are between 12 and 59.5 units; Career Certificates, which are not transcriptable, do not require Chancellor's Office approval, and are below 12 units. Career Certificates are meant to provide students with a group of classes that will prepare them for a specific career or industry certification.

B. CHARGE

1. Overview

Title 5 assigns eleven 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, course placement in disciplines, assigning course identifiers, degree and certificate requirements, developing process and timelines for review of academic programs, 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, and 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 V [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 V §53203(a)] and call attention to any irregularities which 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 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 non-credit 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 mode
- Courses for inclusion in the requirements for the Associate degree (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 or programs
- Placement of courses within disciplines
- Assigning course identifiers
- Maintaining and updating the discipline 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 areas
- Periodic review for appropriateness and relevancy of the courses listed within a specific general Education 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 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 administration, the classified staff and the student body. Appointments by the Academic Senate, College President, and the ASLPC.

a) Voting Members

- 1 Faculty from each Academic Division
- 1 Faculty from the Student Services Division
- 2 At-large faculty
- 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)

- Vice President of Academic Services
- All Academic Division Deans
- 2 ASLPC Representatives
- Student Services Division Deans
- Student Records Evaluator (attends as needed)
- Curriculum and SLO Specialist (acts as secretary of the Committee)

c) Term

It is hoped that voting members will serve for a minimum of two 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 years. The Chair may serve for more than one term, and may serve consecutive terms.

4. Meeting Days and Time

The Committee meets on the first and third Mondays, and fifth Mondays as needed, of each month from 2:30 to 4:30pm.

C. COMMITTEE MEMBERS ROLES AND RESPONSIBILITIES

1. Committee Chair (Curriculum Technical Review Chair)

- Attend and lead Committee meetings on the second and fourth Monday of every month.
- Attend Educational Support Services meetings on the third Friday of every month at the Chabot/Las Positas Community College District offices.
- Attend Academic Senate meetings one Wednesday each month, sometimes to report only, but frequently to participate in the entire meeting
- Attend the Curriculum Institute once per year
- Attend regional trainings in curriculum sponsored by the Academic Senate of California Community Colleges, usually two times per year
- Meet with Faculty, Deans, Division Curriculum Reps, Curriculum Specialist, CurricUNET Lead, and Academic Senate President as needed
- Meet with Vice President of Academic Services prior to each Committee meeting to review upcoming agenda
- Set 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
- Help coordinate District-wide curriculum solutions through the Educational Support Services
- Guide 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

- Engage 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
- Facilitate campus response to the continuing legal, procedural, and policy changes resulting from the Student Success Task Force in so far as they relate to Curriculum
- Continue refinement of the CurricUNET process with the help of the Curriculum Specialist
- Complete specific roles in CurricUNET
  - o Technical review
  - o Submit as approved once the Committee has voted approval
  - o Check hold for process1 and 2

2. Division Technical Review Chair

- Review curriculum proposals on agenda
- Vote on curriculum proposals on agenda if committee member
- Complete specific role in CurricUNET
  - o Technical review

3. Faculty

- Review curriculum proposals on agenda
- Vote on curriculum proposals on agenda

4. Librarian

- Review curriculum proposals on agenda
- Complete specific role in CurricUNET
  - o Technical review focusing on textbook and library resources section

5. Distance Education

- Review curriculum proposals on agenda
- Maintains list of courses approved for DE
- Complete specific role in CurricUNET
  - o Technical review focusing on distance education

6. Articulation Officer

- Review curriculum proposals on agenda
- Submit and track course outlines for transfer pathways

- Submit and track course outlines for C-ID approval
- Contact faculty about C-ID and transfer pathway status
- Assist faculty in identifying transfer pathways for courses and ADT's
- Complete 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.
  - Once transfer pathways have been approved, submits dates to the Curriculum Analyst for inclusion in the Codes/Dates section.

