

Lassen Community College District

Curriculum and Academic Standards Committee Handbook

9th Edition



Curriculum/Academic Standards Committee Handbook – Adopted October 7, 2025

Table of Contents

1. Curriculum/Academic Standards Committee Organization

Statement of Purpose.....	4
Membership	5
Curriculum/Academic Standards Committee Chair	5
Voting.....	5
Subcommittees	6
Term of Appointment.....	6
Meetings.....	6

2. Curriculum/Academic Standards Committee Policy

Curriculum Proposals	8
Course Guidelines	8
Course Numbering	8
CID	8
Experimental Courses	9
Independent Study.....	9
Multiple and Overlapping Enrollments.....	10
Credit by Examination	11
Selected Topics Courses	12
Work Experience.....	12
Alternate Mode of Delivery	12
Stand-Alone Courses	12
Units/Hours Ratio.....	13
Types of Courses Offered at California Community Colleges.....	13
Development of Lassen Community College Course Outlines.....	16
Curriculum Approval Timeline.....	21
Course Approval Criteria	22
Degree Applicable Credit Courses	22
Non-Degree Credit Applicable Courses.....	23
Noncredit Courses	24
Community Service Offerings	24
Not for Credit Courses	24
Course Disapproval Criteria.....	24
New Course Evaluation.....	25
Course Repeatability	25
Consideration of Courses for General Education Areas.....	28
Process	28
Criteria for General Education Courses for an Associate Degree	29
Criteria for General Education Courses for California State Universities (CSU)	30
Criteria for General Education Courses for Intersegmental General Education for Transfer (IGETC).....	34
Catalog	37
Catalog Rights/Continuous Enrollment.....	37

Guidelines for Double-Counting of Units for Associate Degrees	37
Program Guidelines.....	38
New Program Proposals.....	38
Stand Alone Courses	39
New Program Development.....	39
Curriculum Review of Revisions to Existing Programs.....	39
Process to Inactivate Programs	40
Termination of Programs	40
 3. Definitions	
Various Curriculum Definitions.....	41
 4. Appendices	
Writing Measurable Learning Objectives/Student Learning Outcomes ...	44
Sample List of Words for Writing Measurable Learning Objectives.....	46
Shopping List of Verbs and Other Examples.....	37
 5. Curriculum Committee Procedures and Forms	
Semester Calculation Table	50
New Course Proposal for CSU/UC Transferability and CSU/IGETC.....	53
Articulation Course Request	54
Course Outline Template.....	56
New Course Proposal Form & Instruction Sheet.....	58
Content Review Instruction Sheet and Form.....	63
Revisions to Existing Course	66
New Program Proposal Form & Instruction Sheet.....	67
Revisions to Program outline Form	71

AFFIRMING LASSEN COMMUNITY COLLEGE COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION

1. Curriculum/Academic Standards Committee Organization

Statement of Purpose

The Curriculum/Academic Standards Committee is a subcommittee of the Academic Senate which requires adherence to meet Brown Act requirements (see **Resources Page**). 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 curriculum majors, certificates of accomplishment, certificates of completion, certificates of achievement, and associate degrees, and participate in program revitalization. (see Definitions section)
2. Changes in titles, units, hours, prerequisites, co-requisites, recommended preparation, course descriptions, student learning outcomes, course objectives, course content, representative texts, and assignments.
3. Proposed course deletions and course reactivations.
4. Proposed new educational programs, program SLOs and revisions to existing educational programs.
5. Recommendations derived from an instructional program review process.
6. Institutional, CSU, and UC general education requirements, major preparation, and electives.
7. Standards for course requisites or other issues related to student preparation and success.
8. Appropriateness of modality of instruction, cross-listing, and open entry/open exit.
9. Content review for recommended preparation, prerequisites and co-requisites.

Academic Standards

1. Appropriateness of offering a specific course to pre-collegiate students.
2. Resolution of challenges to the pre-collegiate 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 (e.g. academic renewal, credit by examination, credit for prior learning-CPL, a n d / o r repeatability).
8. CTE/Transitions and High School Articulation Agreements
9. Assignment of courses to specific disciplines.

10. Assist faculty in the development of program (degree and certificate) and course level student learning outcomes

Membership

In accordance with Title V, § 55002(a)(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 members.
2. Two classified representatives with curriculum related responsibilities appointed by CSEA (one of whom is the Evaluation Coordinator).
3. One management representative with curriculum related responsibilities appointed by Management/Confidential group (should be manager/confidential from Academic Services or Associate Dean of Student Services).
4. One academic instructional officer: Vice-President of Academic Services or Dean of Instructional Services.
5. One student appointed by ASB, may serve in an advisory voting role only and shall not be counted for quorum.

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 Career Technical Education).

Quorum:

A quorum, consisting of a minimum of **seven** voting members including four faculty, shall be required to conduct business.

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)

Absence of Faculty Chair

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

Voting

There shall be twelve (12) regular voting members. Eight faculty members (one of

whom is the Articulation Officer), one Instructional Administrator, one manager/confidential member and two classified members. The student member will have an advisory vote.

A quorum of seven (7) 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.

Term on Appointment

Permanent membership shall be held by the Instructional Dean, Evaluation Coordinator 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 and noted on the Committee's Charge. 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 Administrator.

Minutes of all meetings shall be kept. Academic Services shall provide secretarial services for the Curriculum/Academic Standards Committee. Minutes will be stored on BoardDocs with a link sent to LCC everyone before every meeting. Meeting minutes will be consolidated into a yearly Cumulative Action Log and receive board approval.

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

Subcommittees

A subcommittee consisting of the faculty chair, instructional administrator and other members as required (e.g. 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 course number within the same category or downgrade
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 “Prepared to enter Academic Reading, Writing, and Critical Thinking or equivalent through multiple measures” as the recommended preparation for any non-English course

Additional **Ad hoc 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 ad hoc subcommittee. All recommendations of ad hoc 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.

Distance Education Review Committee is an Ad hoc Subcommittee of Curriculum.

Our primary efforts are to assure quality distance education course offerings and that courses address equity and align with the ACCJC standards for Regular and Substantive Interaction and the CVC-OEI Course Design Rubric. We seek to promote student learning, equity, inclusion, and success in distance learning sections. This committee shall be responsible for reviewing distance education offerings for effectiveness in delivery and aligned with local, state, and national standards through implementation of the information included in the Distance Education Handbook, which applies to the online elements of courses that utilize Canvas, including fully online courses, and online components of hybrid courses delivered through the Lassen College Learning Management System.

Specifically, the Committee is charged with:

Academic Standards:

1. Make recommendations to improve alignment of distance education courses ACCJC Standards for Regular and Substantive Instruction and the CVC-OEI Course Design Rubric.
2. Apply distance education standards to correspondence education, to the maximum extent possible.
3. Upon request and notice to the faculty teaching a course, determine the alignment of content presentation, interaction, assessment and accessibility within the online elements of a course.
4. Assist faculty in the alignment of their online course components to ACCJC Regular & Substantive Interaction standards, as well as the CVC-OEI Course Design Rubric.

5. NOTE: This committee is a course review committee, not a faculty evaluation committee. Course sections and distance education materials will be reviewed, and recommendations made to the individual faculty member and appropriate division chair. Regular CVC-OEI Rubric Alignment reports will be given to Curriculum/Academic Standards Committee. No recommendations will be made to individual faculty evaluation committees.

Committee Structure:

The Distance Education Review Committee is an Ad-Hoc sub-committee of the Curriculum/Academic Standards Committee. It is comprised of appointed instructional faculty with experience in at least one distance education delivery (online, correspondence, hybrid) modality.

1. 5 full-time faculty appointed by the Academic Senate with experience in at least one distance education delivery modality.
2. 2 faculty members with online instruction experience; including at least one faculty who has completed the Peer Online Course Review Training.

Approved 9/3/2025 by Curriculum & Academic Standards Committee

2. 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 required 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, Section 55002, 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 provided by Academic Services. All information must be completed with appropriate signatures and in accordance with published timelines 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

Numbers 1 – 49

Numbers 50 – 99

Lassen Community College Numerical System

Associate Degree Applicable Credit Course-transfer

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 C1000-?	Associate Degree Applicable Credit Course - transfer

Course Identification Numbering System (C-ID)

This course numbering system was created to meet a legislative mandate for a common course numbering system among the California public college systems. The legislation focused primarily on the California Community Colleges and California State Universities, although encouraging University of California system and private systems to participate. As courses are C-ID approved the C-ID number will be documented under each course in the catalog and on the course outlines. It is helpful when you review your courses for your Instructional Program review that you compare your course to the current C-ID course.

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. The Chancellor's Office approval of experimental courses is not required if the college is certified to locally approve standalone credit courses. 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 (including required electives) requirement.
3. Satisfy the Cal-GETC general education requirement.
4. Be repeated, except to improve a substandard grade.

5. Contain duplicate content with existing courses.

Independent Study

Description and Procedures

Independent Study is designed for a student who, due to special circumstances, cannot attend a class or classes as regularly scheduled. Students should check with a counselor prior to initiating this process to determine if it is appropriate for their educational goal. Instructor, department chair and instructional dean approvals are required. Students must have successfully completed 12 college units with at least a 3.0 grade point average. AP4101 notes Independent Study can be taken for 3 units. Instructors will be responsible for supervision and evaluation of the course, provide course content materials to students after enrollment, and notify students of their availability for consultation (e.g. office hours). This schedule is to be provided in writing.

