Las Positas College
Curriculum Handbook
Revised Draft for 2012-13
Curricunet Revisions Included
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Introduction

A. The Importance and Role of Curriculum

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 Systems Office for approval. There are two different types of certificates that can be awarded by the College. Certificates of Achievement must be submitted to the Systems Office for approval. Typically Certificates of Achievement contain 18 or more units.
Completion of a Certificate of Achievement will be notated on student transcripts. The second type of certificate, Career Certificates, must be less than 18 units. These certificates do not need to be submitted to the Systems Office and are not notated on student transcripts. Career Certificates are meant to provide students with a group of classes that will prepare them for a specific career or industry certification.

B. The Curriculum Committee

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.

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 [Title 5 §53200]:

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

As a subcommittee 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 Office of the President of 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. Changes to the general education pattern for the Associates 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:

1. **Curriculum**
   In the area of curriculum 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;
   - prerequisites, corequisites 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 UC and submission of courses to meet the CSU GE Breadth and IGETC requirements;
• discontinuation of existing courses or programs; and
• placement of courses within disciplines.

2. **Degree and Certificate Requirements**

In this area the Committee’s duties include, but are not limited to,

• recommendations for changes to the general education pattern for the Associate degree;
• definition of criteria for placement of courses within general education areas; and
• periodic review for appropriateness and relevancy of the courses listed within a specific general education area.

3. **Grading Policies**

The Committee’s duties in this area include, but are not limited to,

• review of grading policies for individual courses (e.g., whether the course is grade only); and
• review of course work required of students (as specified in the course outline of record), to ensure that course work meets rigorous academic standards.

4. **Educational Programs**

Educational programs are initiated and developed within appropriate areas or disciplines. The Committee’s duties include, but are not limited to, approval of

• educational (degree and certificate) programs and requirements for such programs; and
• prerequisites, corequisites and advisories for new and revised programs.

5. **Standards or Policies Regarding Student Preparation and Success**

The Committee role in this area is related to its charge to approve course outlines and prerequisites. The Committee must ensure that prerequisites, 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 prerequisites, co-requisites and advisories do not act as a barrier to students seeking to complete course work or programs.
C. Curriculum Committee Membership and Meeting Dates

The members of the committee are drawn from the faculty, the administration, the classified staff and the student body.

**Committee Membership (voting members):**
- 2 faculty from each Academic Division
- 2 faculty from the Student Services Division
- 2 at-large faculty representatives consisting of the articulation officer and a librarian. The articulation officer and the librarian may also serve as division representatives, if necessary.

**Committee Membership (ex-officio members):**
- Chair (see below) (votes only as a tie-breaker)
- Vice-president of Academic Services
- Academic Division Deans
- Students Services Division Dean
- Student Records Evaluator (attends as needed)
- Scheduler (attends as needed)
- Academic Services Administrative Assistant (acts as secretary of the Committee)
- 2 student representatives of the ASLPC

**Committee Meeting Days:**

The Curriculum Committee meets the second and fourth Mondays of each month.

D. An Overview of the Curriculum Process

The curriculum process begins with you. 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. In between, there are five key steps in this process.

- Planning and Development
- Writing the Outline and Preparing the Curriculum Proposal
- Presentation of the Proposal to the Division
- Presentation of the Proposal to the Curriculum Committee
- Approval by the Board of Trustees and the State

While each of these steps will be explored more fully in the sections to follow, a brief synopsis of each step is given here.
• **Planning and Development (Handbook Section II).** 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. Once there is agreement, 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.

• **Creating or Revising the Course Outline (Handbook Sections III and IV).** 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.

• **Presentation to the Division (Handbook Section V).** Each division determines a procedure for reviewing curriculum proposals by the faculty in that division. Division review also includes a technical review of the outline. After completion of the division review, is approved by the Dean in Curricunet and forwarded via Curricunet to the Office of Academic Services, and the Curriculum Technical Review Committee for review. If the proposal is ready to proceed, it will be forwarded via Curricunet to the Curriculum Committee for consideration at their next meeting. Proposals need to reach the level of the VP and Curriculum Technical Review at least 10 days before the next Curriculum Committee meeting in order to be considered at that meeting, otherwise it will be considered at the next meeting.

• **Presentation to the Curriculum Committee (Handbook Section VI).** 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 at the next Board of Trustees meeting. Following approval by the Board, the proposal will be forwarded to the State Chancellor’s Office for final approval. At this
stage, also, any requested articulations will be submitted by the Articulation Officer.

The flowchart below is taken from Curricunet and illustrates the multiple stages of the curriculum approval process.
The first two steps outlined above lay the groundwork for success in the later steps. The more work that goes into the planning and preparation of a curriculum proposal the smoother the approval process will progress.

The Las Positas College Curriculum Handbook is intended to:

- Provide guidance in the development of new courses or programs or the revision of existing courses or programs
- Educate faculty regarding the regulations that govern curriculum approval
- Assist faculty in the completion of course proposals
- Support faculty through the steps of the curriculum process

The Handbook is a living document that must be responsive to the needs of faculty. The Curriculum Committee solicits your feedback regarding the usefulness of the Handbook and welcomes suggestions for improvement.

Your Curriculum Team consists of faculty colleagues with curriculum experience (e.g., curriculum representatives), your Dean and staff assistants, the Curriculum Chair and Vice-Chair, the Articulation Officer, and the Office of Instruction. We are here to help you at every step of the way.
Planning and Development

A. Revising an Existing Course

This first step in the curriculum process is the most important one. Since the majority of curriculum proposals involve new or existing courses, we will focus here on the planning and development process for course proposals. Deans have a crucial role to play in this stage of the process. They should guide and assist faculty, by making sure that they are aware of important deadlines, and by facilitating joint approval with Chabot, when necessary. Deans can provide vital assistance in the areas of enrollment management and technical support. Their knowledge of budgeting and planning can help faculty answer questions about staff, technical and equipment needs.

