

Lassen Community College District

Curriculum and Academic Standards Committee Handbook

5th Edition



Curriculum/Academic Standards Committee Handbook – Adopted February 17, 2009
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Curriculum/Academic Standards Committee Organization

Statement of Purpose

The Curriculum/Academic Standards Committee is a subcommittee of the Academic Senate. The Committee shall be responsible for studying, reviewing recommendations and advising in the general area of curriculum proposals and procedures. Specifically, the Committee is charged with recommending action on:

Curriculum

1. Proposed credit and non-credit courses, revised requirements for noncredit certificates of completion and certificates of competency and credit certificates of accomplishment, certificates of achievement, and associate degrees. (See page 23 for definitions.)
2. Changes in titles, units, hours, prerequisites, corequisites, recommended preparation, course descriptions, student learning outcomes, course objectives, course content, representative text, and assignments.
3. Proposed course deletions and course reactivations.
4. Proposed new educational programs and revisions to existing educational programs.
5. Recommendations derived from an instructional program review process.
6. Institutional and CSU, UC, and IGETC general education requirements.
7. Standards for course requisites or other issues related to student preparation and success.
8. Appropriateness of an alternate mode of delivery.
9. Content review for recommended preparation, prerequisites and corequisites.

Academic Standards

The Academic Senate has delegated responsibility for making recommendations on academic standards issues to the Curriculum/Academic Standards Committee, therefore, any standards issue brought before the committee will be considered. Examples of issues include, but are not limited to:

1. Appropriateness of offering a specific course to pre-collegiate age students.
2. Resolution of challenges to the precollegiate basic skills unit limitation.
3. Repetition of courses in which a D, F, NP has been received twice.
4. Repetition of courses in which as grade of "C" or better has been earned.
5. Factors used to determine "critical thinking" and "college level" courses.
6. Grading policy.
7. Board policy related to academic standards (i.e. academic renewal, credit by examination, repeatability).
8. 2+ 2 Articulation Agreements with high schools.
9. Assignment of courses to specific disciplines.

Membership

In accordance with Title V, Section 55002a (1), the college curriculum committee shall be established by the mutual agreement of the college administration and the Academic Senate. The committee shall include faculty and shall otherwise be constituted in any way that is mutually

agreeable to the college administration and the Academic Senate. Voting members shall include the following:

Members

1. Eight full-time faculty appointed by the Academic Senate. The Faculty Articulation Officer is included within the eight faculty.
2. Two classified representatives with curriculum related responsibilities appointed by CSEA (one of whom is the Transfer Center Assistant).
3. Vice-President/Dean of Instructional Services.

Faculty membership on the Curriculum/Academic Standards Committee shall in so much as possible reflect a balanced representation from the various areas (Humanities, Math-Science, Physical Education, and Vocational-Technical).

Curriculum/Academic Standards Committee Faculty Chair

Faculty Chair

The faculty chair and vice-chair are elected by the members of the Curriculum and Academic Standards Committee at the beginning of the fall semester.

The faculty chair shall receive a stipend of ten percent of the annual salary of the highest step of the faculty salary schedule. (In accordance with the faculty union contract July 1, 2002 – June 30, 2004.)

Absence of Faculty Chair

The faculty vice-chair shall preside in the absence of the faculty chair.

Voting

There shall be eleven (11) regular voting members. Eight faculty members (one of whom is the Articulation Officer), one Instructional Dean, and two classified members.

A quorum of six (6) voting members; at least four (4) of whom are faculty must be present for business to be conducted.

All action items by the committee shall require a vote of the membership. **Proxy voting is not allowed.** A minimum of five affirmative votes is needed for approval.

Subcommittees

A subcommittee consisting of the faculty chair, instructional dean and other members as required (Articulation Officer for all transfer courses) is delegated the responsibility of authorizing minor changes as identified by the Curriculum/Academic Standards Committee to include the following:

1. Change in textbook
2. Change in number within the same category or downgrade (Example # 52 to # 62)
3. Revisions to catalog/schedule description

4. Changes in repeatability
5. Changes to Recommended Preparation
6. Addition of substitutions for courses in Certificates/Degrees
7. Changes to variable units
8. Changes in the title of a course
9. Changes in the grading option
10. Changes in the Method of Instruction other than approval for alternate mode of delivery
11. Content Review for English 50 or Reading 51 as the recommended preparation for any non-English course

Additional **Adhoc Subcommittees** may be created as needed by the Curriculum/Academic Standards Committee to make recommendations on assigned items. The Curriculum and Academic Standards Committee shall determine the composition of the adhoc subcommittee. All recommendations of adhoc subcommittees will be presented in writing to the entire Curriculum/Academic Standards Committee for review, revision or recommendation.

The Curriculum/Academic Standards Subcommittee will bring any minor changes of concern to the full Curriculum/Academic Standards Committee.

Term of Office

Permanent membership shall be held by the Instructional Dean, Transfer Center Assistant and the faculty Articulation Officer.

Full-time faculty shall serve for a minimum period of two years. An attempt will be made to stagger terms so that at least three faculty are eligible for reappointment each year.

Meetings

Regular meetings will be held according to a schedule approved at the Organizational meeting of the committee. However, additional meetings may be held more often on an as needed basis. Special meetings may be called by either the faculty chair or the instructional dean.

Minutes of all meetings shall be kept. The Office of Instruction shall provide secretarial services for the Curriculum/Academic Standards Committee. Minutes will be sent to individuals on the current distribution list.

In the event of a conflict with existing Curriculum/Academic Standards Committee rules or procedures, Roberts' Rules of Order will be followed.

Curriculum/Academic Standards Committee Policy

Curriculum Proposals

1. Proposals for changes in curriculum may come from any source, but must be sponsored by a faculty member or instructional administrator. Notification to program faculty is required. Faculty members proposing or having an interest in a proposed course and/or program are expected to attend Curriculum/Academic Standards committee meetings at the time their proposals are discussed. Other faculty members are encouraged to attend.
2. Courses must meet academic standards as set forth in Title V, Sections 55002 and 55805.5, which establish criteria for degree applicable credit courses, non-degree applicable credit courses, and non-credit courses and Community Services offerings.
3. Curriculum proposals will be made on forms or disks provided by the Office of Instruction. All information must be completed with appropriate signatures and in accordance with published time lines prior to being reviewed by the Curriculum and Academic Standards Committee. All full-time subject area faculty will be provided the opportunity to review each curriculum proposal in their discipline. Their signature may denote either recommendation for approval or disapproval. Full-time subject area faculty who chose not to sign curriculum forms will be considered to have abstained.

Course Guidelines

Course Numbering - Lassen Community College Numerical System

Numbers 1 – 49	Associate Degree Applicable Credit Course-transfer
Numbers 50 – 99	Associate Degree Applicable Credit Course – non-transfer
Numbers 100-109	Non-Degree Applicable Pre-Collegiate Basic Skills Course
Numbers 110-149	Other Non-degree Applicable Credit Course
Numbers 150-189	Non-credit Course
Numbers 190-199	Community Service Offering

Experimental Courses

Description and Procedures

Experimental courses provide the opportunity for students to investigate innovative areas of interest through participation in seminars, workshops, and organized classes. Experimental course content frequently involves new ideas or technology, with course development occurring simultaneously at Lassen Community College and other institutions of higher learning. Experimental courses are to be offered for not more than two consecutive or three non-consecutive sessions. At the conclusion of the trial period all courses will either be moved to the regular curriculum or deleted through action by the Curriculum and Academic Standards Committee. An annual review of the Curriculum Academic Standards Log at the beginning of each academic year will identify experimental courses requiring subsequent action by the Curriculum/Academic Standards Committee. Each discipline may offer experimental courses.

Individual courses will be numbered 46 or 96 followed by a decimal designation to two places. Individual experimental courses must be approved by the Curriculum and Academic Standards Committee prior to the first day of instruction. Experimental courses will appear in the schedule of classes, but will not be listed in the catalog.

