

criticism.” .

- The evaluation must clearly show that critical thinking skills are required.
- Be sure that knowledge of required material constitutes a significant portion of the grade as reflected in assignments and methods of evaluation.
- Allow for academic freedom of instructors by stating “typical examples of evaluation... ,” or “possible field assignments...”

2. Other Elements of a COR

a) Effective Date

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

This is important particularly for degree credit courses and transferability. A course must be articulated with transfer institutions before a student can complete the course and expect to transfer it. Articulations typically occur during the summer following the academic year you propose a new course. Discuss deadlines for submission of courses to transfer institutions with the Articulation Officer.

b) Discipline

A determination must be made as to the discipline preparation appropriate and adequate for each individual course. The disciplines recognized by the State are in the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook found here:

<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf>. See the appendix for the official Discipline List for Las Positas College.

1) The Principle

The guiding principle for this task must be based on course content and personnel issues. It is necessary for faculty to separate themselves from their personal biases and assess each course based on the subject matter being taught and giving consideration to emerging disciplines. Faculty are reminded that, according to law, no matter a course is placed, individuals holding valid credentials that would have allowed them to teach the course pre-AB 1725 are still qualified to do so. It is important to understand that not all programs or department titles are disciplines. The decision to place a course in a specific discipline is based on the body of knowledge necessary to instruct the course. When the subject matter as stated by the official course outline is common to more than one discipline, it is appropriate for the course to be listed in all appropriate disciplines. If, however, a broader knowledge base is necessary, the course should be listed as interdisciplinary and the disciplines involved

listed.

2) The Process

Discipline placement is proposed by faculty as a part of the COR proposal, and approved by the Committee at the same time as the COR. Any changes in Discipline placement for a COR, requires updating the COR through the Committee.

c) Grading Methods

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

d) Repeatability

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

- Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree
- Intercollegiate Athletics
- Intercollegiate academic or vocational competition
- The course is required for legally mandated training
- A significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure – such courses may be repeated any number of times

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

1) General Work Experience Education

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

2) Occupational Work Experience Education

Supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal. A maximum of eight semester credit hours may be earned

during one enrollment period in occupational work experience education.

e) Typical Texts

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

f) Other Materials Required of Students

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

g) Student Learning Outcomes (SLO's)

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

3. Other Elements Entered in CurricUNET

a) Rationale

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

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

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