Whether you are developing a new course or revising an existing one, there are some key aspects of the planning and development stage that are the same for all faculty. These include:

- **Timeline**
- **Basic familiarity with the Curricunet System**
- **Consultations with**
  - Discipline colleagues
  - Colleagues in related disciplines
  - Dean
  - Chabot discipline colleagues
  - Librarians
  - Articulation Officer
  - Distance Education Coordinator if the course will have a DE component
- **Consideration of**
  - requisites
  - course units, lecture hours, lab hours and repeatability
  - the College mission and core competencies
  - staffing needs
  - classroom, equipment or technological needs
  - library resources

Some of these aspects are interconnected and the nature of the consultation or consideration may vary depending on the nature of the proposal. We will consider each of these aspects in the sections that follow. But the one invariant, regardless of the nature of the proposal is ... time.

1. **Planning: The Timeline.**

*Time* – never enough of it - and the curriculum process takes time. The approval of curriculum takes place according to a calendar, published each spring for the following academic year. The calendar is posted on the Curriculum website (http://www.laspositascollege.edu/facultystaff/curriculum.php) accessible from the LPC website home page (click on Quicklinks, then...
Curriculum Development). In general, you should plan on the college curriculum approval process taking at least two months. That means, for example, if you want your curriculum proposal to be approved by the end of fall semester, you should plan on presenting your proposal no later than the first curriculum meeting in November. Additionally, articulation, schedule and catalog deadlines can impact the effective dates of changes to existing courses or the first offering of a new course. As a general rule of thumb, proposals will take effect one year after they are approved (e.g., a proposal approved in the fall of 2013 will become effective in the fall of 2014). Some articulations may take even longer to take effect (refer to the section on Articulation and Transfer in the Appendix).

Working with your discipline colleagues, Curriculum Representatives, Dean and Articulation Officer, as needed, develop a timeline for your proposal. A faculty member should determine the date by which they need to complete their proposal. Curriculum making its way through Curricunet must go through at least 3 distinct steps after being submitted. Each of these steps will involve input and evaluation from several sources. Each of these steps is likely to take at least 2-3 days, so you will want to work that potential delay into any deadlines as well. If you are not getting a response from a needed reviewer through the Curricunet System, that person can always be contacted directly so that you can request feedback.

2. Planning: Creating the Curriculum Proposal

The majority of curriculum proposals are for revisions to existing courses or creation of new courses. The faculty member making the proposal will need to originate the process from within Curricunet. Specific instructions for working on new and revised curriculum within Curricunet are available at the curriculum development website (http://www.laspositascollege.edu/facultystaff/curriculum.php). In addition, specific help screens are also provided within Curricunet. These can be accessed by clicking on the 📛 image from most screens.

Faculty considering a degree or certificate proposal, you will need to work directly their dean as well as the Articulation Officer, Vice President of Academic Services, and Curriculum Chair. Faculty considering creating a degree should also consult the requirements detailed in the Program and Course Approval Handbook (PCAH) also located on the curriculum development web site. This handbook is developed by the state and indicates all of the complex requirements for submittal and approval of a degree. Special information on AAT/AST degrees, developed in response to SB1440 can also be found at http://www.c-id.net/about.html and http://www.sb1440.org/.

3. Development: Considerations and Consultations

The development stage of the curriculum process is really the nuts-and-bolts stage. This is where you consider the many technical aspects of putting a course proposal together, from simple (how many units, repeatability) to substantive (prerequisites, transfer). Once you have a firm grasp on how you want to structure your course, how you want to offer it, what its role in the curriculum of the college will be, then develop your curriculum proposal within Curricunet.
After reviewing the curriculum calendar and determining a timeline for your proposal, the first question to ask and answer is: Are you revising an existing course or developing a new course?

If you are revising an existing course, please read section B. Revising an Existing Course. If you are developing a new course, then read section C. Developing a New Course.

The revision of a course outline must take into consideration a number of important aspects of the course outline and curriculum approval process. Giving some thought to these aspects before you revise your outline, can help you navigate successfully through the process and ensure that all state and local requirements have been met. Considering and answering, for yourself, the questions posed below, will help you develop a cohesive proposal.

4. Are you making minor changes or significant revisions to the course?

Minor changes might include:

- Rewriting an old outline to put it in Title 5 format
- Updating of texts
- Changing the title of the course
- Making minor revisions to measurable objectives or content (e.g., rewording)
- Revising types or samples of assignments, frequency of exams, etc.

More significant changes could include:

- changes to the catalog description
- changes in the number of units and/or lecture or lab hours
- changes with respect to prerequisites, co-requisites or recommended advisories
- major revisions of the course content or objectives

If you are making substantive changes to a course, consider the questions below. Many of these questions are interconnected and your resources for answering them are varied.

5. Considerations

a. Rationale: What are your reasons for making these changes?

For example, are they being made as a response to changes in industry, new regulations or the development of new technology? You should develop a well-thought out rationale for making the changes. 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 "new mission" of the California Community Colleges: basic skills, employment,
certificates & degrees, and transfer. This rationale will be input in the "cover" section of the course proposal within Curricunet. The rationale may include a summary of the responses to some of the elements (b-k) below, which are central elements of developing a course outline.

b. Program Review: Connecting the course to program planning.

Program review is the central tool with which faculty in disciplines plan and revise a program. Our accrediting body (ACCJC) has pointed to a need for LPC to show strong connections between program review and local curricular decisions, and curriculum at LPC has sometimes been rejected by the State because the faculty failed to connect the new curriculum with department planning strategies. Curricular decisions are an integral part of this planning and review process itself as well. Whenever possible motivate your rationale by referencing specific needs and goals already included in your discipline's program review.

c. The revised mission of the California Community Colleges?

The State Chancellor, in response to the Student Success Task Force, has repeatedly stated that our new mission will give strong priority in developing and scheduling of courses that contribute directly to the following goals:

- transfer preparation:
- ESL and basic skills education
- employment readiness, and
- career and certificate attainment.

Wherever possible, changes to curriculum should explicitly show how they are being motivated by these concerns, and hence how they are contributing to the mission of the California Community Colleges. Making these connections now will be crucial for your course and your program at many junctions as your curriculum is developed integrated into the LPC course offerings. The Chancellor's office recently released a memo detailing specific courses that were rejected because of a failure to meet this expectation.

d. College Mission and Core Competencies.

