

Curriculum Committee Program and COR Guide

Los Medanos College



Resources at your fingertips:

1. [LMC Curriculum Committee Website](#)
2. The LMC COR Guide (this powerpoint)
3. [The Program and Course Approval Handbook, 7th edition](#)
4. [Title 5, California Education Code](#)
5. How to Create and Revise a Course in eLumen Guide (on CC Website)
6. ASCCC COR Reference Guide (On CC Website)
7. [Glendale Community College Equitable Curriculum Guide](#)
8. The Chancellor's Call to Action, the 4CD Anti-Racism Statement and the LMC Academic Senate Anti-Racism Resolution
9. [C-ID](#)
10. [Minimum Qualifications and Disciplines List](#)

Authority granted the committee by Academic Senate (per CC position paper)

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Certificate requirements (Degree requirements are in the charge of the Academic Senate.)
- Course Grading Policies (College grading policies are in the charge of the Academic Senate.)
- Standards or policies regarding student course preparation and success.

Development Criteria for Programs and Courses (PCAH p. 24-29)

- Appropriateness to Mission
- Need
- Curriculum Standards
- Adequate Resources
- Compliance

Appropriateness to Mission

“The stated goals and objectives of the proposed program, or the objectives defined in the Course Outline of Record, must be consistent with the mission of the community colleges as established by the Legislature in California Education Code section 66010.4.”

Basic Considerations for Committee Approval

- Must be directed at the appropriate level for community colleges; that is, it must not be directed at a level beyond the associate degree or the first two years of college.
- Must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. It must not be primarily avocational or recreational.
- Should also be congruent with the mission statement and master plan of the college and district.

LMC's Mission Statement

Los Medanos College provides our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment.

Read the additional Vision and Values statement here as well:

[LMCs Mission, Vision, and Values](#)

Need

“The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program. “

Need can be determined by multiple factors, including:

- Educational master planning
- Needs arising from program review
- Documented labor market demand
- Student demand for transfer preparation in a specific major or for general education
- Student need for college preparation course work leading to collegiate courses.

“Furthermore, a proposed new program must not cause harmful competition with an existing program at another college.”

Adequate Resources

“The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the application.” (PCAH 7th ed., p. 27)

This includes assurance of sufficient funding for:

- Faculty compensation,
- Facilities and equipment and library or learning resources and the college must demonstrate that
- Offering the course(s) at the level of quality described in the Course Outline(s) of Record

Further, the college “must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.” (PCAH, 7th ed., pp. 27-28)

Note: Some of these issues are addressed when a program is created, which usually happens before the courses are created. In approving a new program, the Senate (in the case of all degree programs) is also looking at this issue of resources. That said, the curriculum committee itself may not be able to answer nor have information on all areas related to resources, but a statement should be included in the program and course proposals addressing this.

Curriculum Standards

“Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board (pursuant to chapter 6, subchapter 2, beginning with §55100) as meeting the standards outlined in §§55000 et seq.”

For program approval, documentation required to ensure:

- The program is designed so that successful completion of the program requirements will enable students to fulfill the program goals and objectives.
- Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.
- Course outlines of record meet all the requirements of [title 5, section 55002 for credit and noncredit course requirements.](#)

Compliance

“It is also required that the design of the program or the course is not in conflict with any law including state and federal laws, both statutes and regulations. “

Some of the title 5 sections to note are:

- Open course regulations [Cal Code Regs, tit 5, § 51006]
- Course repeatability regulations [Cal. Code Regs., tit. 5, § 55040-55046 and 58161]
- Regulations regarding tutoring and learning assistance [Cal. Code Regs., tit. 5, §§ 58168-58172]
- Regulations regarding open-entry open exit courses [Cal. Code Regs., tit. 5, §58164]
- Statutes and regulations on student fees [Cal. Code Regs., tit. 5, §§ 58500-58509]
- Prerequisite and enrollment limitation regulations [Cal. Code Regs., tit. 5, § 55003]
- Particular provisions of the Nursing Practice Act [title 16]

Acronyms (there are so many!):

See PCAH pages 29-33 for very helpful charts on education code and acronyms.