Application Procedures for Students: Students must follow the procedures below:

1. A student who meets the requirements above and wishes to pursue a subject of interest must complete an Independent Study Agreement Form. A student must be currently registered at Lassen Community College District in one or more units before applying for independent study credit.
2. The student seeking independent study must outline a proposal and discuss it with an appropriate instructor. With the instructor's approval, the student must complete the Independent Study Agreement Form. Once the form is completed, the student must return it to the supervising instructor. This approval process must be completed before the third week of the semester.
3. The student must also obtain signatures on the form from the instructor, Academic Dean and the Vice President of Academic Services, before the end of the 3rd week of the semester.
4. If approved, the form is sent from the Office of Academic Services to the Admissions and Records Office, and the course is entered on the student's schedule of classes. Registration is complete at this point. A copy of the approved form is then sent to the student along with information regarding appropriate fees.
5. If disapproved, the reason for the disapproval shall be written (stated) on the form and returned to the instructor who approved the independent study as well as the student requesting the Independent Study.
6. Attendance will be managed by the instructor.
7. At the end of the semester, grade reports are due to the Admissions and Records Office at the same time as those for regularly scheduled classes.
8. If the independent study project must continue beyond the semester's end, a grade of "I" (incomplete) will be assigned to the student. An incomplete grade must be made up according to the stated Administrative Procedure 4230.

9. A complete roster of all independent study students will be kept by semester for a given year and filed in the Admissions and Records Office. (per AP 4101)

Multiple and Overlapping Enrollments

Description and Procedures

The enrollment of a student in a regularly numbered course that has a time overlap to not exceed 20% of a class session or 15 minutes, whichever is less, 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 times. Completion of the Alternate Time Form available at registration is required (AP/BP 4226).

Restrictions on Multiple and Overlapping Enrollments

1. Maximum of two sections of alternate time per semester.

Appropriate Supervision According to Title V § 58056

1. The authorized employee is able, in terms of physical proximity and range of communication, to provide immediate instructional supervision and control; and
2. The authorized employee is in a position to provide the supervision and control necessary for the protection of the health and safety of students; and
3. The authorized employee is not to have any other assigned duty during the instructional activity for which attendance is being claimed. The criteria specified above are to be applied in recognition of the fact that the need for immediate supervision will vary according to the course being offered, as well as with the design or mode of instruction of such a course or program.

Credit for Prior Learning

Description and Procedures

Students may demonstrate proficiency for knowledge earned outside of the college setting. To be eligible a student must be in good standing with the district, must not be currently enrolled in the course, the student must have successfully earned credit or non-credit, and the course must be listed in the catalog. Students can earn credit by successfully taking an exam (i.e. AP, CLEP, IB, etc.), by providing knowledge of industry standards, or through equivalent military experience. This can be done via a portfolio assessment or Credit by Exam (see AP 4235).

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 (AP/BP 4235). 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 (AP/BP 4235).

Restrictions on Credit by Examination

1. The student must be in good standing with the district.
2. The student must have previously earned credit or noncredit for the district or be currently registered in the district.
3. The course is listed in the college catalog, and the student has not previously earned a grade in the course.
4. The student has completed credit or noncredit courses successfully at Lassen Community College.
5. The course must be completed by the end of the semester in which the application is made.
6. The student shall meet with their counselor to determine the best way to award the credit to attain their educational goal.

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 Courses for Transfer) on file in Academic Services.

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 (see Title V § 55200 to 55270.13). The Method of Instruction section of the course outline must specify

interactive traditional classroom instruction and/or other approved methods of delivery (e.g. correspondence, online or hybrid 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

When a course is not a part of an approved program it is referred to as a "stand-alone course." A community college district may approve and offer non-degree-applicable credit courses and degree-applicable credit courses that are not part of an approved educational program without separate approval by the Chancellor. However, stand-alone credit courses still need to be submitted to the Chancellor's Office for chaptering and to receive a control number (see Title V § 55100(b)).

Units/Hours Ratio

The following are the 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. Formula:

$$\frac{(\text{Lecture hours} \times 3) + \text{Lab hours}}{51} = \text{units of credit}$$

Example: $36 \text{ Lecture hours} \times 3 = 108 + 72 \text{ Lab hours} = 180 / 51 = 3.53$ Round down to the nearest .5
unit = 3.5 units of credit

2. All lecture courses will have a ratio of one-hour lecture per week for one unit of credit. An eight and 1/2 (8.5) hour lecture course will count for one half (.5) unit. Minimum seventeen (17) hours of in-class lecture plus thirty-four (34) hours out of class study for one unit of credit. For each hour of lecture time, two hours of at-home work is expected. The number of outside classroom hours is required in the course outline. A **Semester Calculation Table** is provided at the back of this handbook to aid with determining appropriate outside classroom hours.
3. Regular lab courses fifty-one (51) hours of in-class activity for one unit of credit.
4. Activity courses (e.g. Art, Dance, Foreign Language, Music, Physical Education) Minimum of fifty-one (51) hours of in-class activity plus out of class study for one unit of 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 55002/55062)

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 or designed to be offered for transfer.
2. Applies to major or area of emphasis in non-baccalaureate career technical field.
3. English course at the level of the course typically known as Freshman Composition, English 1.
4. Mathematics course at the level of the course typically known as Intermediate Algebra, Math 60.
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 (u) of section 55000.
2. Course designed to enable students 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 that provide foundation skills for enrollment in degree-applicable Career Technical Education (CTE) programs.
4. Essential career technical instruction for which meeting the standards for degree-applicable credit section is neither necessary nor required.

Non-Credit Courses

Noncredit courses are classified into ten legislated instructional areas (nine defined in Ed. Code § 84757 and the tenth is defined in Cal. Code Regs., tit. 5, § 55151). The placement of a course in a given instructional area is driven by the course objectives and target population to be served.

1. Parenting

Offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life.

Instructional areas may include, but are not limited to the following: ages and stages of child growth and development; family systems; health nutrition and safety; family resources and roles; family literacy; fostering and assisting with children's education; guiding and supporting children; and court-ordered parenting education (Ed. Code § 84757(a)(1)).

2. Elementary and Secondary Foundational Skills

Elementary and Secondary Basic Skills include basic skills academic courses in reading, mathematics, and language arts. Basic skills courses provide instruction

for individuals in elementary, pretransfer-level, and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, career, and personal goals. Elementary-level coursework addresses the content and proficiencies at levels through the eighth grade. Secondary-level coursework focuses on the content and proficiencies at levels through the twelfth grade and may incorporate the high school diploma (Ed. Code § 84757(a)(2)).

3. English as a Second Language (ESL)

Provide instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals. ESL courses include, but are not limited to: skills or competencies needed to live in society, skills and competencies needed to succeed in an academic program, preparation for students to enter career and technical programs at the community colleges, programs focusing on skills parents need to help their children learn to read and succeed in society, skills needed to fully participate in the United States civic society or to fulfill naturalization requirements, functional language skills, and ESL-based skills and competencies in computer software, hardware, and other digital information resources (Ed. Code § 84757(a)(3)).

4. Immigrant Education

Immigrant courses are designed for immigrants eligible for educational services in citizenship, ESL, and workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical writing.

Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act (Ed. Code § 84757(a)(4)).

5. Substantial Disabilities

Provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals. A student with a disability is a person who has a verified disability which limits one or more major life activities, as defined in 28 Code of Federal Regulations section 35.108, resulting in an educational limitation as defined in title 5, section 56001(c). Courses for students with substantial disabilities are an “assistance class” according to provisions of title 5, section 56028, and Education Code section 84757(a)(5).

Educational Assistance Classes are instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations. Such classes generate revenue based on the number of full-time equivalent students (FTES) enrolled in the classes. Such classes shall be open to enrollment of students who do not have disabilities; however, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities.

6. Short-term Vocational

Are designed for high employment potential that leads to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job

placement opportunities; or prepare students for college-level coursework or transfer to a four-year degree program. They shall also be mission appropriate (Ed. Code § 66010.4(a)(1)), meet a documented labor market demand, ensure there is no unnecessary duplication of other employment training programs in the region, demonstrate effectiveness as measured by the employment and completion success of students, and be reviewed in the institution's program review process every two years (Ed. Code, § 78015, 78016, and 84757(a)(6)).

7. Courses for Older Adults

Offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. Courses in the category of noncredit instruction for older adults may include, but are not limited to, health courses focusing on physical and mental processes of aging, changes that occur later in life, and steps to be taken to maintain independence in daily activities; consumer resources, self-management and entitlement; creative expression and communication; or family, community, and global involvement (Ed. Code § 84757(a)(7)).

8. Home Economics or Family and Consumer Science

Offer lifelong education to enhance the quality of home, family, career and community life. This area of instruction is designed to provide educational opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision-making, and lifelong learning. Instruction in family and consumer sciences emphasizes the value of homemaking. The focus of the categories of coursework includes, but is not limited to, child development, family studies and gerontology, fashion, textiles, interior design and merchandising, life management, nutrition and foods, and hospitality and culinary arts (Ed. Code § 84757(a)(8)).