How do the objectives of your course align with the College’s mission statement and core competencies?
e. **Do the changes proposed significantly alter the scope or level of the course? In what way?**

Provide a rationale for the alterations. If the course is transferable these changes may affect articulation or transfer agreements (see item 5 below).

f. **Will the proposed revisions affect other courses or disciplines?**

For instance, if your course is a prerequisite for another course, how will the revisions affect that course? If your course is an advisory for a course in another discipline, you should consult with faculty in the affected discipline(s) to ensure that your proposed changes will not have negative impacts on their courses. If you are making significant changes to the content, scope or level of the course, consider any impact these changes might have on other courses or disciplines.

g. **Prerequisites, co-requisites, and advisories.**

Are you making changes to the prerequisites or advisories for your course? For instance, are you changing a prerequisite to a “strongly recommended” advisory? Are you adding a prerequisite? What are your reasons for making this change? Review the course objectives in the requisite course. Which are most necessary for success in your course? Will changes in the prerequisite affect other disciplines? Discuss the possible impacts of these changes with your discipline colleagues, counseling and your Dean.

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.

h. Units and Hours

Are you making changes in the number of units or lecture or lab hours? You may need to consider the impact of these changes on degree programs or other courses. Consult with your Dean and counseling to ensure changes in units or hours will not adversely affect students. The number of lecture and lab hours determines the unit value of a course. A one unit lecture course will involve 18 total hours of lecture time along with 36 hours of additional work outside of the lecture environment. This expectation is set by state requirement (see PCAH, page 42). This expectation will vary with courses taught online, but the expectation that one unit of credit involves 48 hours of student participation remains constant. For laboratory units, a single unit involves 48 hours of time spent in laboratory activities. **No unit value labs:** Any lab component that is less than .5 units will not add to the unit value of the course and the student will get no unit credit for completing this work. If a no unit value lab is indicated within Curricunet, the user will be prompted to complete the no **unit value lab addendum** which will detail the activities and measurable objectives included in the no unit value lab.

i. Is it appropriate for students to be able to take your course more than one time for credit? Why?

There are state guidelines that cover the number of times a course may be taken for credit. In 2012 the State legislature passed new guidelines limiting repeatability in many disciplines. A document detailing the new regulations passed by the State is available on the curriculum development web site (http://www.laspositascollege.edu/facultystaff/curriculum.php). In general the new rules state that a course can only be designated as a repeatable course in these situations.
• The course is an ensemble performance course in the arts (not a general art activity course)
• Students are required at a transfer institution to take this course repeatedly for major preparation
• The course is designed for intercollegiate athletics (not an athletics activity course)
• The course is designed for intercollegiate academic competition
• The course is an open entry/open exit course

Repeatability is generally limited to 4 total enrollments, or until the entire course has been completed in an open entry/open exit course. Specific requirements for repeatability are quite complex, so faculty looking to add repeatability to a course should contact their dean, the VP of Academic Services, and the Curriculum Chair as well as read the document on State regulations for repeatability on the curriculum development site.

j. How will the proposed changes affect students?
This question is, of course, the most important one. It is both the first question asked and the last, because students are always our primary concern. By carefully answering the questions posed here and considering all of the ramifications of what we are doing when we change a course, we can guarantee that we continue to offer a curriculum that meets the needs of a diverse student population while serving the mission and learning goals of our profession, our college and our community.

k. Distance Education
Will this course be offered as a hybrid or distance education course? If so, that will be indicated in Curricunet. ACCJC, our accrediting body has recently indicated that all courses offered in the DE format will have to clearly show that “contact hours” in a DE or hybrid course are comparable to those in a lecture course in order for those courses to keep their status as approved DE courses. Space will be provided within Curricunet to demonstrate that this is the case.

6. Consultation at LPC

a. Your Dean
Will the proposed changes impact enrollment management for your discipline? Will it change staffing needs? To ensure that there are faculty resources available to support offering the course you should consult with your Dean to determine the answers to these questions and how to address any required changes.

Will the revised course have new or different classroom, technological or equipment needs? What are they? Consult with your Dean regarding these changes. You may need to discuss purchase of new
software or equipment with the college’s technical director Steve Gunderson or your Dean.

b. Your Discipline

Have you discussed the proposed changes with your discipline colleagues at LPC and are they in agreement with the changes?
Changes to courses should not be made without the agreement of other faculty within the discipline. If consensus has not been achieved, work with your Dean and discipline colleagues to resolve any differences. Where feasible, consult with adjunct faculty before making significant changes to a course.

c. Other Disciplines

Will changes in your course affect other disciplines? Is your course a prerequisite or advisory for courses in other disciplines? Is your course required as part of a degree program in another discipline? If so, you may need to consult with any or all of these groups.

d. Articulation Officer

You should meet with the college Articulation Officer for consultation and guidance. Completing this step before developing curriculum can be helpful in assuring the appropriate criteria are included in the course outline. The articulation officer can help you complete the General Ed section of the Curricunet form. Special attention should be paid to establishing a rationale for each appropriate transfer or degree request. The articulation office has these specific criteria available.

Does your course currently satisfy LPC GE? If not, do you want to propose your revised course for a Las Positas general education area? Consult with the Articulation Officer to answer these questions.

Does your course transfer to a 4-year institution? Is it articulated with a 4-year institution? Does your course satisfy CSU GE or IGETC? The published catalog description will indicate the status of your course with respect to articulation and transfer. Will your proposed changes affect your course status vis-à-vis the four year schools? Would you like to propose your course for articulation, transfer or GE? Work with the Articulation Officer to answer these questions.

e. 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. CurricUNET automatically forwards the outline proposal to the Library after it has passed review by those in the discipline and Division Technical Review Committee. If the Library Coordinator has concerns, faculty will be contacted.
f. Consultation with Chabot

Is the course shared with Chabot? If the course shares a rubric and course number with Chabot (Eg, the course is ECD 20 both at LPC and 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 be 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, transfer pattern, grade option, and substantial changes in content and objectives 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.

- 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.

CONCLUSION: Your answers to the above questions will lay the foundation for your course and course proposal through Curricunet. Only when you have
formulated clearly the answers to these questions can you move on to the writing stage.

B. Developing a New Course

The development of a new course must take into consideration a number of important aspects of the course outline and curriculum approval process. Giving some thought to these aspects before you write your outline can help you navigate successfully through the process and ensure that all state and local requirements have been met. Considering and answering, for yourself, the questions posed below, will help you develop a cohesive proposal. For specific information on the technical aspects of inserting your information into Curricunet, please see the Curricunet training materials provided on the Curriculum Development web site (http://www.laspositascollege.edu/facultystaff/curriculum.php).