I've also created an internal doc of acronyms and terms on our Curriculum Committee Website

LMC Process for COR Approval

1. CORS should be written in accordance with the format and guidelines required by the Curriculum Committee, meet Title 5 requirements, and be carefully edited and reviewed by more than one department member.
2. CORS should meet the college's Mission and Educational Master Plan goals.
3. CORS should be approved by the department.
4. CORS should be submitted to eLumen for the Technical Review Process by established deadlines and with all supporting documentation signed and submission rationale fully completed.
5. CORS are then returned to the department from Technical Review. Appropriate support will be provided for revision if necessary
6. After revisions, courses are placed on the Curriculum Committee agenda. The agenda is publicized to the college community prior to review in Curriculum Committee. The Office of Instruction will notify departments and/or programs that may be impacted by the proposed course so those parties may attend the meeting and field questions.
7. The Curriculum Committee reviews and assesses CORs using consistent and uniform criteria as specified in Title 5.
8. Curriculum is approved by majority vote. A quorum is required for a vote to be taken; in the case of a tied vote, the chair will cast the deciding vote.
9. Prerequisites and co-requisites must be approved by separate vote. (Model District Policy, I.C.3)
10. Distance Education Addenda must be approved by separate vote and supported by the current Course Outline of Record.
11. Curriculum is recommended to the Board through the College President.

A Curriculum Committee vote may result in:

1. Approval
2. Approval, with minor modifications
3. Disapproval. In this case a written rationale will be included in the minutes and communicated to the originator with clearly stated modifications required if the course is to be re-submitted for consideration.

Evaluating the COR

These slides will mainly focus on degree-applicable courses (but the elements of the COR are largely the same for NDA courses).

Additionally, we are currently treating non-credit courses the same as credit courses in terms of elements of the COR. (So, the CORs are the same).

However, standards for approval may vary for NDA and NC courses. (See PCAH)

Title 5 for Curriculum Standards

The following slides lay out elements for review and basic standards for approval based on the PCAH and the ASCCC COR Guide.

However, continue to refer to section 55002 for standards and criteria for courses be sure to read for yourself the relevant sections of the PCAH and COR guide since many aspects of these standards and criteria are open for interpretation.

Purpose of the COR

“Today, the course outline of record is a document with defined legal standing that plays a critical role in the curriculum of the California community colleges. The course outline has both internal and external influences that impact all aspects of its content, from outcomes to teaching methodology, which, by extension, impact program development and program evaluation” (ASCC COR Guide. 1) CORs are central documents to the following:

- Accreditation
- Articulation/Transfer Agreements
- Career and Technical program licensing
- Faculty evaluation

Elements of the COR (PCAH p. 49-50)

- Unit value
- The expected number of contact hours
- The expected number of outside of class hours
- The expected number of total student learning hours for the course as a whole
- Prerequisites, corequisites or advisories on recommended preparation (if any) for the course
- Catalog description
- Objectives/Student Learning Outcomes
- Content in terms of a specific body of knowledge
- Types or examples of required reading and writing assignments
- Types or examples of other outside-of-class assignments
- Types or examples of instructional methodology
- Types or examples of methods of evaluation

“These standards place the burden of rigor upon the curriculum committee to determine that course elements of the COR are appropriate to the intended students” (PCAH p. 50)

Student Learning Outcomes

“Course SLOs are the intended abilities and knowledge students can demonstrate after successfully completing the course objectives. SLOs must be written in measurable or observable terms and as actions that a student will perform in order to display the skills necessary to meet the SLO.” (ASCCC COR Guide p.)

See the Bloom’s Taxonomy Guide, etc., for help on both measurable outcomes and higher orders of critical

CSLOs, cont.