Restrictions of Experimental Courses

Experimental Courses **may not**:

1. Fulfill general education requirements for an associated degree.
2. Fulfill a transfer or associate degree core requirement.
3. Satisfy a UC or CSU general education requirement.
4. Be repeated except to improve a substandard grade.
5. Contain duplicate content with existing courses.

Independent Study of Advance Topic Courses

Description and Procedures

Independent study courses are designed specifically to provide the opportunity for students to investigate special areas of individual interest. Independent study of advance topic courses will be numbered 47 followed by a decimal designation (Associate Degree Applicable Credit Independent Study of Advance Topic Course, Transfer) or 97 followed by an decimal designation (Associate Degree Applicable Credit Independent Study of Advance Topic Course, Non-transfer). Independent Study of Advance Topic Courses are separate and distinct from Alternate Time Courses or Credit by Examination Courses. Guidelines for Independent Study Courses may be found in Board Policy 6425.

Restrictions on Independent Study Courses

1. Maximum of three units of independent study per semester.
2. Maximum of nine units of independent study per department will apply towards a degree or certificate.
3. The course must be completed by the end of the semester in which the application is made.

Alternate Time Courses

Description and Procedures

The enrollment of a student in a regularly numbered course that has a limited time overlap with another regularly numbered course is considered an Alternate Time Course. The instructor must provide appropriate supervision for each student during the alternate times arranged each week for the overlapping hours. Completion of the Alternate Time Form available at registration is required.

Restrictions on Alternate Time Courses

1. Maximum of two sections of alternate time per semester.
2. Maximum of nine units of alternate time course per department.

Appropriate Supervision According to Ed Code 84500

1. The certificated employee is able, in terms of physical proximity and range of

- communication, to provide immediate instructional supervision and control; and
2. The certificated employee is in a position to provide the supervision and control necessary for the protection of the health and safety of students; an
 3. The certificated employee is not to have any other assigned duty during the instructional activity for which attendance is claimed.

Credit by Examination

Description and Procedures

The enrollment of a student in a regularly numbered course that is being completed by the student outside of normally scheduled hours “line of sight” faculty supervision will be considered to be Credit by Examination (Board Policy 6445). Credit by Examination does not preclude instructor directed preparation for the evaluation of the student. (Examination may include tests, research papers, projects, journal, or notebooks as appropriate.) Completion of the appropriate forms available at the time of registration is required.

Restrictions on Credit by Examination

1. Current enrollment at Lassen Community College.
2. Completion of six units in residence at Lassen Community College.
3. Maximum of three units of credit by examination per semester.
4. Maximum of fifteen units of credit by examination while at Lassen Community College.
5. The course must be completed by the end of the semester in which the application is made.

Selected Topics Courses

Types of Selected Topics Courses

1. Professional Upgrade Courses
2. Courses designed to explore specialized and contemporary topics not traditionally taught in the regular program.

Description and Procedure

Permanent courses of less than two (2) unit credit designed to meet transfer (may be eligible for elective credit following review by the receiving institution), associate degree, certificate or professional upgrade requirements. Each discipline may offer selected topic courses. Individual selected topics courses must be approved by the Curriculum/Academic Standards Committee prior to the first day of instruction. Individual courses will be numbered 48 or 98 followed by a decimal designation to two places.

Work Experience

Allows students the opportunity to earn college credit for building specified work skills in paid or volunteer job settings with licensed businesses. Work experience courses will be offered consistent with current regulations. Each discipline offering Work Experience Credit will maintain a Curriculum/Academic Standards Committee approved generic course description

numbered 49 (Associate Degree Applicable Credit Work Experience Course, Transfer) on file in the Office of Instruction.

Alternate Mode of Delivery

Each previously approved course must separately be reviewed by the Curriculum/Academic Standards Committee for the appropriateness of the alternate mode of delivery for that particular course (Title V, Section 55378). The Method of Instruction section of the course outline must specify interactive traditional classroom instruction and/or other approved methods of delivery (e.g. interactive telecourse/video, correspondence and/or online instruction). The Method of Evaluation section of the course outline must clearly delineate the methods that will be used to evaluate students utilizing the various delivery modes. In addition all degree applicable courses will identify the amount, frequency and type of personal contact provided during the course.

Stand-Alone Courses

Credit courses (nondegree-applicable and degree-applicable) which are not part of an approved educational program may be approved locally until December 31, 2012 provided certain criteria are met.

Units/Hours Ratio

The following are the weekly contact hours per unit of credit established by the Lassen Community College District.

1. For all state mandated courses, lecture and laboratory will be considered on a case-by-case basis for units and hours.
2. All lecture courses will have a ratio of one-hour lecture per week for one unit of credit. An eight (8) hour lecture course will count for one half (1/2) unit. Minimum of sixteen (16) hours of in-class lecture plus thirty-two (32) hours out of class study for one unit of credit.
3. Regular lab courses, ratio will be: Minimum of forty-eight (48) hours of in-class activity plus out of class study for one unit of credit.
Minimum - 3 hours lab per week for 1 unit credit
Maximum - 4 hours lab per week for 1 unit credit
4. Activity courses (i.e. Art, Dance, Foreign Language, Music, Physical Education) Minimum of forty-eight (48) hours of in class activity plus out of class study for one unit of credit.
Minimum - 2 hours lab per week for 1 unit credit
Maximum - 4 hours lab per week for 1 unit credit
5. Work Experience Credit (Title V requirements)
Sixty (60) hours per term for 1 unit credit for voluntary work
Seventy-five (75) hours per term for 1 unit credit for paid work

Types of Courses offered at California Community Colleges

Degree Applicable Credit Courses (Title V, Section 55002)

A degree applicable credit course must meet one of the following categories:

1. For transfer courses only - lower division course accepted toward baccalaureate degree by University of California or California State University.
2. Applies to major in non-baccalaureate occupational field.
3. English course not more than one level below English 1A.
4. Math course above and including Elementary Algebra.
5. Credit courses in math or English taught by another department equivalent to (3) or (4) above.

Non-Degree Applicable Credit Courses (Title V, Section 55002)

A non-degree applicable credit course must meet one of the following categories:

1. Non-Degree Applicable basic skills courses as defined in subdivision (j) of section 55000.
2. Course designed to enable student to succeed in degree applicable credit courses (including but not limited to college orientation and guidance courses, discipline-specific preparatory courses such as biology, history, or electronics that integrate basic skills instruction throughout and assign grades partly upon the demonstrated master of those skills).
3. Pre-collegiate career technical preparation courses.
4. Essential career technical instruction for which meeting the standards in associate degree credit section is neither necessary nor required.

Non-Credit Courses (Education Code 84757)

A Non-Credit course must meet one of the following categories:

1. Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships.
2. Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classic reading, mathematics and language arts.
3. English as a Second Language
4. Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes in basic skills of speaking, listening reading, writing, mathematics, decision making and problem solving skills, and other class required for preparation to participate in job-specific technical training.
5. Education programs for substantially handicapped persons.
6. Short-term vocation programs with high employment potential.
7. Education programs for older adults.
8. Education programs in home economics.
9. Health and safety education.

Community Services Offerings (Title V, Section 55160)

Self-supporting fee-based classes designed for physical, mental, moral, economic or civic development.

Not for Credit Courses (Contract Ed Courses)

Courses contracted and paid for by an outside agency.

Development of Lassen Community College Course Outlines

Justification of New Course Form and Course Outlines of Record will be developed by the course originator with the assistance of the Curriculum/Academic Standards Committee Faculty Chair and the articulation officer if appropriate. Other subject area faculty and the instructional dean will be included in the process as appropriate.

Clarification of Specific Areas of the Course Outline

Course Title and Number

Course originator specifies a suggested title and number for course.