1. Considerations

   a. Rationale: What are the reasons for creating this course?

      Every 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 "new mission" of the California Community Colleges: basic skills, employment, certificates & degrees, and transfer. This rationale will be input in the "cover" section of the course proposal within Curricunet. The rationale may include a summary of the responses to some of the elements (b-k) below, which are central elements of developing a course outline.

   b. Program Review: Connecting the course to program planning.

      Program review is the central tool with which faculty in disciplines plan and revise a program. Our accrediting body (ACCJC) has pointed to a need for LPC to show strong connections between program review and local curricular decisions, and curriculum at LPC has sometimes been rejected by the State because the faculty failed to connect the new curriculum with department planning strategies. Curricular decisions are an integral part of this planning and review process itself as well. Whenever possible motivate your rationale by referencing specific needs and goals already included in your discipline's program review.

   c. The revised mission of the California Community Colleges

      The State Chancellor, in response to the Student Success Task Force, has repeatedly stated that our new mission will give strong priority in developing and scheduling of courses that contribute directly to the following goals:
• transfer preparation:
• ESL and basic skills education
• employment readiness, and
• career and certificate attainment.

Wherever possible, changes to curriculum should explicitly show how they are being motivated by these concerns, and hence how they are contributing to the mission of the California Community Colleges. Making these connections now will be crucial for your course and your program at many junctions as your curriculum is developed integrated into the LPC course offerings. The Chancellor’s office recently released a memo detailing specific courses that were rejected because of a failure to meet this expectation.

d. College Mission and Core Competencies.

How does your proposed new course fit in with the LPC mission statement and core competencies? Does your course address a specific institutional learning goal? Include your response to this question in your rationale for the proposal.

e. Will the proposed new course affect other courses or disciplines?

For instance, will your course be a prerequisite for another course or an advisory for a course in another discipline? Is a similar course offered by another discipline? Consult with faculty in the affected discipline(s) to ensure that your proposed new course will not have negative impacts on their courses.

f. What population will the new course serve?

Who will take your course and why? Is it a major course or a survey course? You may want to consult with your discipline colleagues and student services to determine whether there is a need for your course and to identify a target audience. For the purposes of State approval it is essential to show that your new course targets the appropriate community college student. This means it is not targeted at the high school level, the upper division level, or the graduate level. With a few exceptions, course enrollment cannot be restricted to only a specific population, such as only nursing majors or only people already working as pharmacy technicians.

g. Is your course a lecture only course or will it have a lab component?

The number of lecture and lab hours determines the unit value of a course. A one unit lecture course will involve a minimum of 18 total hours of lecture time along with a minimum of 36 hours of additional work outside of the lecture environment, for a total of 2 hours of outside work for every hour spent in class. This expectation is set by state requirement
(see PCAH, page 42). This expectation will vary with courses taught online, but the expectation that one unit of credit involves at least 48 hours of student participation remains constant. For laboratory units, a single unit involves a minimum of 48 hours of time spent in laboratory activities. **No unit value labs:** Any lab component that is less than .5 units will not add to the unit value of the course and the student will get no unit credit for completing this work. If a no unit value lab is indicated within Curricunet, the user will be prompted to complete the no unit value lab addendum which will detail the activities and measurable objectives included in the no unit value lab.

**h. Repeatability: Is it appropriate for students to be able to take the course more than one time for credit? Why?**

There are state guidelines that cover the number of times a course may be taken for credit. In 2012 the State legislature passed new guidelines limiting repeatability in many disciplines. A document detailing the new regulations passed by the State is available on the curriculum development web site (http://www.laspositascollege.edu/facultystaff/curriculum.php). In general the new rules state that a course can only be designated as a repeatable course in these situations

- The course is an ensemble performance course in the arts (not a general art activity course)
- Students are required at a transfer institution to take this course repeatedly for major preparation
- The course is designed for intercollegiate athletics (not an athletics activity course)
- The course is designed for intercollegiate academic competition
- The course is an open entry/open exit course

Repeatability is generally limited to 4 total enrollments, or until the entire course has been completed in an open entry/open exit course. Specific requirements for repeatability are quite complex, so faculty looking to add repeatability to a course should contact their dean, the VP of Academic Services, and the Curriculum Chair as well as read the document on State regulations for repeatability on the curriculum development site.

**i. Prerequisites, co-requisites, and advisories.**

Is it appropriate for this course to have a prerequisite, corequisite or advisory prerequisite or corequisite? Prerequisites are mandatory requirements for course; while corequisites will allow a student to enroll in the course being developed as long as they enroll in the corequisite course at the same time. Advisory prerequisites and corequisites are strongly recommended as preparation for a course, but a student will not be required to enroll in an advisory requisite course in order to enroll in
the course being developed here. 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 requisite/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 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.

j. **How will the proposed new course benefit students?**

This question is, of course, the most important one. It is both the first question asked and the last, because students are always our primary concern. By carefully answering the questions posed here and considering all of the ramifications of what we are doing when we create a new course, we can guarantee that we continue to offer a curriculum that meets the needs of a diverse student population while serving the mission and learning goals of our profession, our college and our community.
k. Distance Education

Will this course be offered as a hybrid or distance education course? If so, that will be indicated in Curricunet. ACCJC, our accrediting body has recently indicated that all courses offered in the DE format will have to clearly show that “contact hours” in a DE or hybrid course are comparable to those in a lecture course in order for those courses to keep their status as approved DE courses. Space will be provided within Curricunet to demonstrate that this is the case.

2. Consultation at LPC

a. Your Dean

Will the proposed changes impact enrollment management for your discipline? Will it change staffing needs? To ensure there are faculty resources available to support offering the course you should consult with your Dean to determine the answers to these questions and how to address any required changes. Your dean will approve the course through Curricunet after he or she decides these expectations have been met and your division approves the outlines, but the discussion with your dean should start at a much earlier stage.

Will the revised course have new or different classroom, technological or equipment needs? What are they? Consult with your Dean regarding these changes. You may need to discuss purchase of new software or equipment with the college’s technical director Steve Gunderson or your Dean.

b. Your Discipline.