Student Learning Outcomes should drive the rest of the COR. A well-designed course should work backward from its CLSOs, and all the Content, Assignments, Methods of Instruction, and Methods of Evaluation should demonstrate how students will learn and perform in the class. (See ASCC COR Guide p. 3-6). This is called an “integrated” course outline.

CSLOs should also be mapped to PSLOs (Program Student Learning Outcomes) and LMC GESLOs (General Education Student Learning Outcomes, if a LMC GE course)

SLOs and Critical Thinking

“Degree-applicable credit courses require students to demonstrate critical thinking. The incorporation of critical thinking must be evident throughout the course outline but particularly in the objectives, methods of instruction, and methods of evaluation elements. Students must clearly be expected to think critically, be instructed in how to do so, and be held accountable for their performance; however, not all objectives need to reflect critical thinking. Critical thinking involves active higher cognitive processes which analyze, synthesize, and evaluate information.” (ASCCC COR Guide 24)

SLOs and Level Courses

In the case of activity/PE courses, for instance, SLOs must also demonstrate levels of outcomes.

So, Beginning Soccer, for instance, is distinguished from Intermediate Soccer, by indicating the level in the CSLO, even though the skill (say, dribbling) might be the same in both courses.

Student demonstrates dribbling at a beginning level...(or something like that)

Unit Value/Credit Hour Calculations (PCAH 57-60)

In-class to Out-of-class Hours Ratio

Lecture (Lecture, Discussion, Seminar and Related Work): 1 to 2

Activity (Activity, Lab w/ Homework, Studio, and Similar) 2 to 1

Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar) 3 to 0

So, a 3 unit class is 3 in-class hours to 6 out-of-class hours

Pre-requisites/Co-Requisites/Advisories

“When the college and/or district curriculum committee determines, based on a review of the course outline of record, **that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites** (credit or noncredit) that are established, reviewed, and applied in accordance with the requirements of this article” (CCR, Title 5, § 55002(a)(2)(D)).

Advisories are suggestions made to the student about certain skills or knowledge they might need to succeed in the class, but do not restrict the student from enrolling.

*A pre-req/co-req form (see curriculum website) must be completed and submitted for each course required that justifies the pre-req or co-req

Pre-Req's Continued

“Documented need” for a re-req or co-req include:

- equivalent prerequisites at UC or CSU or requirement by that system for articulation of a course,
- content review (by which the content of the pre-req/co-req is aligned with the content of the target course,
- legal codes mandating the requisite,
- data collection and analysis
 - See the pre-req/co-req forms on the CC website
 - ASCCC COR Guide p. 18 +

Catalogue Description

“The catalog description should be thorough enough to establish the comparability of the course to courses at other colleges, to distinguish it from other courses at the college, and to convey the role of the course in the curriculum of a program, where applicable, in regards to progression of rigor or other characteristics that distinguish a course in the program. A statement about the students for whom the course is intended can assist students in their educational planning. Examples of this type of information include “first course in the graphic arts major” or “intended for students in allied health majors.”” (ASCC COR Guide p. 20)

The description should be both student-friendly enough that they can easily understand the course content but technical enough that it articulates to similar university courses clearly or satisfies requirements for CTE/licensing purposes.

Content

Content should be listed with major headings and subheadings in a well-organized manner.

Content should not be copy-and-pasted from a specific textbook unless the subjects are general enough to be taught using other textbooks.

Types and Examples of Assignments

Assignments should be detailed and descriptive, not general.

Assignments should show critical thinking, active reading and writing.

Assignments should be “college level” and provide examples of the intensity, difficulty, and level of the course (for degree-applicable courses).

Assignments should be linked to CSLOs.

Types and Examples of Methods of Instruction

Methods of instruction should be based on CSLOs, Content, and Methods of Evaluation.

In other words, the methods of instruction should appropriately ensure that students can acquire knowledge and skills laid out in the CSLOs and Content.