Grading Section

A selection of one of the following choices is required:

1. Option - Student may select graded or pass/no pass.
2. Graded - Student must receive a grade (A,B,C,D,F)
3. Pass/No Pass - Student may **not** receive a grade, course can only be taken for pass/no pass.

Hours and Units Section

Specify the number of lecture and laboratory hours and appropriate units.
(See page 10 of this handbook.)

Discipline of Assignment Section

Identify the proposed discipline(s) of assignment for this course (See Minimum Qualifications/Equivalency Committee Handbook.)

Catalog/Schedule Description Section

1. The catalog/schedule description must contain sufficient detail to allow another institution to gain a clear idea of course content in order to facilitate course articulation.
2. Course repeatability should be stated. Statement should indicate the applicable maximum number of enrollments.
3. Whenever possible the catalog description should include when the course is offered (Fall, Spring, Summer).

Course Preparation Section

1. Course originator must specify prerequisites, corequisites, recommended preparation or none. (See page 28 for definitions of terms.)
2. All prerequisites, corequisites, and recommended preparation require completion of content review to document necessary knowledge and skills. Prerequisites, corequisites, and recommended preparation requires justification of the need for the requirements.
3. Courses in other disciplines requiring communication or computational skills must include reference to supporting research documentation on the course outline.

Course Outcomes/Objectives Section

Outcomes for all courses must be measurable and provide clear indication of the student expectations at the completion of the course. Objectives for all degree applicable courses must indicate that students will learn critical thinking and will be able to apply concepts at college level. Objectives must be stated in measurable terms and be related to how students are evaluated. A well- integrated course outline should show a clear correlation between the expected learning outcomes, course objectives and the course content.

Content- Topics, Scope, and Sequence Section

Provide a comprehensive, sequential outline of the course content, including all major subject matter and the specific body of knowledge covered. For degree applicable course, include evidence, which indicates that critical thinking skills are taught.

Assignments Section

1. Appropriate Reading Assignments

Readings from college level materials to include: textbooks, journals, newspapers, and instructor handouts. List at least one acceptable text in representative text section.

2. Writing /Computation Assignments

Lecture classes should include opportunities for students to express themselves in writing.

Can include: essay exams, research papers, short class papers.

3. Other Out of Class Assignments

List examples of out of class assignments not previously identified. All degree applicable courses require two hours of out-of-class work for every hour of lecture.

Lecture Courses

Each hour of in-class lecture time requires two hours of out-of-class assignments to include such activities as: reading textbooks, organizing lecture notes, preparing for class activities, library research, and writing papers. (Title V, Section 55002)

Laboratory Courses

No out-of-class assignments are required in laboratory courses.

4. Assignments that Demonstrate Specific Critical Thinking

List sample examples of assignments specifically designed to challenge students to analyze and think critically.

Method of Evaluation

Evaluation is based on measurable outcomes and objectives made available to students in a course syllabus at the beginning of the course. A well- integrated course outline should clearly demonstrate the relationship between expected learning outcomes, objectives and evaluation.

Traditional Classroom Instruction

Methods of Evaluation may include any of the following: mixed format exams, essay exams, written papers, discussions, participation, and oral presentations. Specific examples of evaluation measures should be included (sample exam questions, and sample topics for papers or oral presentations).

Alternate Mode of Delivery Instruction

Methods of Evaluation may include any of the following: mixed format exams, essay exams, written papers, discussions, participation, oral presentations, on-line “chats”, and telephone conversations as appropriate to the mode of delivery. The Method of Evaluation section of the course outline for all degree applicable courses must include the amount, frequency and type of personal contact provided during the course.

Method of Instruction

Traditional Classroom Instruction

Methods of Instruction may include any of the following: lecture, demonstration, multi-media presentations, interactive computerized instruction, supervised exercises and role playing.

Alternate Mode of Delivery Instruction

Methods of Instruction may include any of the following: correspondence, telecourse/video lecture, online instruction, interactive computerized instruction interactive television, and hybrid.

Representative Texts Section

The course outline for each course including lecture as a method of instruction must include at least one appropriate college level text. The publication date for all transfer level courses should be included to facilitate articulation with four-year institutions.

Certificate Applicable

Course originator must specify whether the course is applicable to a credit certificate of achievement or certificate of accomplishment or a noncredit certificate of completion or certificate of competency offered at Lassen Community College at the time of submission.

Curriculum Approval Timeline

Associate Degree Applicable Credit Courses (1-99)

1. New courses and major course revisions (e.g. changes to units/hours or course title) to associate degree applicable courses will become effective the fall semester of the next academic year.
2. Exceptions may be granted for state mandate courses, articulation requirements, and

experimental courses.

Non-Degree Applicable Credit Courses (100-149)

1. New course will generally become effective the semester following action of the Curriculum/Academic Standards Committee.
2. The effective date of non-degree applicable courses revisions will be determined at the time of action by the Curriculum/Academic Standards Committee.

Degree and Certificate Changes

1. All degree and certificate changes will become effective the fall semester of the next academic year.
2. Exceptions may be granted for degrees/certificates tied to state mandates, or licensing requirements.

Non-Credit Courses (150-189)

Non-credit course will be offered following Chancellor's Office approval.

Course Approval Criteria

Degree Applicable Credit Courses (Title V, Section 55002)

1. The course meets one of the following categories:
 - For transfer courses only - lower division course accepted toward baccalaureate degree by UC or CSU.
 - Applies to major in non-baccalaureate occupational field.
 - English course not more than one level below Engl 1A.
 - Math course above and including Elementary Algebra.
 - Credit course in Math or English taught by another department equivalent to (English course not more than one level below Engl 1A or Math course above and including Elementary Algebra).
2. Content and materials of course are lower division college level.
3. The course content, outcomes and objectives are appropriate to justify required number of hours and units. (The course requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory and activity courses.)
4. If success in the course is dependent upon communication or computation skills, then the course requires eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively as prerequisites or corequisites.
5. Scope and intensity of a course with a lecture component require students to study outside of class time.
6. Course with a lecture component requires students to demonstrate computational or written communication skills.
7. Course requires students to develop and utilize critical thinking skills. The development of critical thinking skills is integrated throughout the course outline (e.g. course objectives, content, assignments and methods of evaluation).

8. Technology-Mediated Instruction (TMI) Courses. The method of delivery proposed is appropriate to provide quality instruction for this type of course. A mechanism is in place to ensure that the course will be taught to the course outline of record to include providing students with regular effective contact with the instructor through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voicemail, e-mail, or other activities. (Title V, Section 55376)
9. Stand-Alone Courses. The district must have submitted the annual certification that all faculty and staff who are involved in the curriculum approval process have received training from the Chancellor's Office in the policies and procedures related to the curriculum review and approval process. Not more than eighteen (18) semester units of approved stand-alone courses may be counted in order to fulfill requirements for a certificate or degree major or area of emphasis. All locally approved stand-alone course are reported to the Chancellor through data submission prior to the end of the first term in which the courses were first offered.

Non-Degree Applicable Credit Courses (Title V, Section 55002)

1. The course meets one of the following categories:
 - Basic skills course
 - Course designed to enable student to succeed in degree applicable credit courses (including but not limited to college orientation and guidance course, discipline-specific preparatory courses such as biology, history, or electronics; that integrate basic skills instruction throughout and assign grades partly upon the demonstrated master of those skills).
 - Pre-collegiate career technical preparation courses.
 - Essential career technical instruction for which meeting the standards in associate degree credit section is neither necessary nor required.
2. The course provides for measurement of student performance in terms of the stated course objectives. The grade is based on demonstrated proficiency in the subject matter, at least in part, by means of written expression that may include essay, or when appropriate, by problem solving exercises or skills demonstrations.
3. The course content and objectives are appropriate to justify required number of hours and units. (The course requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory and activity courses.)
4. The course provides instruction in critical thinking and generally treats subject matter with a

scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework.