Have you discussed the proposed new course with your discipline colleagues at LPC and are they in agreement with the creation of the course? New courses should not be introduced without the agreement of other faculty within the discipline. If consensus has not been achieved, work with your Dean and discipline colleagues to resolve any differences. Where feasible, consult with adjunct faculty before introducing new courses. After your course is submitted, the faculty in your division will be among the first to review the course, but consultation with faculty in your division should begin long before a course is submitted.

c. Other Disciplines

Will changes in your course affect other disciplines? Is your course a prerequisite or advisory for courses in other disciplines? Is your course required as part of a degree program in another discipline?

d. Articulation Officer

You should meet with the college Articulation Officer for consultation and guidance. Completing this step before developing curriculum can be helpful in assuring the appropriate criteria are included in the course.
outline. The articulation officer can help you complete the General Ed section of the Curricunet form. Special attention should be paid to establishing a rationale for each appropriate transfer or degree request. The articulation office has these specific criteria available.

**Would you like your course to satisfy LPC GE?** If you are proposing your course for a GE area? The Articulation Officer or the Curriculum Chair can assist you in determining whether your course is appropriate for GE.

**Would you like your course to transfer to a 4-year institution?** Would you like your course to satisfy CSU GE or IGETC? Work with the Articulation Officer to answer these questions. If you are unsure what the difference between transfer and articulation is or what the criteria for CSU GE and IGETC are, you articulation office is available to help.

e. 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. CurriUNET automatically forwards the outline proposal to the Library after it has passed review by those in the discipline and Division Technical Review Committee. If the Library Coordinator has concerns, faculty will be contacted.

f. Consultation with Chabot

**Is the course to be shared with Chabot?** If the course will share a rubric and course number with Chabot (Eg, the course is ECD 20 both at LPC And 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.

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- 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.
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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.

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.

**CONCLUSION:** Your answers to the above questions will lay the foundation for your course and course proposal through Curricunet. Only when you have formulated clearly the answers to these questions can you move on to the writing stage.

**C. Chabot Course Adoption**

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.
Specific Instructions for Curriculum Proposal Elements as found in Curricunet

A. The Role of the Course Outline of Record

The course outline of record plays a central role in the curriculum of the California Community Colleges. It has evolved considerably from the list of topics covered which an instructor would share with students in the class. It is now a document with defined legal standing which is read by many more eyes than just those of instructor and student. 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 should be specific enough to guide all potential instructors, but broad enough to allow for academic freedom. It should be specific enough that all potential students will know what to expect in the course, but broad enough to allow content to be tailored to meet specific needs or to accommodate different points of view.

The course outline of record

- is a document with defined legal standing which is read by many more eyes than just those of instructor and student
- assists faculty in presenting their courses in a format which accurately reflects the quality instruction they are providing. This format is intended to clearly demonstrate that the course will stand up to the scrutiny of the state and four-year institutions.
- states the content and level of rigor for which students--across all sections of the course--will be held accountable.
- is the primary vehicle for course planning.
- states the prerequisites students need to advance successfully through a series of courses.
- is used to articulate courses, establish inclusion of courses on transfer lists and GE (CSU breadth, IGETC).
- is used to satisfy the state chancellor’s office that courses meet necessary Title 5 requirements in terms of rigor.
- may be used by outside agencies, such as accrediting agencies, as a means of evaluating institutional effectiveness.

“Standards for the course outline appear in Title 5, in the Curriculum Standards Handbook, in accreditation standards, in intersegmental general education agreements with the California State University and the University of California
(IGETC and CSU-GE), and serve as the basis for transfer articulation agreements with individual CSU and UC campuses.”

It is the responsibility of the college curriculum committee to review course outlines submitted by discipline faculty to assure that they meet these standards. Such course approval is the central task of the curriculum committee.

An integrated course outline of record is constructed in accordance with regulation (Title 5) and best practices as laid down by the Curriculum Committee of the State Academic Senate. In an integrated course outline, the measurable objectives are clearly linked to the course content and methods of evaluation. At Las Positas College, the course outline consists of 10 sections, arranged in outline format, as follows:

I. CATALOG DESCRIPTION
II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT
III. PREREQUISITE AND/OR ADVISORY SKILLS
IV. MEASURABLE OBJECTIVES
V. CONTENT
VI. METHODS OF INSTRUCTION
VII. TYPICAL ASSIGNMENTS
VIII. EVALUATION
IX. TYPICAL TEXTS
X. OTHER MATERIALS REQUIRED OF STUDENTS

In Section B, we provide a detailed discussion of each part of the course outline. Please see the Curricunet training materials posted to the curriculum development web site (http://www.laspositascollege.edu/facultystaff/curriculum.php) for specific instructions on using inputting this information into Curricunet.

In Part B of Handbook Section III, we provide, for each section in the course outline along with an example for the section.

1. Course Cover
   a. Catalog Description
      
      Write 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”).

   b. Rationale
      
      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.
c. Proposed Start Date

- Indicate the semester and year you would like to first offer this course.
  - 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.
- Scheduling and catalog deadlines can affect the effective date of a course proposal.
- If you propose a new course in the Fall 2013, which you hope to be transferable, then the earliest you would want to offer the course would be Fall 2014. (Yes, it takes a full year to go through all the hoops)
- If you are proposing an experimental course (49 or 99), then you may be able to offer the course for the first time within the academic year approved.

Example 1

I. CATALOG DESCRIPTION:

ENG 4 — Critical Thinking and Writing About Literature

Develops critical thinking, reading, and writing skills as they apply to the analysis of fiction, poetry and drama; literary criticism; and related non-fiction from diverse cultural sources and perspectives. Emphasis on the techniques and principles of effective written argument as they apply to literature. Some research required.

Example 2

I. CATALOG DESCRIPTION:

BIOL 31 — INTRODUCTION TO COLLEGE BIOLOGY

Basic principles of biology. Includes origin of life, cell structure and function, cell division, reproduction, genetics, taxonomy, evolution, and cell metabolism. Laboratory emphasis on developing various laboratory skills, using the metric system, collecting data, graphing, interpreting data, utilizing statistics, operating a computer, and preparing for and taking laboratory practicals. Designed to prepare the necessary concepts and laboratory skills and experience that are needed to succeed in more advanced courses in biology.