9. Health and Safety

Offer lifelong education to promote the health, safety, and well-being of individuals, families and communities. Courses and programs in health and safety provide colleges with the opportunities to network or partner with other public welfare and health organizations (Ed. Code § 84757(a)(9)).

10. Workforce Preparation

Provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training (Cal. Code Regs., title 5, § 55151).

Community Services Offerings (Title V, Section 55160)

Self-supporting fee-based classes designed for physical, mental, moral, economic or civic development. Procedures and forms for proposing community service courses, having them approved, and then conducting community service courses are explained in Administrative Procedure (AP) 4400 Community Services Programs available on the Lassen College website.

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. A course number can be given to originator by the Curriculum Technician. C-ID numbers will be included on the course outline once approved.

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 (please see Course Repeatability (Title V, Section 58161) if the course can be deemed repeatable).
3. Whenever possible the course outline should include when the course is offered (Fall, Spring, Summer) and that information should be included with the course description in the catalog.

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

The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole.

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.

Course Preparation Section

Course originator must specify prerequisites, co-requisites, recommended preparation or none.

(defined in Definitions section of this document)

All prerequisites, co-requisites, and recommended preparation require

completion of content review to document necessary knowledge and skills. Prerequisites, co-requisites, and recommended preparation requires justification of the need for the requirements.

Course Student Learning Outcomes and Objectives Section

Student Learning Outcomes (SLOs) state what a student is able to do at the completion of a course or course assignment. A student learning outcome is a statement of expectation that articulates:

- What students will know, do or think/feel as a result of our interaction with them,
- Specifies how learning will be assessed, and
- Documents the results of assessment and how those results will be used to improve learning.

Put another way, SLOs are “What can students do or produce at the end of the course that they could not at the beginning.”

Objectives drive course content and activities and often measure achievement of defined content-related skills or knowledge that a student must demonstrate at points throughout the course.

Objectives are small steps that lead toward a goal while student learning outcomes are the goal.

Outcomes and objectives for all degree applicable courses must indicate that students will learn critical thinking and will be able to apply concepts at the 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.

In most course outlines, course student learning outcomes and course objectives are both expected. However, in some CTE disciplines, the two have been blended to meet workforce expectations.

For more information on creating and assessing Student Learning Outcomes, see the LCC SLO Handbook available on the Institutional Effectiveness SLO page as well as in the Accreditation Canvas course both located in the MyLassen portal.

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. For courses that include a lab, include content specific to the lab portion of class.

Assignments Section

The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation. The level of difficulty calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level (Title 5 § 55002).

1. Appropriate Reading Assignments

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

2. Writing Assignments

Lecture classes should include opportunities for students to express themselves in writing. Can include: essay exams, research papers, short class papers.

3. Expected Outside 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.

4. 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.

5. Laboratory Courses

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

6. 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, online instruction, and hybrid.

Universal Design for Learning Principles

- Multiple Means of Engagement: Providing various ways to motivate and sustain student interest in learning (the “why” of learning).
- Multiple Means of Representation: Presenting information and context in different formats and modalities to diverse learning styles (the “what” of learning).
- Multiple Means of Action and Expression: Offering students flexible ways to demonstrate their knowledge and skills (the “how” of learning).

Representative Texts Section

The course outline for each course transfer or degree-applicable course including lecture as a method of instruction must include at least one appropriate college level text. Due to Lassen College’s courses potentially being taught on campus, online and/or correspondence it is recommended that the same textbook for the course be used regardless of modality. Each textbook listed must be noted as required or optional; the required text(s) identified must be used by all instructors for the course. The publication date for all transfer level courses should be within 7 years (and should be clearly noted) for at least one textbook and must be clearly indicated to facilitate articulation with four-year institutions and C-ID approval. CORs must include title, author, and publication date.

There may be an Open Educational Resource (OER) Textbook on some course outlines for the instructor to choose as the required textbook. Per GE Reviewers Guiding Notes, “Open Educational Resources (OER), or online texts, are acceptable if they are constant and publicly available as published textbooks” (i.e., not as a list of web links).

Lab manuals, if utilized, must be explicitly listed on the course outline, and may include manuals composed by LCC faculty. For more textbook information, see the Textbook Guidelines established by the Senate, the LCC Faculty Handbook, and GE Reviewer Guiding Notes (see **Appendices**).

Textbook approvals for the following year must be completed in the Fall term.

Discipline of Assignment Section

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

Instructional Materials

(Title 5, Section 59400-59408)

Title 5 section 59400 states the following:

(a) The governing board of a district may, consistent with the provisions of this subchapter, require students to provide instructional materials required for a credit or noncredit course, provided that such materials are of continuing value to a student outside of the classroom setting, and provided that such materials are not solely or exclusively available from the district.

(b) Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management or supervision.

(c) Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

(d) Except as specifically authorized or required in the Education Code, the governing board of a community college district shall not require a student to pay a fee for any instructional materials required for a credit or noncredit course.

(e) The Chancellor's Office shall adopt guidelines for districts implementing this subchapter.

It is critical to publish all instructional fees for transparency for the students as well as allowing other programs (i.e. EOPS or Department of Rehabilitation) to assist with payment if appropriate.

Curriculum Approval Timeline

Associate Degree Applicable Credit Courses (1-99 including C1000s)

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.
3. Please refer to the New Course Proposal for CSU/UC transferability and CSU GE/IGETC chart located in the appendix.

Non-Degree Applicable Credit Courses (100-149)

1. New courses will generally become effective the semester following the 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 55063)

1. The course meets one of the following categories:
 - For transfer courses only - lower division course accepted toward baccalaureate degree by
 - University of California or California State University or designed to be offered for transfer.
 - Applies to major in non-baccalaureate career technical field.
 - English course at the level of the course typically known as Academic Reading and Writing, English C1000
 - Mathematics course at the level of the course typically known as Introduction to Statistics, Statistics C1000
 - Credit courses in math or English taught by another department
2. Grading policy, based on uniform standards pursuant to Title 5, section 55023, demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to course content.
3. Units, based on a relationship specified by the governing board in compliance with Title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit. For each hour of lecture required, the course requires two hours of study and/or laboratory and/or assigned activity. Laboratory courses, however, may require minimal work outside of class scheduled meeting time.
4. Intensity and rigor, as evidenced by the outline of course topics, course objectives, assignments, assessments, and reading materials identified in the COR. Achieving the objectives of degree-applicable credit courses must require students to study independently outside of class time. There is an expectation that students will spend two hours outside of class for each hour of lecture required.
5. Required preparation for success in the course, such as prerequisite or co-requisite courses, as determined by the curriculum committee in compliance with Title 5, section 55003.
6. Basic skills prerequisites for success in the degree-applicable course that is dependent on communication and/or computation skills. These requirements may include eligibility to enroll in specific English and/or mathematics courses, as determined by an approved assessment method using multiple measures.
7. Difficulty and level, as determined by the curriculum committee, which ensure

that the course requires critical thinking, learning skills, and vocabulary appropriate for a college-level course.

8. Content and materials of course are lower division college level.
9. 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.)
10. Courses with a lecture component require students to demonstrate computational or written communication skills.
11. Courses require 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).
12. 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)
13. 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 courses 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:
 - Non-Degree Applicable basic skills courses as defined in subdivision (t) of section 55000.
 - Course designed to enable students 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 mastery of those skills).
 - Pre-collegiate career technical preparation courses that provide foundation skills for enrollment in degree-applicable Career Technical Education (CTE) programs.
 - Essential career technical instruction for which meeting the standards for degree-applicable credit section is neither necessary nor required.

2. Grading policy, based on uniform standards pursuant to Title 5, section 55023, demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to course content.
3. Units, based on a relationship specified by the governing board in compliance with Title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit.
4. Intensity, as evidenced by the COR. Non-degree-applicable credit courses must provide instruction in critical thinking, prepare students to study independently outside of class time, include reading and writing assignments, and prepare students to succeed in degree-applicable credit courses.
Required preparation for success in the course, such as prerequisite or co-requisite courses, as determined by the curriculum committee and in compliance with Title 5, section 55003.
5. 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.)

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.
3. Specific procedures for approving and offering Community Service offerings are available in BP/AP 4400 Community Services Programs.

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

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, Article 4)

Since 2011, regulations governing course repetition have undergone significant changes including changes to limit the number of times students can enroll in the same and similar physical education, visual arts, and performing arts courses and to clarify the limited circumstances under which a student could enroll more than once in the same course.

The general rule is that district policy may not permit a student to enroll again in a credit course if the student received a satisfactory grade on the previous enrollment unless an exception to the general rule applies that allows an additional enrollment to the course.

Exceptions include the following:

- Courses properly designated by the district as repeatable,
- A subsequent enrollment due to significant lapse of time,
- Variable unit courses offered on an open-entry/open-exit basis,
- Extenuating circumstances (§ 55045),
- Occupational work experience courses,
- Students with disabilities repeating a special class,
- Students receiving a military withdrawal (MW) Legally mandated courses, and
- Courses necessary as a result of significant change in industry or licensure standards.

Three types of courses may be designated as repeatable:

- Courses for which repetition is necessary to meet the major requirement of CSU or UC for completion of a bachelor’s degree,
- Intercollegiate athletics, and
- Intercollegiate academic or vocational competition. [Title 5, section 55041]

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.