7. Curriculum Specialist

- 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.
- 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 V regulations to the Curriculum Committee, Division Deans, and Vice President of Academic Services.
- Reviews and edits curriculum documents as appropriate; reviews course outlines to ensure compliance of District Board polices 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.
- Assists with the preparation, review and updating of the on-line and hardcopy publications of the Las Positas College Catalog and Curriculum Committee Handbook.
- 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 classes offered by the College.
- Maintains database files of College COR's; provides copies to students, faculty and staff as requested.
- Performs related duties as assigned.
- Works with GovernNet 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)
- Creating and updating user accounts
- Resetting passwords
- Training faculty on the use of CurricUNET
- Complete specific role in CurricUNET
  - Submit and track curriculum proposals for Board Approval once approved by the Curriculum Committee and the Vice President of Academic Services
  - Submit and track curriculum proposals for State Chancellor's Office approval once approved by the Board
  - Record dates of Board, State, transfer pathways, and reviews and inputs TOP Codes, SAM codes, and other local, state, and federal codes into the Dates/Codes section for curriculum proposals
  - Enter status of curriculum proposals as active or historical, once approved by the state and/or board

8. Division Dean

- 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
- Complete specific role in CurricUNET
  - Technical review

9. Vice-President of Academic Services

- Review curriculum proposals on agenda from a variety of perspectives including broad State-level perspectives and local-level perspectives.
- Work with Division Deans to assign TOP codes and SAM codes for courses
- Serve as an expert/resource to the Committee
- Meet with Curriculum Chair to review and co-develop agendas
- Complete specific role in CurricUNET
  - Curriculum Technical Review
  - Approve for Board Agenda

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. Title 5 mandates regular review of course outlines (5 years for academic courses, 2 years for vocational) and the College's Program Review process includes review of course outlines. Ultimately the approval of most curriculum proposals rests with the State Chancellor's Office.

There are five key steps in this process.

- Planning and development
- Writing the COR or program proposal
- Presentation of the proposal to the Committee for Approval
- Approval by the Board of Trustees
- Approval by the State Chancellor's Office

1. Planning, Development, and Approval Process

Faculty members initiate proposals for new courses or programs and revisions to existing courses and programs. These proposals and revisions should be discussed with discipline colleagues so that substantive issues regarding appropriateness, content, etc. can be resolved. Ideally, for shared courses and programs, it is at this stage that approval from discipline colleagues at Chabot should be sought. For new courses and programs, the faculty member should schedule a meeting with their division Dean to brief the Dean on the discussions that have taken place, to discuss any issues that have arisen or that remain unresolved, and, where appropriate, to consider the impact of the proposal in areas such as 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 are responsible for responding to those requests and resubmitting their revised proposals into the CurricUNET process. Faculty can check the status of their proposals in CurricUNET by selecting <track>, <my proposals> and <check status>. If you see an unexpected delay in the approval of your outline at a specific level you may want to contact that person directly with any questions you have.

3. Presentation of the Proposal to the Committee for Approval

The faculty proposer, or their Curriculum Committee representative, will present the proposal to the full Committee. The Committee will take the proposal under consideration and may request revisions or clarifications to the outline or proposal form. Typically, the proposal will be voted on at the next Curriculum Committee meeting after the presentation. Once a proposal is approved by the Curriculum Committee, it will be forwarded to

the Office of Instruction and prepared for presentation to the Board of Trustees.

4. Approval by the Board of Trustees

Currently the Board of Trustees reviews and approves proposals from the Committee four times a year. After approval the Curriculum Specialist submits the proposals to the Chancellor's Office through the Chancellor's Office Curriculum Inventory system (COCI).

5. Approval by the Chancellor's Office

Credit COR's are automatically approved by the Chancellor's Office the day after they submitted to the COCI. Non-Credit COR's are reviewed by the Chancellor's Office for approval, and currently that process could take one to two years. Currently credit and non-credit programs are reviewed by the Chancellor's Office for approval, and may take months to years (Non-Credit) for approval. The Chancellor's Office is working to make this process faster.

E. COURSE OUTLINES OF RECORD (COR)

1. Required Elements of a COR per Title 5 §55002

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 Chancellor's Office.

b) Course Number

Course numbers are limited to four characters, and except for activity courses, should follow the following guidelines:

- Courses numbered 1-99 are college level and generally transferable.
- Courses numbered 100-149 are basic skills courses and are not
- degree applicable, AS Degree or transfer credit.
- 9 Colloquia
- 29 Independent Study (Transfer)
- 100-149 Basic Skills
- 150-199 Continuing Education Studies
- 200-299 Non-Credit

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

e) The 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 are also No Unit Value Lab, which are one hour in class, but are not a part of the units assigned to the class.

