

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 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) Course Content

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

- Compile a list all topics to be taught in the course, listing ideas, not just key words, and arrange the list by topics, 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) Lab Content

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

k) Assignments

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

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

l) Methods of Instruction

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

- The methods of instruction (including types of instruction and examples) should be specifically related to the Measurable Objectives and course Content.
- Methods of instruction should reflect 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 ...”

m) Methods of Evaluation

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

- Explain both the methods of evaluation and the frequency of evaluation.
- Grades for the course must be based, at least in part, on demonstrated proficiency in written essays and/or problem solving ability.
- In addition to listing graded assignments, give the basis for grading those assignments, and rate it to skills and abilities in the course objectives. For example, say “written assignments 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. 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. It can also be proposed by faculty to the Committee without updating the COR, and if approved by the Committee, it is effective the following semester.

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. Noncredit courses cannot be repeated, but students may reenroll any number of times. 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 a CSU or UC for completion of a bachelor's degree
- Intercollegiate Athletics
- Intercollegiate academic or vocational competition

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

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

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.