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.
2. Any sequence of courses consisting of less than sixteen (16) 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.

Certificate of Achievement Requirements

1. Certificate of Achievement requires prior approval by the Chancellor.
2. Any sequence of courses consisting of sixteen (16) 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. 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 (Certificate of Accomplishment).

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 (including required electives) 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.

Major or Area of Emphasis Requirements

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.

1. 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.
2. 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.
3. 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.

Consideration of Courses for General Education Areas Associate Degrees at Lassen College

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy. Lassen Community College offers a breadth of courses that are intended to prepare students to think and communicate clearly and effectively; to use mathematics; to understand the roles of inquiry in the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. These courses will give students sufficient depth in a field of knowledge to contribute to lifetime interests as well as give the student the tools to navigate through complex life experiences. General education, included in the Associate Degree, is designed to introduce students to a variety of means to comprehend the modern world. This experience will assist students in their evaluation and appreciation of the physical environment, the culture, and the society in which they live. The criteria used to determine inclusion in the Associate Degree and General Education offerings includes those classes that foster understanding and evaluation of the natural sciences; social and behavioral sciences; humanities; language and rationality, including English composition and communication and analytical thinking; and physical health and activities. Lassen Community College programs are consistent with the institutional mission, purposes, demographics, and economics of the community it serves. (AP 4025 Title V section 55061).

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 General Education Student Learning Outcomes, Philosophy Statement for General Education (BP 4025) and the Criteria for Judging Courses as Acceptable for General Education.

General Education Student Learning Outcomes

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Criteria for General Education Areas for an Associate Degree (Title V, Section 55063). At least 21 units must be completed in an area of emphasis. As required, an ethnic studies course will be offered in at least one of these areas

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 is required.
2. This area includes courses in physical health and activities which develop for the students an appreciation of themselves as living organisms.

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 a catalog year - Fall, Spring, Summer. (*Summer is included in the academic year of prior Fall and Spring*)

Guidelines on Double-Counting of Units for Associate Degrees

1. Double counting for all non-transfer associate degrees:
 - a. All non-transfer associate degrees require eighteen (18) units of core/major and eighteen (18) units of general education:
 - b. In non-transfer associate degrees with only eighteen (18) units of core/major (including required electives), double counting cannot occur.
 - c. Other non-transfer associate degrees having more than eighteen (18) units of core/major (including required electives) may double count as long as the total of core/major and general education coursework equals thirty-six (36) units.
2. Double counting under Associate of Arts/Science for Transfer Degrees (AD-T Degrees) and University Studies degrees:
 - Double counting is encouraged but limited to the number of units in each GE area.

CSU:

Area A English Language and Critical Thinking

A1 3 units, A2 3 units, and A3 3 units.

Area B Scientific Inquiry and Quantitative Reasoning

B1 3 units, B2 3 units, B3 1 unit (one of the other areas must include a lab), B4 3 units.

Area C Arts and Humanities 9 units (must be at least one from each areas).

Area D Social Science 6 units (must be from at least 2 areas)

Area E Lifelong Understanding and Self-Development 3 units

Area F Ethnic Studies 3 units

IGETC:

Area 1 English Communications

1A 3 units, 2A 3 units, and 3A 3 units.

Area 2 Mathematical Concepts and Quantitative Reasoning 3 units

Area 3 Arts and Humanities 9 units (must be at least one from each areas)

Area 4 Social and Behavioral Sciences 9 units (must be from at least 2 areas)

Area 5 Physical and Biological Sciences

5A 3 units, 5B 3 units, 5C 1 units (one of the other areas must include a lab)

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.
 6. New programs require the Accreditation Liaison Officer (ALO) to submit a Substantive Change form to ACCJC prior to the program being offered. Curriculum will monitor those submissions that are pending and ACCJC decisions in the minutes. The New Program Proposal form is located in the back of this handbook.
 7. Work with Lead Counselor to develop appropriate course offerings in a two year rotation, known as Advising Plans. Lassen College advising plans can be found on our [website](#).

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 "Program and Course Approval Handbook" from the California

Community Colleges Chancellor's Office 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 Labor Market Information (LMI) data (vocational programs), North Far North Consortium letter of support (vocational program), Program Student Learning Outcomes, roster of advisory committee membership (vocational programs), 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."
4. Please update your Advising Plan if there are changes to your degrees and/or certificates that affect your course rotation offering.

Inactivation of a Course:

If discipline faculty deem a course is no longer necessary it can be removed from a degree, certificate, and/or GE patterns by completing the Existing Course Revision Form.

Revitalization and Discontinuance Process:

1. 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 by completing the Program Revision Form OR
2. Per AP 4021, A program may be considered for discontinuance only if one or more of the following criteria are fulfilled:
 - The goals and objectives of the program are no longer appropriate to the Mission of California Community Colleges, LCC's mission or Educational Master Plan, and/or congruent with the institutional Strategic Plan of the District.
 - The program curriculum no longer aligns with university transfer majors or, General Education requirements of the program no longer meet industry needs and lack demand in the current job market and the program's field is not considered an emerging industry or career path.
 - The program does not meet curriculum standards as defined by Title 5 section 55100.
 - There are insufficient resources to realistically support the program at a sufficient level of quality and the program has experienced either consistent low enrollment, per the Lassen College Faculty Association (LCFA) contract, or statistically significant declining program persistence and completion rates over the course of three or four offerings, as evidenced by reliable, longitudinal data.
 - The program has been determined to be out of compliance with existing state or federal laws, i.e., Title 5, section 55130(d), or licensing laws in particular occupations.
 - There is universal agreement among faculty in a program that it be merged with or replaced by another related program.

3. Definitions

Associate Degree

Course of study that includes a 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)

Associate Degree for Transfer (ADT)

Associate degrees developed for students transferring to a CSU or UC based on a transfer model curriculum template. ADTs may be either Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) and must meet all requirements of SB 1440 and Education Code section 66746.

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 sixteen (16) units offered as part of an instructional program.

Certificate of Achievement

A required set of courses ranging from sixteen (16) 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.

Co-requisite

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

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.)

Correspondence Delivery – ACCJC

A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced; it is not distance education.

Course Identification Numbering System (C-ID)

A C-ID number is a designation that ties a lower-division, transferable course to a specific course “descriptor” that provides information to help identify which community college courses best meet the expectations of transfer partners for courses that contribute to transfer into a major at universities or fulfill general education requirements. C-IDs can be found here <https://c-id.net/courses>

Distance Education - Title V Section 55200

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously.

Courses must receive separate Curriculum/Academic Standards Committee approval for each distance education modality offered.

Distance Learning - Accreditation Review

Distance education is defined as a formal interaction which uses one or more technologies to deliver accessible instruction and instructional materials to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as

1. The internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conference; or
4. Other media used in a course in conjunction with any of the technologies listed in Title 5 Section 55200.
 - a. The definition of “distance education” does not include correspondence courses.
 - b. “Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

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 and that requires regular & substantive online interaction for any portion of the approved contact hours that take place synchronously or asynchronously and typically via the district’s approved learning management system and related LTI integrations. The structure of hybrid courses varies and must be approved by the Curriculum/Academic Standards Committee. Some approvals include the allowance for online assessment with all face-to-face hours scheduled or one-third, half or two thirds of face-to-face hours replaced with online delivery. The online section of hybrid classes must conform to all online standards and expectations for instructor to student (group) interaction, instructor to student (individual) interaction, and student-to-student interaction. [Requires separate Curriculum/Academic Standards Committee approval prior to offering the course]

Online Delivery

A course in which instructor and student interact to deliver/receive instructional materials, typically via the district learning management system or installed LTI integrations, which involves regular and substantive interaction between the instructor and student. Communications with students may involve email or course delivery software communication tools, such as announcements, chats, and online discussion

boards or third-party applications. (Requires separate Curriculum/Academic Standards Committee approval prior to offering the course.)

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.

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.

Prerequisites

A condition of enrollment that a student is required to meet to demonstrate current readiness for enrollment in a course or educational program (Title V, Section 55003). (See Prerequisite Waiver Procedures for conditions under which prerequisites may not be required.)

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 than the length of the term is to 16 weeks.

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 55003). Lecture courses generally have minimum recommended preparation in English of English 50 (writing requirement) and English 51 (reading requirement).

Stand-alone Course

Credit courses (non-degree applicable and degree applicable) which are **not** part of an approved educational program.

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.)

Transfer Model Curriculum (TMC)

Degree structure developed by intersegmental faculty for students who transfer from a California community college to CSU. A TMC must be used as a template for all degrees developed as Associate of Arts for Transfer (AA-T) or Associate of Science for Transfer (AS-T).

Web-Enhanced Course

A **web-enhanced** course is a course in which all instruction remains face to face and additional information and resources may be made available to students online, and students may be required to do research and complete and/or submit assignments online. Quizzes may be administered online, but exams and summative assessments must be administered face-to-face. (Web-Enhanced delivery requires separate Curriculum/Academic Standards Committee approval prior to offering the course). Online materials for web-enhanced classes are subject to the same accessibility requirements and standards as any other modality.

4. Appendices

Preparing Course Objectives and Student Learning Outcomes

Developing course objectives and student learning outcomes can feel like a tedious process, but having clear definitions and guidelines can make it much easier. The following points will help:

What is an Objective?