Cooperative Work Experience units are based upon the number academic hours 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 Non-Credit 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 (or higher if stated) before enrolling in the current course
- **Corequisite** – course must be taken simultaneously
- **Strongly recommended** – course is recommended to be taken before enrolling the in the current course, but not a required, and will not limit enrollment in the course

- **Other** – some courses may require something other than a course as a prerequisite

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 validated by statistical validation with content review, or by content review alone. 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. Statistical validation with content review and content review alone are two methods of validating the claim that a student is highly unlikely to succeed without a requisite course. The Curriculum Committee is currently in the process of rewriting the LPC prerequisite policy in response to recent Title V changes, so if you are considering a prerequisite for your course, please consult your Division Curriculum Representative for the most up to date information on this issue. The process of validating a prerequisite in communication (Eg, English) or Computation (Eg., Mathematics) for non-English and Mathematics courses that are not in the "automatic approval" list above will involve a meeting with the LPC institutional researcher and the evaluation of relative success rates for students with and without the proposed prerequisite course.

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 and the department within which the prerequisite course resides, and the faculty of the department in both your course and that of the requisite course.

g) Catalog Description

A short paragraph, which succinctly states the topics to be covered, 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 (for example – "designed for engineering

majors").

h) Measurable Objectives

In this section, list the knowledge, skills and abilities 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 and applications to reinforce and 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, not simply recall, 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; "compare and contrast social aspects of hunting tactics of major mammals" does

i) Content

In this section, include a complete listing of the topics taught in the course.

- Compile a list all topics to be taught in the course, listing ideas, not just key words, and arrange the list by topics, with sub-topics, in outline form.
- The content must reflect support the Measurable Objectives
- If the course is to satisfy LPC 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) 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.

k) 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 an understanding of various learning styles and they should provide real and substantive guidance to instructors when planning their course session and activities. For example, rather than stating "lecture" the description might 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 the course agree, then a specific classroom teaching pattern may be listed. Otherwise, instructors have academic freedom to choose how they will teach as long as the methodologies used are similarly appropriate to covering course content and achieving course objectives when compared to any methodologies listed in the course outline. It is appropriate to describe aspects of instruction that may occur in some cases, such as "Some instructors may have class field trips to…" or "In some classes, students will be required to …"

l) 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 which 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 at which the proposal becomes the official COR. It takes a minimum of one 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. Articulations typically occur during the summer following the academic year you propose a new course. Discuss deadlines for submission of courses to transfer institutions with the Articulation Officer.

b) Discipline

A determination must be made as to the discipline preparation appropriate and adequate for each individual course. The disciplines recognized by the State are in the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook found here: http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf. See the appendix for the official Discipline List for Las Positas College.

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 their personal biases and assess each course based on the subject matter being taught and giving consideration to emerging disciplines. Faculty are reminded that, according to law, no matter a course is placed, individuals holding valid credentials that would have allowed them to teach the course pre-AB 1725 are still qualified to do so. 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 the subject matter as stated by the official course outline is common to more than one discipline, it is appropriate for the course to be listed in all appropriate disciplines. If, however, a broader knowledge base is necessary, the course should be listed as interdisciplinary and the disciplines involved

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. Any changes in Discipline placement for a COR, requires updating the COR through the Committee.

c) Grading Methods

Instructors can choose between letter grade only, pass/no-pass, or optional. Be aware that many transfer institutions may not accept courses that students take as pass/no-pass, particularly if it is a course in their major.

d) Repeatability

There are state guidelines that cover the number of times a course may be taken for credit. Non-credit courses have no repetition limit. Credit courses may be taken one time for credit with the following exceptions:

- Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree
- Intercollegiate Athletics
- Intercollegiate academic or vocational competition
- The course is required for legally mandated training
- 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

Another area of course repeatability is for Cooperative Work Experience Education, which is broken into two categories. For the satisfactory completion of all types of Cooperative Work Experience Education, 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 the students' educational goals. A maximum of six 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 the students' educational or occupational goal. A maximum of eight semester credit hours may be earned

during one enrollment period in occupational work experience education.

e) Typical Texts

The text and other instructional materials should correspond to the required rigor and scope of the course. In degree credit courses, texts 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 three to five (3-5), typical textbooks. Textbooks must be current for the subject matter and in general no more than 3 years from publication. In cases of classic works that are infrequently republished this currency is not essential.

f) Other Materials Required of Students

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

g) Student Learning Outcomes (SLO's)

Faculty input SLO's into eLumen. They are evaluated by the SLO committee, and uploaded into CurricUNET by the Curriculum Specialist.

