

**Las Positas College
Curriculum
Handbook**

5. Approval by the State Chancellor's Office

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

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

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

E. COURSE OUTLINES OF RECORD (COR)

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

a) Course Descriptor

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

b) Course Number

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

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

c) Full Course Title

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

d) Unit Value

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

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