An **objective** is a measurable statement of what a student is expected to learn during the course. Objectives describe the intended learning and are often assessed as the course progresses.

What is a Student Learning Outcome (SLO)?

A **student learning outcome (SLO)** is a measurable statement describing the knowledge, skills, or abilities students should demonstrate by the end of the course or program. Outcomes:

- Predict tangible benefits that result from instructional efforts.
- Are assessed at the conclusion of the course.
- May indicate the competencies the learner has acquired.
- Serve as tools for instructors to evaluate their teaching effectiveness.
- Provide important guidance for anyone teaching the course in the future.

Phrases and Words to Avoid

At the bottom of this page, you'll find a list of words and phrases to avoid when possible. These words are not prohibited, but they are often vague. If you do use them (e.g., *appreciate, enjoy, understand*), clarify by explaining how you would know students are demonstrating that quality.

Useful Verbs for Writing Objectives and Outcomes

It can be challenging to find the right verb when writing objectives and outcomes. A list of recommended action verbs is provided on the following page to support you in constructing precise and measurable statements.

Considering Levels of Cognitive Complexity

When writing objectives and outcomes, it is important to consider the level of mental effort required from students. Some tasks are simpler (e.g., recalling and repeating information), while others are more complex (e.g., analyzing information and identifying new elements). Educators recognize that learning occurs at different levels of complexity. Choosing the right verbs can help communicate the degree of cognitive challenge expected.

Words to Avoid

- believe
- capacity
- comprehend
- conceptualize
- depth
- experience
- feel
- hear
- intelligence
- know
- listen
- memorize
- perceive
- realize
- see
- self-actualize

Phrases to Avoid (Use with Caution)

- *Appreciation for...*
- *Attitude of...*
- *Awareness of...*
- *Comprehension of...*
- *Enjoyment of...*
- *Feeling for...*
- *Interest in...*
- *Knowledge of...*
- *Understanding of...*

Problematic Constructions (Better Alternatives Needed)

- *Become acquainted with...*
- *Become adjusted to...*
- *Become capable of...*
- *Become cognizant of...*
- *Become conscious of...*
- *Become familiar with...*
- *Become interested in...*
- *Become knowledgeable about...*
- *Become self-confident in...*

A Categorized Cross-Functional Shopping List of Verbs

The Shopping List of Verbs table groups action verbs into four functional categories—Simple Tasks, Study Skills, Analysis Skills, and Synthesis Skills—and aligns them with Bloom’s Taxonomy levels. This alignment allows instructors to not only choose verbs that express expectations clearly, but also to match those verbs with the appropriate level of cognitive complexity. By doing so, educators can ensure that objectives and outcomes move progressively from simple recall to higher-order thinking. This table is especially helpful when refining vague or subjective language and replacing it with verbs that make student learning both observable and measurable.

Bloom’s Taxonomy Level	Simple Tasks (Recall & Recognition)	Study Skills (Organization & Application)	Analysis Skills (Breaking Down & Evaluating)	Synthesis Skills (Reorganizing & Creating)
Remembering (recall facts, basic concepts)	attend, choose, collect, complete, copy, count, define, describe, designate, detect, duplicate, find, identify, imitate, indicate, label, list, mark, match, name, note, order, place, point, provide, recall, repeat, select, state,	cite, circle, document, follow, include, itemize, locate, map, quote, record, return, search, underline	paraphrase	retell, restate

Bloom's Taxonomy Level	Simple Tasks (Recall & Recognition)	Study Skills (Organization & Application)	Analysis Skills (Breaking Down & Evaluating)	Synthesis Skills (Reorganizing & Creating)
	tally, tell			
Understanding (explain ideas, interpret)	differentiate, discriminate, distinguish, distribute, isolate, omit	arrange, categorize, chart, classify, compile, consider, diagram, organize, relate, reproduce, signify, sort, suggest, support, volunteer	explain, infer, paraphrase	rephrase, restructure, simplify
Applying (use information in new situations)	—	attempt, formulate, gather, plan, reproduce	apply, present, save, structure, switch	alter, change, modify, predict
Analyzing (draw connections, break into parts)	detect, distinguish	classify, compare, contrast, diagram	analyze, appraise, combine, compare, conclude, contrast, criticize, deduce, defend, evaluate, induce	rearrange, recombine, reconstruct, regroup, reorganize, reorder
Evaluating (justify decisions, critique)	—	consider, support	appraise, criticize, deduce, defend, evaluate	judge, generalize
Creating (produce new/original work)	—	compile, formulate	generate, design, develop, discover, propose, question	expand, extend, rename, rewrite, signify, synthesize, systematize

General Applications: Cross-Functional Bloom's Taxonomy Chart

The General Applications Cross-Functional Chart organizes action verbs by both academic discipline (Language, Mathematics, Science, and Social/Interpersonal) and Bloom's Taxonomy levels. This dual alignment helps instructors choose verbs that are not only subject-appropriate but also reflect the intended level of cognitive complexity. By using this table, educators can create objectives and outcomes that balance disciplinary relevance with measurable rigor across the six levels of Bloom's.

Bloom's Level	Language	Mathematics	Science	Social / Interpersonal
Remembering (recall facts, repeat)	abbreviate, accent, alphabetize, capitalize, hyphenate, outline, print, pronounce, punctuate, read, recite, speak, spell, state, syllabicate, type	add, bisect, calculate, check, compound, compute, count, divide, estimate, extrapolate, extract, group, measure, multiply, number, plot, square, subtract, tabulate, tally	calibrate, connect, convert, decrease, insert, lengthen, light, limit, measure, prepare, reduce, remove, replace, report, reset, set, specify, straighten, time, transfer, weigh	recall names, greet, recognize, meet
Understanding (explain, interpret)	summarize, translate, verbalize	classify, explain (math reasoning)	describe, demonstrate	explain, discuss, relate, share, inform
Applying (use knowledge in context)	edit, indent	apply formulas, solve problems	operate, plant, manipulate, nurture, graft, grow	accept, agree, aid, allow, answer, buy, communicate, complement, contribute, cooperate, excuse, forgive, guide, help, interact, join, lend, offer, participate, permit, praise, react, serve, supply, talk, volunteer, vote
Analyzing (break down, compare)	differentiate, compare (language use), analyze structure	graph, integrate, interpolate, analyze data, derive relationships	dissect, analyze data/results	compare viewpoints, analyze interactions, interpret meaning
Evaluating (judge, defend, critique)	argue, articulate, critique	prove, verify, evaluate solutions	evaluate, appraise processes	judge, resolve, defend, evaluate group processes
Creating (produce new/original work)	write, compose, create written work	derive, formulate, generalize new approaches	design, discover, extend, modify experiments	propose, plan, create solutions, lead initiatives

Intro for the Instructional Verb Framework (Levels I–VII)

The *Instructional Verb Framework* expands beyond Bloom’s Taxonomy by presenting seven progressive levels of learning: Responding, Elaborating, Investigating, Analyzing, Concept Forming, Principle Forming, and Problem Solving. Each level is defined with sample verbs and paired with example outcomes to illustrate practical classroom use. This framework provides instructors with a structured path for designing assessments and activities that move students from simple recall to higher-order problem solving and original contributions.

Level	Skill Description	Example Verbs	Example Outcome
I. Responding	Simple, specific responses (basic recall and recognition)	circle, imitate, sort, connect, list, state, define, point, tell, duplicate, recall, underline, find, recognize, identify, repeat	“...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 (explaining, paraphrasing)	classify, locate information, compute, measure, discriminate, paraphrase, explain briefly, produce, list reasons for	“...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 (finding, gathering, applying)	cite evidence for, investigate, find more about, omit, gather data on, order, illustrate	“...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 (breaking down and justifying)	compare, contrast, differentiate, interpret, justify with logic and evidence, organize data in new forms	“...justify his or her selection of at least two different news media considered 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 (creating, synthesizing)	discover and document relationships, elaborate the concept of..., identify variables in, prove beyond a reasonable doubt	“...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	deduce, rank order on varied criteria, extrapolate, reorganize, infer, synthesize, integrate, predict	“...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 (creative solutions, innovation,	discuss critically, formulate hypothesis and experiments, generalize from data, improve the process by which..., prepare explanatory model, suggest refinements in, tailor logical arguments	“...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

Level	Skill Description	Example Verbs	Example Outcome
	persuasion)		also describe themselves as less certain on the issue than before.”

This seven-level instructional verb framework (Responding → Elaborating → Investigating → Analyzing → Concept Forming → Principle Forming → Problem Solving) is reproduced from the *Lassen Community College Curriculum & Academic Standards Handbook* and has been used locally for curriculum design. It parallels the progression in Bloom’s Taxonomy (original and revised) and may be used alongside Bloom-aligned verb lists for measurable objectives.