Noncredit Courses (Education Code 84757)

The course meets one of the following categories:

1. Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships.
2. Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classic reading, mathematics and language arts.
3. English as a Second Language
4. Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes in basic skills of speaking, listening reading, writing, mathematics, decision making and problem solving skills, and other class required for preparation to participate in job-specific technical training.
5. Education programs for substantially handicapped persons.
6. Short-term vocation programs with high employment potential.
7. Education programs for older adults.
8. Education programs in home economics.
9. Health and safety education.

Community Services Offerings

The class is designed to be self-supporting and provide for physical, mental, moral, economic or civic development.

1. Community Service offerings are approved by the instructional dean.
2. Notification of the approval of Community Services courses will be provided under the Information Section on the Curriculum/Academic Standards Committee agendas.

Not for Credit Courses

1. The course is contracted and paid for by an outside agency.
2. The course meets Title V standards.

Course Disapproval Criteria

Any course which the Curriculum/Academic Standards Committee finds not to be in conformance with approved guidelines must be returned to the course originator with instructions for what is needed to allow the committee to grant approval.

Determination of Disapproval Status of a Course

1. Course overlap with another existing course or another department/division.
2. Subject area faculty not provided an opportunity to review the course proposal.
3. Incomplete course data or requirements.
4. Incorrect numbering.
5. Course that the committee deems inappropriate or non-justifiable.

Course Overlap

Any course that has an overlap with a course in another department must be reviewed by both departments' personnel and subject area faculty from both areas must either:

1. Document objections, or
2. Sign off signifying overlap has been properly resolved.
3. Once agreement is reached between the departments the course can be resubmitted to the

Curriculum/Academic Standards Committee for further action.

4. If agreement is not reached between the departments the course originator may:

- Present the course directly to the Curriculum/Academic Standards Committee in person with his/her argument in favor of the course, or
- Rewrite the course proposal to eliminate the overlap and resubmit, or
- Withdraw the course proposal.

New Course Evaluation

During the first semester offered, an evaluation of the course shall be conducted by the instructor and the appropriate instructional dean. This review will be used to determine whether the class will be:

1. Continued for a second semester
2. Discontinued
3. Proposed as a "permanent" course in the college catalog

Course Repeatability (Title V, Section 58161)

In order to be repeatable a course must present different course content each time it is offered so that the student who repeats it is gaining an expanded educational experience for one of the two following reasons:

Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

1. The different course content, learning objective and higher level of proficiency expected for each enrollment must be clearly identified on the course outline.
2. The attendance of students repeating a course may be claimed for not more than three semesters.
3. Repeatable courses must be identified in the catalog.

Consideration of Courses for General Educations Areas (California State Universities and Associate Degrees at Lassen College)

Process

1. A review of general education requirements at Lassen Community College will be conducted by the Curriculum/Academic Standards Committee each December in order to meet the CSU submission date in December.

2. All changes to general education requirements will become effective beginning the fall semester following adoption.
3. A new or existing course nominated for general education must meet the conditions contained in the Philosophy Statement for General Education (Board Policy 6500) and the Criteria for Judging Courses as Acceptable for General Education.

Criteria for General Education Areas for an Associate Degree (Title V, Section 55806)

Natural Science

1. A minimum of 3 units is required.
2. This area includes courses in the natural sciences, which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities.

Social and Behavioral Sciences

1. A minimum of 3 units is required.
2. This area includes courses in the social and behavioral sciences, which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate.

Humanities

1. A minimum of 3 units is required.
2. This area includes courses in the humanities, which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments.

Language and Rationality

1. A minimum of 3 units in each of (a) and (b) are required.
2. This area includes courses in language and rationality, which develop for the student, the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.
 - a. **English Composition**
Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.
 - b. **Communication and Analytical Thinking**
Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

Physical Health and Activities

1. A minimum of 3 units are required (if three units of P.E. are taken, the student must take at least two different courses).
2. This area includes courses in physical health and activities which develop for the students an appreciation of themselves as living organisms.

Criteria for General Education Areas for California State Universities (Executive Order # 595)

Area A - Communication & Critical Thinking

(9 Units: One course from each area)

1. A minimum of nine semester units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.
2. Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.
3. Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which would lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected as the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought and the ability to distinguish matters of fact from issues of judgment or opinion.

Area B - Physical Universe and Its Life Forms

(10 Units: One course from each area including one lab science)

1. A minimum of twelve semester units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.
2. Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles, which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors; namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the worlds civilizations, not only as expressed in the past but also in present times. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is

not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

Area C - Arts, Literature, Philosophy and Foreign Language

(9 Units: Limit 6 units from one area)

1. A minimum of twelve semester units to include units among the arts, literature, philosophy and foreign language.
2. Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which would include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between and the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

Area D - Social, Political and Economic Institutions

(9 Units Required)

1. A minimum of nine semester units dealing with human social, political, and economic institutions and behavior and their historical background.
2. Instruction approved for fulfillment of this requirement should reflect the fact that human social, political, and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts.

Area E - Lifelong Understanding and Self-Development

(3 Units Required)

1. A minimum of three semester units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological beings.
2. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying.

Catalog

Annually the instructional administrator in consultation with Curriculum/Academic Standards Committee Faculty Chair will establish the Curriculum/Academic Standards Committee deadline for approval of all courses and programs for inclusion in the catalog.

Catalog Rights/Continuous Enrollment

To maintain catalog rights a student must have continuous enrollment. Continuous enrollment means attendance/enrollment in at least one term within an academic year - Fall, Spring Summer and passing at least one course. (*Summer is included in the academic year of prior Fall and Spring*)

Precollegiate Basic Skills Unit Limitation

Enrollment in pre-collegiate basic skills course work (generally numbered 100-109) is limited to 30 semester units of instruction, except for students enrolled in English as a second language course, or who are identified as having a learning disability. The 30-unit limit may be waived if students show significant, measurable progress toward the development of skills appropriate to their enrollment in college-level courses.

Waiver Procedures

1. A student seeking to waive the unit limitation on enrollment in pre-collegiate basic skills courses shall submit a request to the Curriculum/Academic Standards Committee faculty chair for scheduling on a subsequent agenda. The request shall include a copy of the student's transcript and the recommendation of a counselor.
2. If, after review of the student request, records, and counselor recommendation, the Curriculum/Academic Standards Committee finds the student has made consistent and Significant progress but has not quite attained eligibility for college courses, the Curriculum and Academic Standards Committee may grant a waiver.
3. Permission to waive the 30-unit limit will permit the student to enroll in basic skills courses for a period not to exceed one semester and for a maximum of 6 basic skills units. A student may apply for one additional waiver.
4. The Curriculum/Academic Standards Committee chair will notify the Registrar and student of action taken on the request.

Certificate and Degree Guidelines

Associate Degree Requirements

Minimum of sixty (60) semester units of degree applicable credit course work including at least eighteen (18) semester units of general education and at least eighteen (18) semester units in a major or area of emphasis plus demonstrated competence in reading, in written expression and in mathematics. (Title V Section 55063)

General Guidelines

1. New associate degrees require prior approval by the Chancellor
2. A minimum grade of 'C' is required in each core course counted towards an associate degree, certificate of achievement, and/or certificate of accomplishment with an overall 2.0 grade point average required in all course work.
3. A single course may be used to satisfy both a general education requirement and a major area

of emphasis requirement.

4. While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes.
5. An identified handicapped student (visually impaired, learning disabled, developmentally delayed, or acquired brain injured) will not be required to meet the reading competency requirement for graduation from Lassen Community College.