3. Other Elements Entered in CurricUNET

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

The key elements of a rationale are discussed above. Of central importance or links to program review and the mission of the California Community Colleges. Lack of explanation in this section is perhaps the most frequent reason for courses to be sent back to the 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 different disciplines that share a course outline, the cross listed course must be listed. Both course outlines must be updated at the same time.

c) 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 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 move 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

If the course will share a rubric and course number with Chabot 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.
- The Curriculum Committees at both Colleges hope that a mutual agreement can by reached on the proposed curriculum, if central elements of the outlines will differ then the two courses must have separate rubric, course number, or both
- 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.

- If you are adopting a course that already exists in the Chabot catalog of courses, then you must adopt the same course rubric, number, title and catalog description. The catalog description includes any requisites (e.g., prerequisites), as well as units, lecture hours, lab hours or studio hours.
- Be aware that any agreed upon changes must be submitted to, and approved by, the Curriculum Committees of both campuses before they can take effect. Consult the curriculum calendar for your disciplines presentation date at Chabot, 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 which will require the approval of both campuses.
- In addition to sharing our discipline with our Colleagues at Chabot, we share the same Banner computer system that builds our college catalogs and course schedules. If you and Chabot 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 course that is equivalent to a Chabot course, meaning if a student takes the course at Chabot it is given credit for the LPC course, then write in the Course Descriptor and Course Number for the Chabot course.

f) TOP Code

The Taxonomy of Program (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 to aggregate information about programs. However, a TOP code must also be assigned to every course in our system. Although the TOP does not contain as many specific choices as would a system designed for courses, each course should be given the TOP code that comes closest to describing the course content.

TOP codes should be determined with the help of your Dean and the Vice-President of Student 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 course sequence in occupational programs. SAM codes should be determined with the help of your Dean and the Vice-President of Student Services

1) Apprenticeship (offered to apprentices only)

The course is designed for an apprentice and must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards. Some examples of apprenticeship courses are: Carpentry, Plumbing and Electrician.

2) Advanced Occupational (not limited to apprentices)

Courses are those taken by students 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 course" that is taken as the last requirement for a career technical education program. Priority letter "B" should be assigned sparingly; in most cases no more than two courses in any one program should be labeled "B". Each "B" level course must have a "C" level prerequisite in the same program area. Some examples of "B" level courses are: Dental Pathology, Advanced Radiology Technology, Fire Hydraulics, Livestock and Dairy Selections, Real Estate Finance, Cost Accounting.

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: Soils, Principles of Advertising, Air Transportation, Clinical Techniques, Principles of Patient Care, Food and Nutrition, Sanitation/Safety, Small Business Management, Advanced Keyboarding, 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: Technical Mathematics, Graphic Communications, Elementary Mechanical Principles, Fundamentals of Electronics, Keyboarding (Beginning or Intermediate), Accounting (Beginning).

5) Non-Occupational

These courses 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, while Elementary Algebra is two levels below.

j) Course Modifications

For modified course proposals, faculty will check the box of all modifications or updates to the COR.

k) 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.

l) Distance Education

The most important element of the DE section of your proposal is the element that specifies course interaction. ACCJC requires that we demonstrate that each online course will have the same level of interaction as a traditional in-class lecture course. If this course has more than one Contact Type, each Contact Type must be added individually. If the Curriculum Committee approved this course for DE at a previous date, all you need to enter here is "previously approved." You do not need to re-enter the data at this time.

m)Library

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

n) 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 this may be problematic contact the VP of Academic Services and your Dean for a frank discussion of the plausibility of your proposed curriculum. 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.

o) Attached Files

Attach any additional files here. If you are requesting a new prerequisite, you will need to attach sample syllabi from the course per Title 5 requirements on content review. For courses that are repeatable due to it being necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree, attached a copy of a bachelor's program from ASSIST showing this.

F. 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 student transcript or diploma require Chancellor's Office approval, whether they are intended primarily for employment preparation (CTE), transfer (ADT), transfer preparation, as a record of academic achievement, or to fulfill other community needs.