References:

- Lassen Community College. (2022). Curriculum & Academic Standards Handbook (pp. 46–48). (Originally adopted 1996; revised through Jan. 18, 2022).
Lassen College
- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom’s taxonomy of educational objectives. (See accessible summaries.)
Quincy College
- Vanderbilt University Center for Teaching. Bloom’s Taxonomy (overview with sample verbs).
Vanderbilt University

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

Revised Curriculum /Academic Standards Committee – October 15, 2013

Revised Curriculum /Academic Standards Committee – November 19, 2019

Revised Curriculum /Academic Standards Committee – January 18, 2022

Revised Curriculum /Academic Standards Committee – August 16, 2025

Revised Curriculum /Academic Standards Committee – October 7, 2025

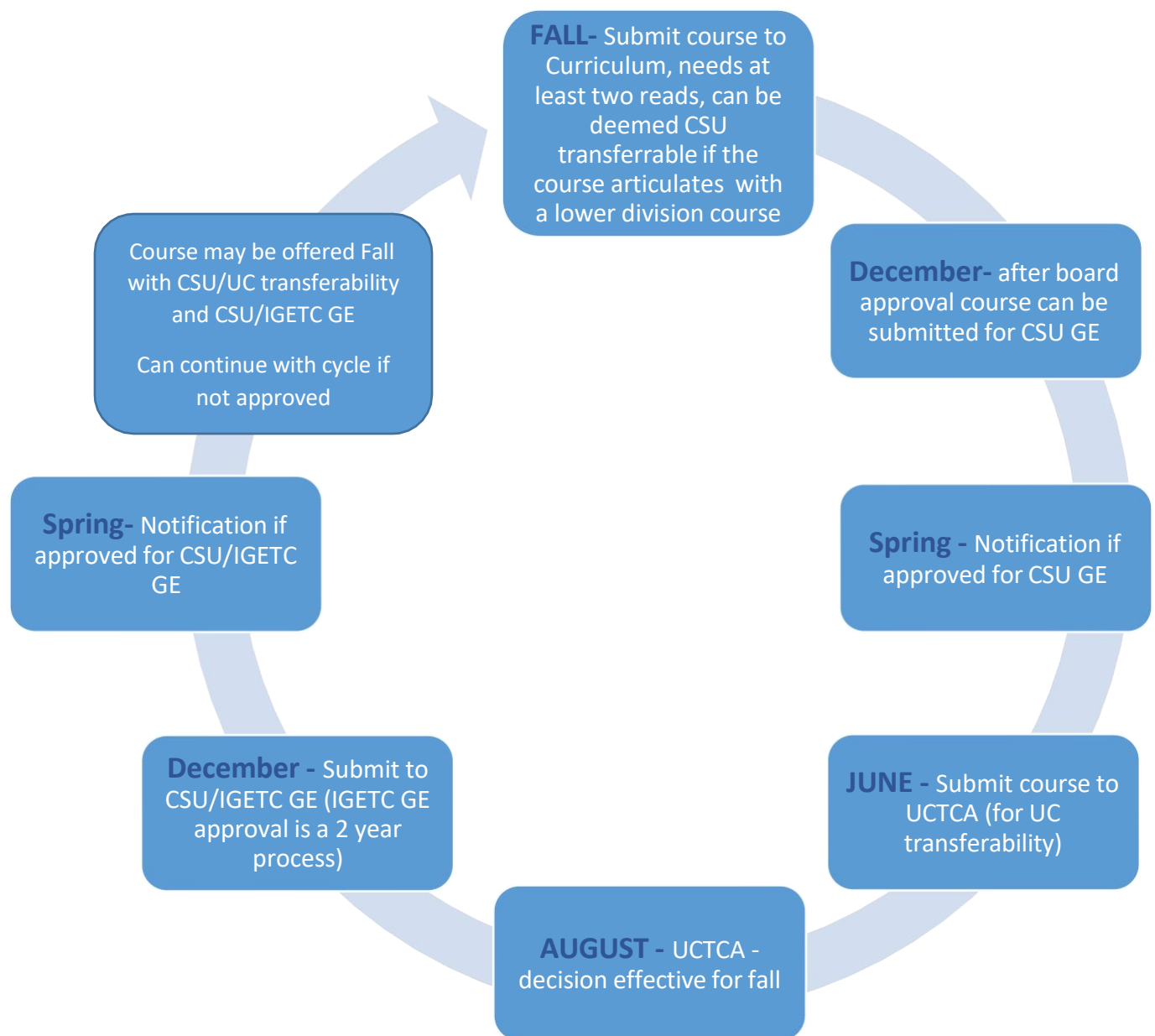
Semester Calculation Table

Lecture	18 hours = 1 unit		
Units	Cont act hour	Home work hours	Total Student learning hours
0.50	9	18	27
1.00	18	36	54
1.50	27	54	81
2.00	36	72	108
2.50	45	90	135
3.00	54	108	162
3.50	63	119	178.5
4.00	68	136	204
4.50	76.5	144	229.5
5.00	85	178	255
5.50	93.5	187	280.5
6.00	102	204	306
6.50	110.5	121	331.5
7.00	119	238	357
7.50	127.5	255	382.5
8.00	136	272	408
8.50	144.5	289	433.5
9.00	153	306	459
9.50	161.5	323	484.5
10.00	170	340	510
10.50	178.5	357	535.5
11.00	187	374	561
11.50	195.5	391	586.5
12.00	204	408	612
12.50	212.5	425	637.5
13.00	221	442	663
13.50	229.5	459	688.5
14.00	238	476	714
14.50	246.5	493	739.5
15.00	255	510	765
15.50	263.5	527	790.5
16.00	272	544	816
16.50	280.5	561	841.5
17.00	289	578	867
17.50	297.5	595	892.5
18.00	306	612	918

Activity, Lab with Homework	51 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
0.50	17	8.5	25.5
1.00	34	17	51
1.50	51	25.5	76.5
2.00	68	34	102
2.50	85	42.5	127.5
3.00	102	51	153
3.50	119	59.5	178.5
4.00	136	68	204
4.50	144	76.5	216
5.00	178	85	255
5.50	187	93.5	280.5
6.00	204	102	306
6.50	121	110.5	331.5
7.00	238	119	357
7.50	255	127.5	382.5
8.00	272	136	408
8.50	289	144.5	433.5
9.00	306	153	459
9.50	323	161.5	484.5
10.00	340	170	510
10.50	357	178.5	535.5
11.00	374	187	561
11.50	391	195.5	586.5
12.00	408	204	612
12.50	425	212.5	637.5
13.00	442	221	663
13.50	459	229.5	688.5
14.00	476	238	714
14.50	493	246.5	739.5
15.00	510	255	765
15.50	527	263.5	790.5
16.00	544	272	816
16.50	561	280.5	841.5
17.00	578	289	867
17.50	595	297.5	892.5
18.00	612	306	918

Lab, Traditional, Clinical, Etc	51 = 1 unit		
Units	<i>Contact hours</i>	<i>Homework</i>	<i>Total Student Learning Hours</i>
0.50	25.5	0	25.5
1.00	51	0	51
1.50	76.5	0	76.5
2.00	102	0	102
2.50	127.5	0	127.5
3.00	153	0	153
3.50	178.5	0	178.5
4.00	204	0	204
4.50	216	0	216
5.00	255	0	255
5.50	280.5	0	280.5
6.00	306	0	306
6.50	331.5	0	331.5
7.00	357	0	357
7.50	382.5	0	382.5
8.00	408	0	408
8.50	433.5	0	433.5
9.00	459	0	459
9.50	484.5	0	484.5
10.00	510	0	510
10.50	535.5	0	535.5
11.00	561	0	561
11.50	586.5	0	586.5
12.00	612	0	612
12.50	637.5	0	637.5
13.00	663	0	663
13.50	688.5	0	688.5
14.00	714	0	714
14.50	739.5	0	739.5
15.00	765	0	765
15.50	790.5	0	790.5
16.00	816	0	816
16.50	841.5	0	841.5
17.00	867	0	867
17.50	892.5	0	892.5
18.00	918	0	918

New Course Proposal for CSU/UC transferability and CSU GE/IGETC:



*C-ID can be submitted once the course is approved

*CSU GE documents:

- CSU EO 1100
- Guiding Notes

* IGETC documents:

- IGETC Standards
- UCTCA Guidelines



ARTICULATION COURSE REQUEST FORM

Date of Request: _____

Date Articulation needed by*: _____

*Note please that articulation can take up to two years, depending on the type of agreement.

Contact Information

Faculty/Staff Member: _____

Department: _____

1. List the name of the Transfer Institution or Program. *Note: the institution must be formally regionally accredited.

2. List the course(s) that you wish to be articulated, or attach Assist agreement and highlight the requested courses.

LCC Course	Transfer Institution Course

3. What type of articulation?

☐ Course to Course

Please submit your request to Alison Somerville (asomerville@lassencollege.edu).

For office use:

Completed?

☐

Yes

☐

No

Notes:

Lassen Community College Course Outline

Course-# Course Title

X.0 Units

I. Catalog Description

This course is (describe the intent of the course, material it covers, etc.).

Course may be repeated as needed for recertification (*delete if not applicable*)

Instructor Signature Required for Enrollment (*delete if not applicable*)

This course has been approved for correspondence, online and hybrid delivery (*select those that are being offered, delete those not. If traditional only, delete this line*)

Course Fees: (*delete if not applicable*)

This course uses an OER resource (*delete this line if the course does NOT use an OER resource*)

Diversity Statement

Our commitment to diversity requires that we strive to eliminate barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for the growth and understanding as an educational community.