2. Units/Hours

The number of lecture and lab hours determines the unit value of a course. A one unit lecture course will involve 18 total hours of lecture time along with 36 hours of additional work outside of the lecture environment. For laboratory units, a single unit involves 48 hours of time spent in laboratory activities. No unit value labs: Any lab component that is less than .5 units will not add to the unit value of the course and the student will get no unit credit for completing this work. If a no unit value lab is indicated within Curricunet,
the user will be prompted to complete the no unit value lab addendum which will detail the activities and measurable objectives included in the no unit value lab.

3. Advisory Requisites

Prior to completing this section you should have

1. determined which course, or courses, you wish to list as prerequisites/co-requisites/advisories;

2. determined how the specific skills discussed in the measurable objectives section of the requisite course prepares a student for success in the course being developed.

3. Within Curricuent when you select a prerequisite or corequisite a page will automatically be generated which prompts you to rank the importance of the measurable objectives of the requisite course. Those ranked as “critical” or “very helpful” are the ones that justify the prerequisite course.

Requisites and Advisory Requisites

- Advisory skills will state: “Before entering this course, it is strongly recommended that the student be able to…”
- Prerequisites will state: “Before entering this course, the student should be able to…”

4. General Ed

This section provides space to indicate the transfer GE and Transfer status a presenter is requesting for a course. In cases where an outline is being revised for the first time in Curricuent, it will be necessary to indicate the transfer and GE status of your course using the pull down menus in Curricuent, but for any status which was previously approved the course developer can simply indicate “already approved” under rationale. In cases where the GE or transfer status is being requested for the first time, a robust rationale, using the criteria provided by the LPC articulation officer, is required

5. 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.

6. 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 and not simply recall. 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. To assist you in this task, here is a sampling of such words (Rothwell & Kazanas, 1992; Tracey, 1992):

<table>
<thead>
<tr>
<th>Acquisition of Knowledge</th>
<th>Enhancement of Thinking Skills</th>
<th>Development of Psychomotor Skills</th>
<th>Changes in Attitudes, Values</th>
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<tr>
<td>identify</td>
<td>reflect</td>
<td>demonstrate</td>
<td>challenge</td>
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<td>list</td>
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</table>

If the course is intended to satisfy LPC GE, to be transferable to UC or CSU, to articulate with courses at UC or CSU, or to meet CSU-GE or IGETC requirements, then the objectives should include abilities or skills relevant to general education, transfer or articulation criteria.

Example

IV. COURSE OBJECTIVES:

Upon completion of this course, the student should be able to:

A. identify the use and function of computerized information systems within an organization’s environment;
B. explain the impact of the computer's capabilities upon society, and suggest application strategies to business systems;
C. identify basic computer hardware components and describe functions and interrelationships of those components;
D. apply basic commands in Windows or other operating systems;
E. describe the use and capabilities of applications such as word processors, spreadsheets, databases, graphics packages, email, WWW browsing and searching;
F. describe the capabilities, uses, and characteristics of programming languages and apply them to a computer environment;
G. investigate and problem-solve current issues in computer environments such as security, society and business ethics over the use of computer data, and organization of data processing resources within the organization;
H. use mastery techniques for writing technical reports, including informal memos, letters, and formal reports with illustrations within reports;
I. use mastery techniques of data collection, outline writing, and revising preliminary drafts within reports;
J. write grammatically correct, concise, clear, and objective technical reports;
K. demonstrate technical proficiency in personal computing skills and use the computer to solve problems by
   1. using technology as a productivity tool
   2. selecting the appropriate technology components for the task to be completed
   3. selecting appropriate technologies for use in their environment
   4. describing, manipulating and designing the computing environment, including the hardware, operating system, the user interface, and the application
   5. communicating electronically via email and other electronic technologies
   6. applying productivity tools including, word processing, spreadsheets, databases, presentation software, as well as discipline specific tools
   7. operating a computer in a networked environment

7. Content

The central component of the outline is the course content. This section should 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. Arrange the list by topics, with sub-topics, in outline form.
- The content must reflect support the “Course Objectives” listed in Section IV of the outline.
- 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 Section V should include content relevant to general education, transfer or articulation criteria.

Example
V. CONTENT:

A. Child study
   1. Scientific method
   2. Research strategies
   3. Historical overview
   4. Social and cultural context
   5. Theories

B. Role of heredity, genetics: the Nature - Nurture controversy
   1. Influence of chromosomes
   2. Conception - anatomy and family planning

C. Prenatal development
   1. Stages of growth - zygote, embryo, and fetus
   2. Prevention of and understanding of causes of birth defects
   3. Birth process

D. Neonatal development
   1. Early reflexive behavior and early neurological development
   2. Complete dependence
   3. Problems of premature babies

E. Development during infancy
   1. Physical and intellectual development
   2. Personality and socialization
   3. Foundation for early literacy
   4. Role of early educators
      a. Foundations of basic sense of trust
      b. Dependency needs
      c. How to meet infants’ needs for early neural development

F. Growth and development during the second year
   1. Toddlerhood
      a. Foundations of autonomy
      b. Individualistic education and developing sense of self
   2. Language development
      a. Structure
      b. Content
      c. Functions
      d. Emergent literacy
      e. Recognizing problems
      f. Responding to infant's needs for interaction
   3. Cultural and social factors
   4. Regulation of behavior
      a. Toilet training
      b. Eating
      c. Setting limits

G. Development in Preschool Years (Ages 2-6)
   1. Psychosexual development
      a. Awareness of self-need for competence
      b. Emotional development
   2. Physical development
   3. Cognitive development
   4. Promotion of continued literacy development
5. Communication with peers and adults
6. School for preschool children – social development
7. Role of play in development

H. Development in early primary years (6-8)
   1. Psychosocial development
      a. Increasing need to perform competently
      b. Emotional development
      c. Importance of high self-esteem
   2. Influence of peers, teachers, parents, television and computers

I. The influence of current societal issues
   1. Effect on family life
   2. Challenges to early care and education settings
      a. Culturally sensitive care
      b. Anti-bias implementation

J. Code of Ethical Conduct-responsibilities to children

Methods of Instruction

The central component of the outline is the course content. This section should 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. Arrange the list by topics, with sub-topics, in outline form.
- The content must reflect support the “Course Objectives” listed in Section IV of the outline.
- 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 section V should include content relevant to general education, transfer or articulation criteria.