1. Program Types

- Associate in Arts for Transfer (AA-T)
- Associate in Science for Transfer (AS-T)
- Associate of Arts (AA)
- Associate of Science (AS)
- Certificates of Achievement (12 to less than 18 units)
- Certificates of Achievement (18 to less than 60 units)

2. Program Goals

a) Transfer

- ADT'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 develop 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 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 Degrees for Transfer

- 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 Degrees 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 Degrees 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 vocational TOP Code

- May be designed to serve either transfer preparation and/or community needs

d) Certificates of Achievement

- Minimum of 60 semester units
- Minimum 18 semester units
- A certificate that requires 18 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 18 semester units may be submitted for Chancellor's Office approval if it requires at least 12 semester units or 18 quarter units of degree-applicable coursework (if approved, it must be called a Certificate of Achievement)

4. Requirements for Approval

a) Associate Degrees for Transfer

1) Program Narrative

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) Chancellor's Office Templates for Approved TMC

The Chancellor's Office develops a template for each approved TMC. 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.

3) Course Identification Numbering System (C-ID) 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 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 has been submitted to and are under review in the C-ID System. Thus, for evidence, please submit a screenshot from the C-ID website that includes the date of submission, course name, and college.

Courses on the template 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

Documentation for the above can be located on the articulation website (www.assist.org) for inclusion in the application.

b) Associate Degrees Classified as CTE

1) Program Narrative

All new and substantially changed CTE associate degree proposals must include a narrative that addresses:

- **Program Goals and Objectives** – must address a valid workforce preparation purpose and may address transfer preparation
- **Catalog Description** – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- **Program Requirements** – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table.
- **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 degree annually
- **Place of Program in Curriculum/Similar Programs** – how it fits in college's existing program inventory
- **Similar Programs at Other Colleges in Service Area** – justification of need for program in the region
- **Transfer preparation information** – if transfer preparation is a component of the program

2) Required Documentation

- **Labor Market Information and Analysis** – see Section VII for a discussion on LMI analysis and considerations
- **Advisory Committee Recommendation** – includes advisory committee membership, minutes and summary of recommendations
- **Regional Consortia Approval Meeting Minutes** – showing program recommendation

3) Other Documentation

If a CTE 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 (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

c) Associate Degrees Classified as Local

1) Program Narrative

All new and substantially changed CTE associate degree proposals must include a narrative that addresses:

- **Program Goals and Objectives** – must address a valid transfer preparation, workforce preparation, basic skills, civic education, or local purpose
- **Catalog Description** – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal

- **Program Requirements** – includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table
- **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 degree annually
- **Place of Program in Curriculum/Similar Programs** – how it fits in college's existing program inventory
- **Similar Programs at Other Colleges in Service Area** – justification of need for program in the region
- **Transfer preparation information** – if transfer preparation is a component of the program

2) Other Documentation

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 (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.

d) Certificates of Achievement

1) Program Narrative

All new and substantially changed Certificates of Achievement must include a narrative that addresses:

- **Program Goals and Objectives** – must address a valid transfer, workforce preparation, basic skills, civic education, or lifelong learning purpose. For the purposes of Chancellor's Office submission and approval, programs may select one of three program goals: transfer, CTE, or local. Transfer is applied only to certificates for CSU GE-Breadth IGETC. CTE is limited to certificates in a vocational TOP Code. Local is used for all other certificates, but may include certificates designed to prepare students for transfer
- **Catalog Description** – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- **Program Requirements** – includes course requirements and sequencing that reflect program goals
- **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 certificate annually
- **Place of Program in Curriculum/Similar Programs** – how it fits in college's existing program inventory
- **Similar Programs at Other Colleges in Service Area** – justification of need for program in the region

2) Career Technical Education Certificates—Additional Documentation

In addition to a narrative, all new and substantially changed CTE programs must include:

- **Labor Market Information and Analysis** – refer to the section VII for additional information
- **Advisory Committee Recommendation** – includes advisory committee membership, minutes and summary of recommendations
- **Regional Consortia Approval Meeting Minutes** – showing program recommendation

3) Local (non-CTE) Certificates—Additional Documentation

In addition to a narrative, all new and substantially changed local certificates may include:

- Programmatic articulation agreements
- ASSIST documentation verifying that a majority (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

e) 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 distance education local or shared platforms. Colleges determine the most effective and efficient pathway for the student when 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 to minimize any negative effects on students.