Or Instructor's choice of Diversity Statement

Prerequisite(s): **If any are listed, turn in a content review form*

[delete row if none]

Corequisite(s): **If any are listed, turn in a content review form*

[delete row if none]

Recommended Preparation: **please review prior course recommended prep and update language Often times recommended language uses course title, but not LCC course Number, check to update to CCN, if needed**

Example Language

"Prepared to enter Introduction to Academic Reading, Writing, and Critical Thinking or equivalent through multiple measures"

"Prepared to enter Intermediate Algebra or equivalent through multiple measures"

[delete row if none]

Additional Course Information

Transfer Status:

- NT or CSU/UC
- Local GE Area:
- Cal-GETC Area:

Total Number of Hours by Instructional Method:

- Example: 16-18 Hours Lecture, 54-54 Hours Laboratory, 32-36 Out of Class Hours, 99-108 Total Hours of Instruction **Semester calculation table provided in handbook*
- Scheduled: *Semesters/ frequency offered.*

II. Coding Information

- Repeatability:
- Grading Option: (Graded only or Pass/No Pass [Instructor's Discretion] or Student's Choice of

Graded or Pass/No Pass)

- Credit Type: (Credit - Degree Applicable/Credit – Not Degree Applicable/Non-Credit)
- TOP Code: (2001.00)
- CIP Code: (Associated with TOP code. Crosswalk [link](#):
- SAM Code:
 - ☐ A-Apprenticeship
 - ☐ B-Advanced Occupational
 - ☐ C-Clearly Occupational
 - ☐ D-Possibly Occupational
 - ☐ E-Non-Occupational

III. Course Objectives

Course Student Learning Outcomes

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

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

- 1.
- 2.
- 3.

Course Objectives

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

List here specific measurable objectives that students will be expected to accomplish during the course.

List as many as necessary

- 1.
- 2.
- 3.
- 4.

IV. Course Content

A. Outline of Topics

1. List specific topics covered in the course in outline format
 - a. List additional items here
 - i. And here
 - 1) Continued
 - a) Follow this outline template

V. Assignments

Appropriate Readings

List (Readings other than textbooks i.e. Journals, Manuals, Reference books, Websites)

- *Example Reading*
- *Example Reading*

Writing Assignments

- *Example Writing Assignment*
- *Example Writing Assignment*
- *Example Writing Assignment*

Expected Outside Assignments

Include statement for all degree-applicable classes "Students will be required to complete two hours of outside-of-class homework for each hour of lecture."

- *List Outside Assignment*
- *List Outside Assignment*

- *List Outside Assignment*

Specific Assignments that Demonstrate Critical Thinking

- *List specific assignments.*
- *List specific assignments.*
- *List specific assignments.*

VI. Universal Design for Learning Principles

Definitions and/or examples of UDL methods can be found in the [Curriculum Handbook](#).

- ☐ Multiple Means of Engagement
- ☐ Multiple Means of Representation
- ☐ Multiple Means of Action and Expression

VII. Representative Texts and Supplies

all transferable courses must have a text published within seven years of the course submission date or clearly identified as a classic

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

- ☐ Zero Textbook Cost/Open Educational Resource
- ☐ Textbook Cost is \$0.01 to \$30.00
- ☐ Textbook Cost is \$30.01 to \$40.00
- ☐ Textbook Cost is over \$40.00

**Be sure to include a set of these checkboxes for each textbook listed.*

2. Example: Author last name, first name, *Title Italicized*, Edition, Year of Text (try to use text that is younger than 4 years), Publisher Name, ISBN:
3. If using an OER text, include all the above information and a link to where the OER can be found. Open Educational Resources (OER), or online texts, are acceptable if they are constant and publicly available as published textbooks (i.e., not as a list of web links)
4. Laboratory science courses must have a clearly identified Laboratory Manual included in the COR. Lab manuals from either a publisher or compiled by CCC faculty (e.g., "CHEM 001 Lab Manual, CCC Chemistry department, 2023") are acceptable.

VIII. Disciplines

List appropriate disciplines

IX. Course Status

1. Current Status: Pending
2. Original Approval Date:
3. Course Originator:
4. Board Approval Date:
5. Chancellor's Office Approval Date:
6. Revised By:
7. Curriculum/Academic Standards Committee Revision Date:
8. See the following page for Methods of Evaluation and Methods of Delivery.

**** Methods of Evaluation and Delivery are now always kept on a separate page at the back of the COR**

X. Methods of Evaluation

List general evaluation methods. [Handbook Descriptions](#)

Only include the appropriate evaluation modalities

- ☐ Traditional Evaluation
- ☐ Correspondence Evaluation
- ☐ Hybrid Evaluation
- ☐ Online Evaluation
- ☐ Other (Please List):

XI. Methods of Delivery

Check those delivery methods for which this course has been separately approved by the Curriculum/Academic Standards Committee. [Handbook Descriptions](#)

- ☐ Traditional Classroom Delivery
- ☐ Correspondence Delivery
- ☐ Hybrid Delivery
- ☐ Hybrid With Lab Delivery
- ☐ Online Delivery

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: _____

Course Title:

Course Number:

Starting Term: Course Originator Signature: _____

Section II - Recommendation of Subject Area Faculty

☐ Approval

☐ Disapproval

☐ No Opinion

Comments:

Subject Area Faculty Signature _____

☐ Approval

☐ Disapproval

☐ No Opinion

Comments:

Subject Area Faculty Signature _____

Section III

Division Chair

Signature _____

Financial Aid

Rep Signature _____

Articulation

Officer Signature _____

Section IV - Recommendation of Appropriate Instructional Dean

(The signature of the Instructional Dean signifies that the Program/Certificate has been reviewed and the curriculum impact will be considered 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

Academic Services

Administrator _____

Section V - Curriculum/Academic Standards Faculty Chairperson Signature

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

Curriculum/Academic Standards Chair _____

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.
- ☐ It 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- Cal- GETC requirements (*Attach Verification of Articulation*).

☐ Other (*Specify*):

Feasibility (Include Supporting Documentation)

Respond to following

Targeted Student Population?

Estimated number of Sections per Semester?

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 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 Number and Course Title:

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:

Library Director Signature:

PREREQUISITES, CO-REQUISITES & RECOMMENDED PREP PROPOSAL FORM

Note: Title 5; 55003(1)(1) requires that requisite courses are offered with reasonable frequency based on the number of students who are required to meet the prerequisites.

Type:

☐ Prerequisite ☐ Co-requisite ☐ Recommended Prep (no additional documentation required)

Course to Have Requisite or Recommended Prep Added: _____

Prerequisite, Co-requisite, or Recommended Prep Course: _____

(Individual form required for each requisite)

Prerequisite Assessment (if applicable): _____

Is this a Prerequisite requiring precollegiate skills in reading, written expression, or mathematics?

☐ No ☐ Yes- requires statistical validation

Check which of the following applies:

Check one	Type of Requisite	Description	Level of Scrutiny
No Content Review Required			
	Lecture/ Lab	Closely related lecture-laboratory course pairing within a discipline	✓ No Content Review Required
	Statutory	Required or specifically allowed by statute or regulation	✓ No Content Review Required ✓ Attach Copy of statute or regulation to course outline
	Articulation	Required by 4-year institution or baccalaureate institutions will not grant credit for the course unless it has the particular communication or computation skills prerequisite	✓ No Content Review Required ✓ Attach documentation to course outline from three CSUs or UCs indicating that prerequisite is mandated
Content Review Required (may also require statistical validation)			
	Sequence	Courses in a sequence within a discipline	✓ Content Review Required
	Reading, Written Expression or Mathematics	Using a reading, writing or math class as a prerequisites	✓ Content Review Required ✓ Validation- courses are evaluated to determine impact on student success and whether there is any disproportionate impact. Contact Institutional Effectiveness Office.
	Health/ Safety	Necessary to protect the health or safety of a student or the health or safety of others	✓ Content Review Required
	Other	Audition, skills, concepts, or information without which a student would be highly unlikely to be successful in a course	✓ Content Review Required ✓ If Prerequisite is an assessment further validation may be required; contact Institutional Effectiveness Office

Reference: *Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation* (Chancellor's Office, California Community Colleges, Feb. 3, 2012)

Content Review

Course is offered with reasonable frequency based on the number of students who are required to meet the prerequisites.

Please list the semesters the new prerequisite, co-requisite, or advisory has been offered, number of sections, enrollment (This information can be obtained from the online class schedule.)

Semesters offered:

☐ Fall

☐ Spring

☐ Summer

Number of Sections: _____

Student Maximum Capacity: _____

Department Content Review

After careful and thoughtful examination at the department level of the course outlines of record, syllabi, other related materials for both the targeted course and proposed prereq/coreq, please respond to the items below.

Target course:

1. Consider the target course. List the knowledge and skills necessary for student to be successful in **target course**. This review should consider items for the COR of the target course: objectives, content, SLOs, assignments, and texts.
 - a) Requisite skills, concepts or information without which it is highly unlikely the student will be successful in the **target course**
 - b) Specific course outcomes and/or objectives in **target course** that it is highly unlikely the student will be able to achieve without requisite skills, concepts, or information
 - c) Specific assignments or assessments required by the **target course** COR that it is highly unlikely the student will be able to pass without requisite skills, concepts, or information.
Assignments listed here must be required in all offered sections

Requisite course:

1. List the required exit level skills from the prerequisite course that are required as entrance level skills for the knowledge and skills identified above for target course. Skills should be listed in defined and measurable format, referring to the objectives and/or CSLOs of the proposed prerequisite, co-requisite, or recommended prep.
 - a) List the exit skills from the **requisite course** that are required skills, concepts, or information identified for target course.
 - b) Identify specific course outcomes and/or objectives from **requisite course** that support the development of the necessary skills.
 - c) Identify specific assignments from the **requisite course** that support the development of the necessary skills.