Competency Requirements

1. Competency in written expression shall be demonstrated by obtaining a satisfactory grade ('C' or better) in English 1, or another English course at the same level and with the same rigor or through an assessment score comparable to the satisfactory completion of an English 1 level course.
2. Competency in mathematics shall be demonstrated by obtaining a satisfactory grade ('C' or better) in Intermediate Algebra (Math 60), or another Mathematics course at the same level and with the same rigor and with Elementary Algebra (Math 51) as a prerequisite or through an assessment score comparable to the satisfactory completion of a Math 60 level course.
3. Competency in reading shall be demonstrated by obtaining a satisfactory grade ('C' or better) in Reading 51, or another course at the same level and with the same rigor or through an assessment score comparable to the satisfactory completion of a Reading 51 level course.

Major or Area of Emphasis Requirements

1. At least eighteen (18) semester units of study must be taken in a single discipline or related disciplines, as listed in the community colleges 'Taxonomy of Programs (TOP)' or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or California State University.
2. Each course counted toward the unit requirement must be completed with a grade of 'C' or better or a 'P' if the course is taken on a 'pass-no pass' basis.
3. A major may be defined by the lower-division requirements of a specific major at the University of California or California State University or 18 units in a field or related fields selected by the community college.
4. An area of emphasis is considered to be a broader group of courses and may be defined as 18 units in related fields intended to prepare the student for a particular major at the four-year institution or to prepare a student for a particular field as defined by the community college. For example, the 18 units would provide the student with an understanding of a discipline, such as psychology. Within the 18 units there might be just two psychology courses while the remaining courses would be foundational courses in philosophy, biology, and statistics.

General Education Requirements

Students receiving an associate degree shall complete a minimum of eighteen (18) semester units of general education coursework which includes a minimum of three semesters in each of the areas: Natural Sciences, Social and Behavioral Science, Humanities, and Language and Rationality.

Guidelines on Double-Counting of Units for Associate Degrees

1. Double counting for all non-transfer associate degrees:

All non-transfer associate degrees require eighteen (18) units of core/major and eighteen (18) units of general education:

a. In non-transfer associate degrees with only eighteen (18) units of core/major, double counting cannot occur.

b. Other non-transfer associate degrees having more than eighteen (18) units of core/major, may double count as long as the total of core/major and general education coursework equals thirty-six (36) units.

2. Double counting for the University Studies degrees:

For the University Studies degrees core/major coursework may be double counted with general education coursework as long as the total of core/major and general education equals forty-five (45) units.

Certificate of Achievement Requirements

1. Certificates of Achievement requires prior approval by the Chancellor.
2. Any sequence of courses consisting of eighteen (18) or more semester units of degree-applicable credit coursework. The certificate of achievement demonstrates successful completion of patterns of learning experiences designed to develop certain capabilities that may be oriented to career or general education.

Certificate of Accomplishment Requirements

1. Certificates of Accomplishment may be established without approval by the Chancellor after approval by the Curriculum/Academic Standards Committee and the Governing Board. Sequences of courses consisting of twelve (12) or more semester units of degree-applicable credit coursework may be submitted to the Chancellor with the request that it be approved as a program leading to a certificate of achievement.
2. Any sequence of courses consisting of less than eighteen (18) semester units of degree-applicable credit coursework.
3. Certificates of Accomplishment may not be listed on a student's transcript unless approved by the Chancellor.

Program Guidelines

New Program Proposals

1. Proposals for new instructional programs may originate with faculty members, administrators or community groups.
2. Initial new program requests will be developed and presented with a Written justification to the appropriate instructional dean. The instructional dean will forward the proposal to the faculty chair of the Curriculum/Academic Standards Committee.
3. The faculty chair of the Curriculum/Academic Standards Committee and appropriate instructional dean will meet with the appropriate subject area faculty (full-time, part-time, or if necessary out of district) to review the initial new program request. The program request review will look at criteria provided in the "Curriculum Standards Handbook for California Community Colleges" including local college comparisons, fiscal feasibility potential for providing educational quality, potential contribution to student success and employment opportunities.
4. The appropriate instructional dean will prioritize each new program request. Prioritized new

program requests will be forwarded along with written recommendations to the Curriculum and Academic Standards Committee. All recommendations for development of new programs will be forwarded from the Curriculum/Academic Standards Committee to the Academic Senate and Superintendent/President for forwarding to the Governing Board. Once approved the Curriculum and Academic Standards Committee will be responsible for initiation of curriculum development. Necessary budget and staffing request will be forwarded through the normal process. (In those rare circumstances where the Superintendent/President and the Academic Senate are unable to forward a joint recommendation, the Senate President will carry the senate recommendation to the Governing Board at the same time that the Superintendent/President makes his/her recommendation.)

5. New program recommendations will be made in the context of the Lassen Community College Educational Master Plan, Instructional Program Review documents, the most recent Accreditation report, the current financial status of the institution and will be consistent with current institutional planning.

Stand Alone Courses

When a group of courses in the same T.O.P. Code that total 18 semester units and that are linked to one another as prerequisites or corequisites are offered, the courses are no longer considered "stand-alone" and Chancellor's Office approval is required. Even though a certificate may not be awarded, the linked sequence of courses is defined as an "educational program" when the total number of units equals 18 or more semester units.

New Program Development

1. New programs will be developed following the criteria provided in the "Curriculum Standards Handbook for California Community Colleges" including local college comparisons, fiscal feasibility potential for providing educational quality, potential contribution to student success and employment opportunities.
2. New programs will be developed by subject area faculty or a designated program coordinator, in consultation, with the faculty chair of the Curriculum/Academic Standards Committee and appropriate instructional dean.
3. The "New/Revised Program Form" will be completed and submitted with a copy of the industry survey (vocational programs), roster of advisory committee membership (vocational programs), student survey, proposed degree and/or certificates, two-year schedule and all proposed course outlines of records to the Curriculum/Academic Standards Committee for consideration
4. New program approval requires a minimum of two readings by the Curriculum/Academic Standards Committee. The first reading is for information and discussion purposes only. Any substantive changes made by the committee at the first reading may result in the "first reading" being postponed until the next scheduled meeting. The committee normally acts upon the proposal after the second reading.

Curriculum Review of Revisions to Existing Programs

1. The Curriculum/Academic Standards Committee will review programs in response to the Instructional Program Review Process.
2. Revisions to existing programs requesting minor changes such as the addition of a single course will be considered upon receipt of a written request from subject area faculty

supported by documentation (Advisory Board Minutes and Letter signed by Advisory Board members, copies of similar degree or certificate patterns from other community college catalogs).

3. Revisions to existing programs requesting significant changes will require submission of the "New/Revised Program Form" with accompanying documentation as required for new programs in the "Curriculum Standards Handbook for California Community Colleges."

Process to Inactivate Programs

Existing programs may be placed on an inactive status by the Curriculum and Academic Standards Committee as a result of the Instructional Program Review Process.

Termination of Programs

Any program continuing on inactive status for two or more years may be considered for termination. Inactive programs will be considered for termination by the Curriculum/Academic Standards Committee at the request of the appropriate instructional dean. The written request presented to the Curriculum/Academic Standards Committee will include justification for the termination of the inactive program. Termination of inactive programs requires a minimum of two meetings. The first meeting is for information and discussion purposes. The committee normally acts upon the proposal at the second meeting. The Curriculum/Academic Standards Committee will recommend one of the following:

1. Continue the program on inactive status.
2. Reactivate the program.
3. Recommend termination of the program to the Academic Senate for subsequent forwarding to the Governing Board and Chancellor's Office.

Definitions

Certificate

A required set of courses sufficient to acquire proficiency in a given occupation, or in some aspect of a given occupation, or that has occupational value as a supplementary skill in a number of different occupations.

Certificate of Accomplishment

A required set of courses totaling fewer than eighteen (18) units offered as part of an instructional program.

Certificate of Achievement

A required set of courses ranging from eighteen (18) units to forty-two (42) units. (Note: Certificates of Achievement require separate approval by the Chancellor's Office.)

Certificate of Competency

A required set of noncredit courses offered as part of an instructional program.

Certificate of Completion

A required set of noncredit courses offered as part of an instructional program.