Example

VI. CONTENT:

K. Child Study
   1. Scientific method
   2. Research strategies
   3. Historical overview
   4. Social and cultural context
   5. Theories

L. Role of heredity, genetics: the Nature - Nurture controversy
   1. Influence of chromosomes
   2. Conception - anatomy and family planning

M. Prenatal development
   1. Stages of growth - zygote, embryo, and fetus
   2. Prevention of and understanding of causes of birth defects
   3. Birth process

N. Neonatal development
   1. Early reflexive behavior and early neurological development
2. Complete dependence
3. Problems of premature babies

O. Development during infancy
   1. Physical and intellectual development
   2. Personality and socialization
   3. Foundation for early literacy
   4. Role of early educators
      a. Foundations of basic sense of trust
      b. Dependency needs
      c. How to meet infants’ needs for early neural development

P. Growth and development during the second year
   1. Toddlerhood
      a. Foundations of autonomy
      b. Individualistic education and developing sense of self
   2. Language development
      a. Structure
      b. Content
      c. Functions
      d. Emergent literacy
      e. Recognizing problems
      f. Responding to infant’s needs for interaction
   3. Cultural and social factors
   4. Regulation of behavior
      a. Toilet training
      b. Eating
      c. Setting limits

Q. Development in Preschool Years (Ages 2-6)
   1. Psychosexual development
      a. Awareness of self-need for competence
      b. Emotional development
   2. Physical development
   3. Cognitive development
   4. Promotion of continued literacy development
   5. Communication with peers and adults
   6. School for preschool children – social development
   7. Role of play in development

R. Development in early primary years (6-8)
   1. Psychosocial development
      a. Increasing need to perform competently
      b. Emotional development
      c. Importance of high self-esteem
   2. Influence of peers, teachers, parents, television and computers

S. The influence of current societal issues
   3. Effect on family life
   4. Challenges to early care and education settings
      a. Culturally sensitive care
      b. Anti-bias implementation

T. Code of Ethical Conduct-responsibilities to children
8. **Methods of Instruction**

- The methods of instruction (including types of instruction and examples) should be specifically related to the course 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 …”

**Examples**

**VI. METHODS OF INSTRUCTION:**

A. Lecture supported by transparencies and board work
B. Audio-visual materials with handouts for video note-taking, Self-Thought, and a Small Group discussion
C. Discussion with class partners, then as the whole class
D. Small group problem solving
E. Observation reporting
F. Readings in text and handouts or study guide applications
G. Written exercises and case studies

**VI. METHODS OF INSTRUCTION:**

A. Lecture and classroom discussion with demonstrations
B. Research and writing assignments
C. Lab experience: Hands-on lab assignments
D. Computer demonstrations with overhead display panel
E. Read text and other supplemental sources (example, Internet sites)
F. PowerPoint presentations
G. Periodic examinations
H. Chat rooms
I. Discussion boards

9. **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 assignments and methods of evaluation (Section VIII).

Examples of typical assignments should be specific enough to provide effective guidance to faculty and clear expectations for students. Individual instructors are, however, 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.

Example 1 – from a Business course.

VII. TYPICAL ASSIGNMENTS:

A. Lectures
   1. Training and developing new and continuing employees
   2. Assessment instruments for appraising/evaluating employees
   3. Compensations option: salaries and benefits

B. Reading
   1. Read chapter “Developing, Appraising, and Rewarding Personnel” in text for vocabulary development and concept development.

C. Writing
   1. Chapter Review: Using complete sentence structure, write answers to questions at the end of the chapter that require definitions, identifications of methodologies, descriptions of assessments of evaluation systems, extrinsic and intrinsic rewards and composition of good/poor performance reviews to employee compensation. Write a case review of the chapter’s Case Study.
   2. Project: Obtain a copy of an evaluation system for a specific employee group used in a workplace or in a periodical/book. Individually analyze the strengths and weaknesses of the evaluation instrument and list their initial comments with recommendations.

D. Small Group Work: share evaluation forms, appraisal of them, and recommendations. Critique of other members forms, appraisal, and recommendations. Using the input from the other four students, each student shall prepare a report recommending changes to the evaluation form used. The group shall prepare a one-to two-page report on ways the members of the group worked well together, on ways that members did not work well together, and on recommendations of how they could have worked better together.

Example 2 – from an advanced Mathematics course.
VII. TYPICAL ASSIGNMENTS:

A. Homework

1. Homework should be assigned from the text and should include a sufficient number and variety of problems to develop both skill and conceptual understanding. Problems should range in level of difficulty from introductory level to challenging. A typical assignment should take an average student 1 to 2 hours for each hour in class.

B. Collaborative learning

1. Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem solving. Students may be asked to present their results on the board.

2. Example collaborative learning assignment: Give each group a description of a possible subspace and ask them to determine whether it is a subspace or not. Then have the group present their results to the class and either explain why it is not a subspace or prove that it is.

C. Laboratory assignments

1. Laboratory assignments can be used to reinforce fundamental concepts and skills, to explore certain concepts in more depth than is possible in-class, and to solve numerically challenging problems. They may be designated for individual or group work.

2. Example lab assignment: Students are directed to import a data set from the internet and use MATLAB™ to perform a least-squares analysis of the date and then to interpret their results.

3. Example lab assignment: Use MATLAB™ to graph polar curves and perform linear transformations of the curves.

10. Methods of Evaluation

Instructions:
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...”
Example 1 – From a Botany course with a laboratory:

VIII. EVALUATION:

A. Methods
   1. Quizzes, midterm(s) and final examination
   2. Laboratory reports
   3. Laboratory practicums
   4. Student project or term paper

B. Frequency
   1. Quizzes weekly
   2. Midterms 3 per semester
   3. Final examination once per semester
   4. Laboratory reports twice weekly
   5. Laboratory practicums 4 per semester
   6. Student project or term paper once per semester

Example 2 – From an ESL course:

VIII. EVALUATION:

A. Methods:
   1. Reading, writing, speaking and listening tasks
   2. Completed homework assignments
   3. Quizzes
   4. Mid-term examination
   5. Final examination

B. Frequency:
   Instructors may choose how often to evaluate students with quizzes and tests. However, at this level of developing academic language skills, students need frequent feedback to let them know if they need to change their study techniques and develop alternative strategies for learning. Frequent quizzes to evaluate newly learned grammar help students monitor their own learning.