In eLumen there is a “rationale” box for the Methods of Instruction, but we not yet mandated that faculty complete that--something to talk about later! Are we fully meeting Title V if we don't?

Instruction, cont.

For degree-applicable courses:

“Examples of assignments and methods of instruction and evaluation must be appropriate to the stated [CSLOs] and be meaningful for assessing student learning outcomes. In particular, because the learning experiences must either include critical thinking or experiences leading to this capability, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students’ mastery of critical thinking. The themes established by the objectives must be integrated into methods of instruction and evaluation.” (ASCCC COR Guide p. 28) Note: Not all methods must do this

Types and Examples of Methods of Evaluation

Ideally, diverse methods of evaluation are given to give students multiple opportunities to demonstrate their knowledge and learning.

Methods of evaluation do not need to be weighted (as they were in our previous COR), but faculty might want to do this for various reasons.

Ideally, Methods of Evaluation are also tied to CSLOs.

(See ASCCC COR Guide p. 30)

Textbooks/Materials

At least one textbook should be listed as representative of the type used and should be no more than five years old.

Older textbooks may be justified with language like, “This is a seminal text in...” or “An update in this field hasn’t....”

Other materials such as a course reader may be listed, but not necessary.

Standards for Approval

Intensity, difficulty, and level: Degree-applicable courses

“For degree-applicable courses, difficulty calls for critical thinking, understanding, and application of concepts at the college level, and intensity sets a requirement that most students will need to study independently, possibly for periods beyond that of the total course time defined by the units. The outline should build the case that students will be required to study independently outside of the class time. Reading, writing, and other outside assignments qualify to fulfill both study time as defined in the credit hour and the independent study required to demonstrate intensity. A faculty member who creates a course based solely upon laboratory or activity or lecture time with no designated outside study time will still need to demonstrate a depth and breadth of student learning that requires student effort beyond class time. The level standard requires college-level learning skills and vocabulary: (COR Guide p. 11)

Intensity (PCAH p. 54)

“Intensity Title 5, § 55002(a)(2)(C) establishes the standard that degree-applicable credit courses must be designed with sufficient scope and rigor to require students to spend additional, independent study time beyond class hours. This standard interacts with Title 5, §§ 55002(b) (2)(B) and 55002.5, where the calculation of units is based on total student learning hours, inclusive of all hours spent inside and outside of the class. **The COR should provide sufficient scope and rigor to account for outside-of-class hours.** Grades must be based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least 55 Program and Course Approval Handbook California Community Colleges in part, **by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.**”

Certificates of Achievement

See PCAH p. 59 for full criteria and standards.

Non-Credit Courses and Certificates (PCAH p. 97+)

Non-credit courses were recently approved by the Chancellor's Office to be offered at community colleges, but can only be offered to serve a limited range of purposes.

Non-credit courses are no-cost to the student.

Non-credit courses must be part of a Certificate of Competency or a Certificate of Completion (so part of a program) that is approved by the Curriculum Committee.

Non-credit CORs at LMC currently follow the same requirements (in terms of elements) as credit CORs, but since the courses are non-degree applicable and serve various purposes (technical, preparatory, and otherwise), standards for approval are different.

Some faculty offer “mirrored” courses, where there is a credit and non-credit version of the same course that are offered together. So, they submit the same COR for the non-credit version of the course. (i.e., Math 25 and Math 25N)

Distance Education (DE)

55200 Definition:

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

Instructor Contact

55204:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Standards

Title 5, §§ 55200-55204, specifies that course quality standards apply to distance education in the same manner as for regular classroom courses, and that each course delivered via distance education must be separately approved as such through local curriculum approval processes. In addition, the regulations require regular effective contact between instructors and students, and among students. (PCAH p. 64)

At LMC, each addendum is reviewed by the Chair of the DE committee before coming to curriculum committee.

The DE addenda also has a box for “emergency only” offering, meaning that the course is not intended or designed to be offered online regularly.