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

Subject Area
Faculty Signature _____

Proposal Date:

Curriculum & Academic
Standards Committee Chair _____

Effective Term:

Academic
Services Administrator _____

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

Title of Degree or Certificate

Please Check all recommended change(s) below and provide details

Substantial Changes: Content ____ (list lab content separately) Objectives/SLOs ____ Units/contact hours ____ (Include all details below)

Prereq/co-req ____ Methods of assessment ____ **If substantial changes are made, please be sure your textbook is less than 7 years old.

Technical changes: Textbook ____ (must be newer than 7 year old) **List title, author, publishing year, publisher, ISBN # for all books including OER textbooks.

Make sure all links to OER take you to the actual book. Lab sciences require a separate lab manual (may be faculty produced)

Description ____ (check C-ID descriptor) Title (list new title in details) ____ Course Number ____ Terms Scheduled ____ Delivery Method ____

IPR Review ____ (Review all outlines for current textbooks) SLO Mapping ____ Fee Change ____ Inactivation ____ Other ____ (list below)

List details of
recommended
change(s):

Reason for change:

Effective date (usually FALL of next catalog year. General Ed courses may require up to 2 years to receive all approvals))

Faculty Initiator-

☐ I confirm all discipline faculty are aware of these proposed changes

Subject Area Faculty Signature _____

Subject Area 2nd Faculty Signature _____

Subject Area 3rd Faculty Signature _____

Subject Area 4th Faculty Signature _____

Subject Area 5th Faculty Signature _____

Division Chair Signature _____

Articulation Officer Signature _____

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)

____ Approval

____ No Opinion

____ Disapproval

Comments

Academic Services Administrator Signature _____

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

Curriculum & Academic
Standards Committee Chair Signature _____

Curriculum/Academic Standards Committee
New Program/Certificate Proposal
Instruction Sheet - Faculty

1. Originator discusses program/certificate proposal with instructional dean, department chair and subject area faculty.
2. Originator meets with Curriculum/Academic Standards Committee Chair for assistance in completion of appropriate program/certificate proposal forms.
3. Program/Certificate originator completes and reviews Justification for New Program/Certificate Proposal with subject area faculty.
4. Program/Certificate originator develops a draft of the program/certificate utilizing the new course outline word template. Program/Certificate originator submits the draft program/certificate proposal form electronically to Office of Instruction to be placed on the next Curriculum/Academic Standards agenda.
5. Program/Certificate proposal form reviewed by Curriculum /Academic Standards Committee Chair for accuracy and completeness
6. Signatures of program/certificate originator and subject area faculty are added to completed new program/certificate proposal. [Subject area faculty will be provided the opportunity to review all new programs/certificates 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) – program/certificate originator is encouraged to attend.
8. Effective date of all proposed programs/certificates will be determined at the time of action.
9. Curriculum/Academic Standards Committee action forwarded to the Academic Senate by way of the action log for action on their consent agenda.
10. Academic Senate forwards any new program/certificate action to the Governing Board for adoption.
11. The program/ certificate is then submitted to the Chancellor's Office, ACCJC and Financial Aid. The program/certificate cannot be advertised until Chancellor's approval.
12. New program/certificate information is forwarded to counseling, scheduling, recruitment and catalog.

**Curriculum/Academic Standards Committee
New Program/Certificate Review Form**

Section 1- Originator: Fill out Section One Completely

Subject Area _____

Program/Certificate Title _____

Starting Term _____

Originator Signature _____

Section II - Recommendation of Subject Area Faculty

☐ Approval

☐ Disapproval

☐ No Opinion

Comments _____

Subject Area Faculty Signature _____

☐ Approval

☐ Disapproval

☐ No Opinion

Comments _____

Subject Area Faculty Signature _____

Section III

Division Chair
Signature _____

Financial Aid
Rep Signature _____

Articulation Officer
Signature _____

Accreditation
Liaison Signature _____

Section IV – Recommendation of Appropriate Instructional Dean

(The signature of the Instructional Dean signifies that the Program/Certificate has been reviewed and the curriculum impact will be considered 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

Academic Services
Administrator _____

Section V - Curriculum/Academic Standards Faculty Chairperson Signature

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

Curriculum/Academic
Standards Chair _____

Lassen Community College Curriculum Committee Justification of new Program/Certificate Proposal

To Be Completed By Originator

Program/Certificate Title _____

Mission This Program/Certificate is:

☐

Career Technical

☐

Associate Degree for Transfer

☐

General Studies Associate Degree

☐

Pre-Collegiate

☐

Non-Credit

*Show relationship to the Instructional Program Review and Educational Master Plan.
(Attach appropriate pages from above documents.)*

Provide a narrative description of the justification for the institution should add this Program/Certificate to its curriculum. This will be included in the Catalog:

Provide Student Learning Outcomes for this Program/Certificate:

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

☐

Advisory Group Input (Required for all career technical programs.)

☐

TMC

☐

Other _____

Additional Information:

Identify the TOP Code _____

Identify the CIP Code (needs
to match TOP Code) _____

*(The TOP and CIP codes can be
found at the Chancellors Office
website, pick which one closely
identifies with your program)*

**Amount of Degree/
Certificate provided in
Distance Education:** ☐

0%

☐ 1-49%

☐ 50 to 99%

☐ 100%

**Feasibility (Include Supporting
Documentation)** _____

**Respond to
following**

Targeted Student Population? _____

**Respond to the following: (Attach Budget
Documentation)** _____

Additional costs in staff? \$ _____

Additional costs in supplies? \$ _____

Additional costs in _____

equipment? \$ Additional

facilities? \$ _____

Curriculum and Academic Standards Committee Revisions to an Existing Program or Certificate

Title of Degree or Certificate

Please Check all recommended change(s) below and provide details

Removal of courses ____ Addition of courses ____ Update to 2-year Academic Plan ____ Other ____ (list details below)

For ADT Degree changes – include Transfer Model Curriculum and detailed explanation of changes to format

For CTE Program changes – include LMI Data and recent Advisory Committee Meeting minutes

IPR Program Review ____ PSLO Mapping ____ Inactivation of Degree/cert ____ (If part of Revitalization/Discontinuance work group - attach minutes)

List details of
recommended
change(s):

Reason for change:

Effective date (usually FALL of next catalog year)

Faculty Initiator-

☐ I confirm that all discipline faculty are aware of these proposed changes

Subject Area Faculty Signature _____

Subject Area 2nd Faculty Signature _____

Subject Area 3rd Faculty Signature _____

Subject Area 4th Faculty Signature _____

Subject Area 5th Faculty Signature _____

Division Chair Signature _____

Articulation Officer Signature _____

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)

____ Approval

____ No Opinion

____ Disapproval

Comments

Academic Services Administrator Signature _____

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

Curriculum & Academic

Standards Committee Chair Signature _____

Resources Page

1. Program and Course Approval Handbook (PCAH) <https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/program-course-approval-handbook-8th-edition.pdf>
2. Title 5 <https://govt.westlaw.com/calregs/Index?transitionType=Default&contextData=%28sc.Default%29>
3. Title 5 §5490 (Brown Act) https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article=
4. Robert's Rules of Order <https://robertsrules.org/index.html>
5. Noncredit guidelines <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Noncredit-Curriculum-and-Instructional-Programs>
6. Cal-GETC Standards <https://icas-ca.org/standards-policies-and-procedures-manual/>
https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://icas-ca.org/wp-content/uploads/2024/07/Cal-GETC_Standards_1v2_2024.pdf&ved=2ahUKEwjwu73ptU6NAxV4PEQIHsuPKwMQFnoECAoQAAQ&usq=AOvVaw0xnk3yO5I1bW-KsfJidtG2
7. The Course Outline of Record a Reference Guide (Title 5 section 55002) https://www.asccc.org/sites/default/files/publications/Curriculum-paper_0.pdf
8. TOP Code Manual <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/TOPmanual6200909corrected12513pdf.ashx>
9. LCC SLO Handbook: Can be found in the Canvas Accreditation Course located in your portal
10. SLO+ Webpage: <https://www.lassencollege.edu/academics/course-student-learning-outcomes/>
11. C-ID Descriptors, Model Curricula, and AD-T information <https://c-id.net/>
12. Minimum Qualification Handbook <https://mylassen.lassencollege.edu/search/handbook#all>
13. Student Learning Outcome (SLO) Handbook <https://lassencollege.sharepoint.com/sites/LCCStudentLearningOutcomesTeam/Shared%20Documents/Forms/PSLO%20Documents.aspx?id=%2Fsites%2FLCCStudentLearningOutcomesTeam%2FShared%20Documents%2FGeneral%2FTraining%2FHandbooks%20and%20Guides%2FLassen%20College%20SLO%20Handbook%2Epdf&parent=%2Fsites%2FLCCStudentLearningOutcomesTeam%2FShared%20Documents%2FGeneral%2FTraining%2FHandbooks%20and%20Guides->