11. 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.

12. 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.
13. **Library**

Indicate here if the library has sufficient resources to support your class. If not, indicate those reasons and contact your dean and library staff directly with your concerns.

14. **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.

15. **Attached Files**

Attach any additional files here. If you are developing an AAT/AST degree, please attach the completed state forms 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.
Details on the Curriculum Approval Steps

(A graphic illustration of the Curricunet approval process is located in the pages above)

A. Division Technical Review Committee

Division Technical review of course outlines and proposals is an important part of the curriculum approval process. The Technical Review Committee within your division will work with you to fix any technical problems with your curriculum proposal and will ultimately decide if your proposal should be moved to the next approval step. A technically correct outline will have a good chance of clearing the Curriculum Committee on the second reading, while a proposal that is technically incorrect will take longer to move through the curriculum process. For this reason, it is in the interest of the faculty developing the proposal to work closely with the Division Technical Review Committee and to respond to any of their concerns as indicated through the Curricunet approval process.

B. Discipline Faculty Review

By the time a proposal is put forward, the presenting faculty should have already been working closely with other division faculty. Still the proposal will be sent through Curricunet to division faculty for any further comments or suggestions.

C. Articulation Officer, Distance Education and Library Review.

Faculty in these areas will review all curriculum proposals after the approval above have been granted. They will request revisions in any areas where they have concerns.

D. DIVISION REVIEW

Once the curriculum proposal, has achieved all of the above approvals, the proposal should be presented to the Division Dean and faculty members of the division for discussion and, possibly, approval. This administrative/peer review at the division level is an important part of the curriculum approval process. While each division determines for itself the review process it will follow, and whether a formal vote of approval is needed or not, it is strongly recommended that the division review includes a formal presentation of the proposal to the division and a technical review of the proposal. This step is not formally initiated by Curricunet. It is the responsibility of faculty and Deans in the relevant division. Once the approval has been granted, it is indicated within Curricunet when the Dean grants approval to the outline.

The formal presentation of the proposal may take place through paper, electronic transmission, or by faculty logging in individually to Curricunet and viewing the proposals under “all proposals.” Division members should review the curriculum proposal and relay any questions or suggestions to the faculty proposer. Discussion of the proposal may take place at the Division meeting. This period of peer review by colleagues within and outside of the proposer’s discipline, can provide important feedback to the faculty member making the proposal. Faculty with curriculum experience can bring their insights and knowledge of the curriculum process to the assistance of the faculty proposer and assist them in putting together a curriculum proposal which will sail smoothly through the curriculum process.
E. Curriculum Technical Review Committee

The next required approval will come from the Curriculum Technical Review committee. This committee consists of the Curriculum Committee Chair and Vice Chair, the Vice President of Academic Services, the Curriculum Specialist, and sometimes other knowledgeable faculty as well. The proposal is automatically forwarded to this committee by Curricunet. This group may request revisions that will need to be addressed before the proposal is forwarded, via Curricunet to the Curriculum Committee and put on the agenda for the next Curriculum Committee Meeting. For an outline to be on the agenda for a Curriculum Committee meeting it must reach the stage of Curriculum Technical Review/Division Dean at least 10 days before that meeting. Otherwise it will be put on the agenda for the next meeting. Sometimes curriculum which does make it to the level of Curriculum Technical Review/Division Dean on time still does not make the Curriculum Committee agenda because of concerns with the proposal that cannot be fully addressed by the time the agenda is created.

F. PRESENTATION TO THE COMMITTEE

Once a curriculum proposal is placed on the agenda, it will be discussed at the next Curriculum Committee meeting. It is strongly recommend that the faculty member presents their proposal to the Curriculum Committee, as this facilitates the committee review and feedback process. However, in the event that the proposer cannot be present, a division curriculum representative may present the proposal. After the presentation, the Committee will take the proposal under consideration. There may be some discussion at the initial presentation or, during the period of consideration, Curriculum Committee members may contact the proposer with questions or suggestions. The presenter should respond to any messages sent through Curricunet, as these are likely to be concerns that must be addressed before the curriculum can be approved. In the event that the faculty proposer is not at the initial meeting, it is the responsibility of that faculty member’s Dean to see that questions and suggestions are forwarded to the faculty member and that appropriate follow through is conducted. Assuming that all questions have been resolved and any necessary changes made, the proposal will be voted on at the next Curriculum Committee meeting after the presentation. A well-developed and well-planned proposal which has been through technical review is unlikely to encounter any significant delay when it reaches the Curriculum Committee.

G. REVIEW AND VOTE

Since the Curriculum Committee meets the second and fourth Mondays of the month, there will typically be a two week period between the presentation of the proposal and the vote on the proposal. During this period the Curriculum Committee members may contact the proposer with questions or suggestions for changes or corrections. Through Curricunet. It is the responsibility of the proposer to follow through on making any changes or corrections required by the Committee. The proposer will make corrections via Curricunet. By selecting “my approvals” in Curricunet a presenter can indicate that a proposal has been modified and resubmit that proposal to the Curriculum Committee. In order for a proposal to be voted on at the next Curriculum Committee meeting the presenting faculty must respond via Curricunet to each of the concerns raised by members of the Curriculum Committee. If responses do not appear by that time then the proposal will be delayed till the next Curriculum Committee meeting, or until the issues have been addressed.

The vote to approve a proposal occurs after a motion to approve the proposal and a second are made by a member of the Committee. Separate votes are required for prerequisites, articulation and distance education.
H. WHAT HAPPENS AFTER COMMITTEE APPROVAL

Following approval by the Curriculum Committee, the proposal is prepared by the Office of Academic Services for transmission to the Board of Trustees by way of the Office the President of the college. Once the proposal has Board approval, it is forwarded to the System Office (formerly the State Chancellor’s Office) for final approval. Also, after approval by the Curriculum Committee, the Articulation Officer processes any approved transfer or articulation requests. Final State approval and some articulations may take several months.