Correspondence Delivery

A course in which, instructor and student interact via mail or email. Packets of written instructional materials are sent to the student to be completed and returned via traditional mail. (Requires separate Curriculum/Academic Standards Committee approval prior to offering the course.)

Distance Education - Title V Section 55370

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Distance Learning - Accreditation Review

Distance learning is defined as a formal interaction designed for learning in which the interaction principally occurs when the student is separated by location from the instructor, resources used to support learning, or other students. Distance learning may employ correspondence study audio, video, or computer technologies. Educational interactions delivered through these means may occur on campus as well as off campus. These interactions may be synchronous or asynchronous.

Information Competency

The ability to recognize the need for information and to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research, methods and technological literacy. Information competency includes consideration of the ethical and legal implications of information use and requires the application of both critical thinking and communication skills.

Instructional Program

An organized sequence course or series of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education

Hybrid Delivery

A course in which, any portion of the traditional face-to-face delivery of instruction is replaced by online delivery of instruction, including assessment. [Requires separate Curriculum/Academic Standards Committee approval prior to offering the course]

Live Interactive Television Delivery

A televised method of instruction which requires at least one-way video and two-way audio in-class instruction. (Requires separate Curriculum and Academic Standards Committee approval prior to offering the course.)

Online Delivery

A course in which, instructor and student interact and deliver/receive instructional materials online via email or course delivery software. (Requires separate Curriculum/Academic Standards Committee approval prior to offering the course.)

Open Entry-Open Exit Courses

Courses in which students may enroll at various times, which students may complete at various times or at varying paces, and for which students may receive varying credit.

Short-term

A course offered in less than the standard sixteen (16) week term identified in Title V. Each credit hour shall be allowed in the same ratio that the length of the term is to 16 weeks.

Technology-Mediated Instruction

Instruction delivered wholly or in part through communication technology.

Traditional Classroom Instruction

Instructor and student meet face-to-face in a classroom setting. Class format may include lecture, laboratory, discussions or small group work. (Requires separate Curriculum/Academic Standards Committee approval prior to offering the course.)

Prerequisites

A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program (Title V, Section 55200). (See Prerequisite Waiver Procedures for conditions under which prerequisites may not be required.)

Corequisite

A condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course (Title V, Section 55200).

Recommended Preparation

A condition of enrollment that a student is advised but not required to meet before or in conjunction with enrollment in a course or educational program (Title V, Section 55200). Lecture courses generally have minimum recommended preparation in English of English 50 (writing requirement) and English 51 (reading requirement).

Stand-alone Course

Credit courses (nondegree-applicable and degree-applicable) which are **not** part of an approved educational program may be approved locally until December 31, 2012 provided certain criteria are met.

Web-Enhanced Course

Course in which 0% of the face-to-face instruction is replaced by online instruction; syllabus, chat, email and other supporting materials may be delivered online; online research may be required. (Does not require separate Curriculum/Academic Standards Committee approval prior to offering the course.)

Curriculum/Academic Standards Committee
New Course Proposal
Instruction Sheet - Faculty

1. Course originator discusses course proposal with instructional dean, department chair and subject area faculty.
2. Course originator meets with Curriculum/Academic Standards Committee Chair for assistance in completion of appropriate course proposal forms.
3. Course originator completes and reviews Justification for New Course Proposal with subject area faculty.
4. Course originator develops a draft of the course utilizing the new course outline word template. Course originator submits the draft course proposal form electronically to Office of Instruction to be placed on the next Curriculum/Academic Standards agenda.
5. Course proposal form reviewed by Curriculum /Academic Standards Committee Chair for accuracy and completeness and the Articulation Officer for appropriateness of articulation.
6. Signatures of course originator and subject area faculty are added to completed new course proposal. (Subject area faculty will be provided the opportunity to review all new courses in their area. Absence of signature will be considered as no opinion.)
7. Proposal submitted to the Curriculum/Academic Standards Committee for discussion (first meeting) - course originator is encouraged to attend.
8. Proposed Course Outline of Record submitted to the Curriculum/Academic Standards Committee for action (second meeting). Effective date of all new courses will be determined at the time of action.
9. Course input into Datatel.
10. Curriculum/Academic Standards Committee action forwarded to the Academic Senate by way of the action log for action on their consent agenda.
11. Academic Senate forwards any new course or new program/certificate action to the Governing Board for adoption.
12. New course information is forwarded to counseling, scheduling, recruitment and catalog.

**Curriculum/Academic Standards Committee
New Course Review Form**

Section 1 - Originator: Fill out Section One Completely

Subject Area _____ Number _____
Course Title _____ Starting Term _____
_____ Date _____

Course Originator Signature

Section II – Recommendation of Subject Area Faculty

Approval Disapproval No Opinion

Comments: _____
_____ Date _____
Subject Area Faculty

Approval Disapproval No Opinion

Comments: _____
_____ Date _____
Subject Area Faculty

Section III – Recommendation of Appropriate Instructional Dean

(The signature of the Instructional Dean signifies that the course outline has been reviewed and the curriculum impact will be consider in instructional planning such as scheduling and budget and that all five-approval criteria for courses and programs have been met.)

Approval Disapproval No Opinion

_____ Date _____
Instructional Dean Signature

Section IV - Curriculum/Academic Standards Faculty Chairperson Signature

(The signature of the Curriculum/Academic Standards Committee Faculty Chairperson signifies that this course has completed the course development process and is ready to be reviewed by the Curriculum/Academic Standards Committee.)

_____ Date _____
Curriculum/Academic Standards Chairperson

**Lassen Community College Curriculum Committee
Justification of new Course Proposal**

To Be Completed By Course Originator

Course Number and Course Title _____

Mission This course is:

Occupational/Vocational Lower Division Transfer Pre-Collegiate Non-Credit

Need/Relationship

Show relationship to the Instructional Program Review and Educational Master Plan. (Attach appropriate pages from above documents.) The addition of this new course is warranted because (more than one of the following may apply)

- It provides a skills/educational experience essential to an occupational/vocational program.
- Meets baccalaureate requirements: general education, major preparation, or elective credit.
- It addresses a need in the general education offerings
- It meets one of the four areas appropriate to credit non-degree applicable courses.
Identify the area: _____
- It meets one of the nine areas appropriate to non-credit courses.
Identify the area: _____
- It responds to changing needs in developmental education or in ESL.
- Other – Specify: _____

Provide a narrative description of the reasons the institution should add this course to its curriculum:

Relationship to Existing Courses/Programs

- This course will become part of an existing program. (Show how current degree/certificate would be modified by this addition.)
- This course will be a stand-alone course.

I have (or will) use the following to document the need for the course. Check all that apply.

- Advisory Group Input (Required for all vocational courses.)
- Enrollment trends in prerequisites courses
- Information about changing UC/CSU requirements (Attach Verification of Articulation)
- Other (Specify) _____

Feasibility (Include Supporting Documentation)

Respond to following:

- Targeted student population? _____
- Estimated number of sections per semester? _____
- Estimated number of sections per year? _____
- Estimated enrollment/section? _____

Respond to the following: (Attach Budget Documentation)

- Additional costs in staff? _____
- Additional costs in supplies? _____
- Additional costs in equipment? _____
- Dedicated/special classroom requirement? _____

Lassen Community College Course Outline

Dept # - Course Title

of Units

I. Catalog Description

This course is (describe the intent of the course, material it covers etc.) At end of paragraph include (if applicable) specific grading policy, open entry/open exit, material fee statement “*material fee required and subject to change*”, SCANS statement, repeatability statement *since sills/proficiencies are enhanced by supervised repetition and practice, this course may be repeated X times for credit*” and methods of delivery statement.

Prerequisite(s): [delete row if none]

Corequisite(s): [delete row if none]

Recommended Preparation: [delete row if none]

Transfer Status: NT or CSU/UC (CSU Area/IGETC Area)

Number of total hours by instructional method (i.e. 51 hours
lecture/51hours laboratory)

Scheduled: semesters offered

II. Coding Information

Repeatability:

Open Entry/Open Exit:

Grading Option:

TOPS Code:

III. Course Content

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. List here measurable student learning outcomes that students may be assessed on at the end of the course.
2. General no more than five

B. Course Objectives

Upon completion of this course the student will be able to:

1. List here specific measurable objectives that students will be expected to accomplish during the course.
2. List as many as necessary

C. Outline of Topics

1. List specific topics covered in the course in outline format

IV. Assignments

A. Appropriate Readings

List (Readings other than textbook i.e. Journals, Manuals, Reference books,

Websites)

B. Writing Assignments

List

C. Expected Outside Assignments

Include statement *for all lecture classes* “Students will be required to complete two hours of outside-of-class homework for each hour of lecture.”

D. Specific Assignments that Demonstrate Critical Thinking

List specific assignments.

V. Methods of Evaluation

List general evaluation methods (i.e., mixed format exams, participation, written essays, oral and listening exams)

VI. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery

Interactive Television Delivery Online Delivery

VII. Representative Texts and Supplies

Text: Use standard MLA APA or equivalent formatting being sure to include all bibliographic information

Example: Title Underlined, by Author last name, first name, Edition, Year of Text (try to use text that is younger than 5 years), Publisher Name

VIII. Discipline/s Assignment

Course Status: (Active, Inactive, or Pending)

Original Approval Date:

Revised By:

Curriculum/Academic Standards Committee Revision Date:

**Lassen Community College Curriculum
Library/Media Center Survey**

When a new course or a new program is being developed, the faculty responsible for the development of the course(s) should work, as needed, with library/media center staff to recommend materials that will support the course(s).

Accordingly, for every new course, content revision of a course, or program proposed in the curriculum approval process, a Library/Media Center Survey Summary in the subject area must be completed and signed by the course originator and the Library Director.

The purposes of the Library/Media Center survey are:

To allow the course originator to become familiar with the library and media center holdings in the subject area. To help the library and media center staff in the acquisition of needed supporting materials prior to the first offering of new additions to the curriculum or of offering sixth revised course content, and to enable the instructor to integrate library and media center research experiences into every course offered, as appropriate.

Collection Survey Summary

Course Title and Number:

Department:

Course Originator:

The instructor, in consultation with the Library Director and Media Center staff, has reviewed the print/non-print resources of Lassen College's collections in the subject area(s) related to the new/revised course(s).

The Library and Media Center already have the print and non-print resources needed to support this course/program.

More needed items have been identified and should be purchased prior to the first offering. (If you check this statement, attach a completed Collection Survey Worksheet.)

It is recommended an additional estimated annual increment of the budget(s) as indicated below to finance continuing costs of this course/program.

Library \$_____

Media Center \$_____

Comments:

Instructor Signature: _____ Date:

Library Director Signature: _____ Date:

Rosanna Brown

Operational Procedures for Establishing Community Service Classes

Community Service classes are designed for the physical, mental, moral, economic, or civic development of the persons enrolled. The class provides subject matter content, resource materials, and teaching methods that are deemed appropriate by the district. The class must be conducted in accordance with a predetermined strategy or plan and are open to all members of the community. The classes are not transferable and do not carry any credit or noncredit value and do not receive state apportionment or support. If a class is planned as a “camp” or is intended to carry college credit or noncredit value see Operational Procedures for Establishing Camps.

1. Request of Community Service education must be submitted to the Office of Instruction for approval by the Instructional Dean using the appropriate form (see attached).
2. Originator will be notified by the Office of Instruction upon approval.
3. The Originator will be responsible for:
 - Maintaining college standards and safety.
 - Determination of cost per student based on estimated enrollment. If an insufficient number of students enroll to cover the cost of the course, the course will either be cancelled, student fees increased, or instructor remuneration decreased.
 - Development of course materials (handout materials, etc.).
 - Development of all marketing materials.
 - Ensuring that all students are registered for the class. Parent/guardian signature required for all minor students (see attached form).
 - Delivery of instruction.
4. The college will be responsible for:
 - Assistance/approval of marketing materials for the course by the Office of Instruction.
 - Provision of facilities.
 - Originator compensation (not to exceed class revenue).
 - Processing of completed student admission/registration.

Community Service Request Form

Course Title

Course Number
(for office use only)

Course Description:

Instructor Name

Days _____ Time _____ AM/PM Begin/End Dates

Class Size Limit _____ Estimated Enrollment

Fee Per Student _____ Total _____

Type of Facilities Needed: Check All Required

Lecture Room _____ Lab Facility _____ Computers _____

Gym _____

Athletic Field _____

Transportation _____ Other (please specify)

Supplies Needed

Determination of cost per student based on estimated enrollment. If an insufficient number of students enroll to cover the cost of the course, the course will be cancelled, student fees increased, or instructor remuneration decreased.

Instructor Signature: _____

Date: _____

Authorizing Administrator Signature: _____

Date: _____

**Curriculum and Academic Standards Committee
Revisions to an Existing Course Outline Form**

Section I

Course Number/Course Title:

Recommended Change:

Reason for Change:

Subject Area Faculty Signature

Date

Subject Area Faculty Signature

Date

Department Chair Signature

Date

Section II - Recommendation of Appropriate Instructional Dean: (The signature of the instructional dean signifies that the course outline has been reviewed and the curriculum impact will be considered in instructional planning such as scheduling and budget) (Circle One)

Approval

No Opinion

Disapproval

Comments: _____

VP/Dean of Instructional Services

Date

Section III – Curriculum/Academic Standards Faculty Chairperson Signature: (The signature of the Curriculum/Academic Standards Committee Faculty Chairperson signifies that this course has completed the course development process and is ready to be reviewed by the Curriculum/Academic Standards Committee)

Curriculum/Academic Standards Committee Chairperson

Date

Instruction Sheet Content Review Verification Form

The Content Review Verification Form must be completed for all courses with recommended preparation, pre-requisites and/or co-requisites. (Courses without recommended preparation, pre-requisites or co-requisites do NOT need to complete the Content Review Verification Form.)

Target Course Number & Title

Identify the course for which recommended preparation, pre-requisite or co-requisite is needed. (i.e. Math 40)

Proposed Preparation Course & Title

Identify the Lassen Community College course, which will provide the necessary skills, identified below.

Check Appropriate Category for Type of Preparation Course

- Recommended Preparation Pre-requisite Co-requisite

Definitions of Terms

Recommended Preparation: A condition of enrollment, which as student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

Pre-requisite: A condition of enrollment, which a student is required to meet in order to, demonstrate current readiness for enrollment in a course or educational program.

Co-requisite: A condition of enrollment consisting of a course which a student is required to simultaneously take in order to enroll in a particular course.

Column 1 - Target Entrance Skills

Identify the specific entrance skills that a student will need to master prior to enrollment in order to succeed [pre-requisite - i.e. skills in Math 60 to succeed in Math 40] or enhance the chances of success in the target course [recommended preparation- i.e. skills in Engl 50 to be successful in Hist 16]. The question you are answering is “What does the student need to know to be able to succeed in the class?”

Column 2 – Preparation Course Objectives

Identify the specific objectives in the preparation course which will provide the knowledge or skills to meet the needed entrance skills identified in column one [i.e. The objectives listed in the course outline for Math 60 which would provide the skills needed in order to succeed in Math

40]. The objectives should be numbered or lettered the same as found in the course outline of record.

Column 3 – Target Course Expectations

Identify where in the target course outline the skills from column one are needed. The target course requirements will most likely be found in the content or assignment sections. [Identify the content or assignment section of Math 40 that requires the skills learned in Math 60]. The content or assignments for the preparation course should be numbered or lettered the same as found in the course outline of record.

**Curriculum/Academic Standards Committee
Content Review Verification Form**

Target Course Number:

Title:

Proposed Preparation Course Number:

Title:

Type of Preparation Course (check one):

- Recommended Preparation Prerequisite Corequisite

Target Course –	Preparation Course –	Target Course – A
Entrance Skill Before entering this course the student should be able to :	Objective correlating to Entrance Skill [Evidence to support documented content review]	Expectation requiring preparation skill/competency

_____ Date _____
Subject Area Faculty Signature

_____ Date _____
Curriculum/Academic Standards Committee Chair Signature

_____ Date _____
Instructional Dean Signature

Writing Measurable Course Objectives/Student Learning Outcomes

Preparing course objectives and student learning outcomes can be a very tedious, drawn-out process. The following are a few helpful hints:

1. **What is an Objective?** An objective is a measurable statement learning expected by the student during the course. Student objectives are measured during the course.
2. **What is a Student Learning Outcome?** A student learning outcome is a measurable statement predicting tangible benefits to students resulting from your instructional efforts throughout the course or program. Student outcomes are measured at the end of the course. The student outcomes measure the competencies to be acquired by the learner. They are also very important tools for the instructor to measure his/her own progress in the classroom. Finally, they are important guidelines for any person wishing to teach this course in the future.
3. **Phrases and Words to be AVOIDED:** At the bottom of the page is a list of words and phrases, which should be avoided when possible. These words are not forbidden. It is simply being suggested that they be avoided whenever possible or that their meaning be more fully elaborate when used by explaining how one would know if students are appreciating, enjoying, understanding, etc.
4. **Shopping List of VERBS:** It is often very hard to find the right work to describe the students' expectation when writing an outcome or objective. The shopping list of verbs on following page may be useful to the construction of course objectives and student learning outcomes.
5. **Analyzing Process Complexity:** It is important for the instructor to be fully aware of what the learner must do mentally with the content of the objective. Certain mental operations are obviously more difficult to accomplish than others. To recall information and report it in the same form as it was learned is a simpler task than to break the information down into previously unseen elements. Educators have noted that learning can occur at various levels of complexity. Select words, which relay the degree of complexity of the learning process during the writing of objectives and outcomes.

Words and Phrases to be AVOIDED when Evolving Objectives and Learning Outcomes:

believe
capacity
comprehend
conceptualize
depth
experience
feel
hear
intelligence
know
listen
memorize
perceive
realize

see
self-actualize

SHOW:
Appreciation for...
Attitude of...
Awareness of ...
Comprehension of...
Enjoyment of...
Feeling for...
Interest in...
Knowledge of...
Understand of...

BECOME:
Acquainted with...
Adjusted to...
Capable of...
Cognizant of...
Conscious of...
Familiar with...
Interested in...
Knowledge about...
Self-confident in...

A Categorized “Shopping List” of Verbs
Useful for Making Objectives and Outcomes More Precise

<u>Simple Tasks</u>	<u>Study Skills</u>	<u>Analysis Skills</u>	<u>Synthesis Skills</u>
attend	arrange	analyze	alter
choose	attempt	appraise	change
collect	categorize	combine	design
complete	chart	compare	develop
copy	cite	conclude	discover
count	circle	contrast	expand
define	classify	criticize	extend
describe	compile	deduce	generalize
designate	consider	defend	modify
detect	diagram	evaluate	paraphrase
differentiate	document	explain	predict
discriminate	find	formulate	propose
distinguish	follow	generate	question
distribute	formulate	induce	rearrange
duplicate	gather	infer	recombine
find	include	paraphrase	reconstruct
identify	itemize	plan	regroup
imitate	locate	present	rename
indicate	map	save	reorganize
isolate	organize	shorten	reorder
label	quote	structure	rephrase
list	record	switch	restate
mark	relate		restructure
match	reproduce		retell
name	return		rewrite
note	search		signify
omit	signify		simplify
order	sort		synthesize
place	suggest		systematize
point	support		
provide	underline		
recall	volunteer		
repeat			
select			
state			
tally			
tell			

General Applications

<u>Language</u>	<u>Mathematics</u>	<u>Science</u>	<u>Social</u>
abbreviate	add	calibrate	accept
accent	bisect	compound	agree
alphabetize	calculate	connect	aid
argue	check	convert	allow
articulate	compound	decrease	answer
capitalize	compute	demonstrate	buy
edit	count	dissect	communicate
hyphenate	derive	graft	complement
indent	divide	grow	contribute
outline	estimate	increase	cooperate
print	extrapolate	insert	disagree
pronounce	extract	lengthen	discuss
punctuate	graph	light	excuse
read	group	limit	forgive
recite	integrate	manipulate	greet
speak	interpolate	nurture	guide
spell	measure	operate	help
state	multiply	plant	inform
summarize	number	prepare	interact
syllabicate	plot	reduce	join
translate	prove	remove	lend
type	reduce	replace	meet
verbalize	solve	report	offer
write	square	reset	participate
	subtract	set	permit
	tabulate	specify	praise
	tally	straighten	react
	verify	time	relate
		transfer	serve
		weigh	share
			supply
			talk
			volunteer
			vote

I. Responding (simple specific responses)		
Example Verbs: Circle Imitate Sort Connect List State Define Point Tell Duplicate Recall Underline Find Recognize Identify Repeat		Example Outcome: “...without the use of references, recall with 80% accuracy, the position held by key candidates on central issues of a recent local or national campaign...”
II. Elaborating (demonstrating comprehension)		
Example Verbs: Classify Locate information Compute Measure Discriminate Paraphrase Explain briefly Produce List reasons for		Example Outcome: “...accurately paraphrases summary statements made by each major candidate on the central issue of the campaign to the satisfaction of the instructor.”
III. Investigating (simple application of basic knowledge)		
Example Verbs: Cite evidence for Investigate Find more about Omit Gather data on Order Illustrate		Example Outcome: “...distinguish editorial from factual information in over half of the instances, when provided with reviewing assignments in each of three new media (e.g. television, newspaper, magazine).”
IV. Analyzing (application of complex operations)		
Example Verbs: Compare Justify with logic and evidence Contrast Organize data in new forms Differentiate Interpret		Example Outcome: “...justify his or her selection of a least two different news media considered as reliable sources of information on candidates and issues. All justification to be documented from references, citing at least five types of evidence of reliability.”
V. Concept Forming (developing simple original applications)		
Example Verbs: Discover and document relationships Elaborate the concept of.... Identify variables in Prove beyond a reasonable doubt		Example Outcome: “...document at least three reports exemplifying the concept that, ‘in a democratic process, no action is equal in effect to a positive action.’ Each report must be logically developed and consistent with factual records in the judgment of the instructor.”

VI. Principle Forming (mastery and elaboration of concepts, principles or original thoughts)	
Example Verbs: Deduce Rank order on varied criteria Extrapolate Reorganize Infer Synthesize Integrate Predict	Example Outcome: “...correctly predict (in at least four out of five instances) the action taken on given controversial issues by national political office holders; when provided case studies which clearly document voter and lobby pressures, as well as other pertinent facts, as they existed.
VII. Problem Solving (fully developed original contributions)	
Example Verbs: Discuss critically Formulate hypothesis and experiments Generalize from data Improve the process by which Prepare explanatory model Suggest refinements in Tailors logical arguments	Example Outcome: “...tailor logical appeals to peers who hold views opposing his or her own view on a controversial political issue. Over half of those persons to whom he directs the appeal, should as a result, at least agree as to the logical nature of his appeal, if not also describing themselves as less certain on the issue than before.”

Lassen Community College Curriculum and Academic Standards Handbook

Adopted Curriculum /Academic Standards Committee - May 21, 1996
Revised Curriculum /Academic Standards Committee - March 20, 1997
Revised Curriculum /Academic Standards Committee – September 9, 2002
Revised Curriculum /Academic Standards Committee – May 18, 2004
Revised Curriculum /Academic Standards Committee – February 17, 2009

