

New Credit Courses

(Degree Applicable or Non-Degree Applicable)

Developing New Courses: The Big Picture

The role of the faculty in curriculum development, review and approval is preeminent in that most curriculum initiatives come from the faculty. Department Heads ensure an adequate departmental review of the proposal before forwarding the documentation. The Course Evaluation Subcommittee and the Curriculum Committee provide a final peer review and recommendation to the Board of Trustees through the [Academic Senate](#).

The process of giving birth to a new course is both professionally stimulating and rewarding. Perhaps the best place to get started is at the end. First, think about what the student should be able to do as a result of completing the course and how this new skill, knowledge or attitude will fit into the larger educational program to which the course belongs. Second, list how the instructor would know the student has mastered these objectives. What products would they produce? What would the exams look like and what criteria will be used to evaluate the performance?

You may use the generic [Course Outline](#) as a working paper but you must complete the [Course Outline Web Database](#) to finalize your proposal. Prepare an outline to break down the major activities or subjects of the course which must be mastered in order to achieve the end goals. Begin to sketch example outside-of-class assignments and critical thinking tasks. Give some careful consideration to ways the instructor can cause critical thinking activity and the means by which the instructor will evaluate student performance as these components must tie into the course objectives. Develop a short list of possible textbooks. If you are proposing a transfer course, check with the [Articulation Office](#) and local CSU campus locations to see if they have a similar lower division course and to determine what their course covers. Finish your initial effort with a two to three sentence summary of the course. You now have a working Course Outline which can be used to discuss your idea with colleagues.

Take time to share your working copy with colleagues, your Department Head, the Articulation Officer, the counterpart faculty at four-year colleges (if you want the course to transfer) and your School Dean. Vocational curricula should be shared with the Program Advisory Committee for their formal endorsement.

The process of developing new curriculum and getting it approved is not to be taken lightly. To facilitate this process, faculty will want to be mindful to avoid the pitfalls listed below, when developing a Course Outline:

1. Start with the [New Course Supplemental Information Worksheet](#) which summarizes key issues about your new course and do the appropriate homework and consultation.
2. Do not assume that an existing outline is acceptable when using it as a model to write a new Course Outline

3. Avoid using jargon that only the members within the discipline understand as your proposal will be reviewed by colleagues from a variety of disciplines.
4. Make sure that there is a clear and concise relationship among elements in the outline (i.e., Catalog Description and content; learning outcomes, methods of evaluation and assignments; methods of instruction, learning outcomes and content; learning outcomes, content and assignments).
5. To avoid needless rework of the documents, use this document to screen your draft documents.
6. With regard to a prerequisite ask if one is really necessary and whether the instructor could teach the proposed course as a college level course without a prerequisite. If a prerequisite is necessary, list the skills and knowledge presupposed by the course being proposed and relate that list to the knowledge and skill outcomes from the course the faculty thinks must be completed before the proposed course.
7. Understand that all of the course standards outlined in the [Education Code, California Code of Administrative Regulations \(CCR \(Title 5\)\)](#) and local guidelines must be met prior to any approval by the Curriculum Committee and that final approval rests with the Board of Trustees or in a few cases, the [Chancellor's Office](#).
8. Ensure that other departments are consulted if the course could be perceived to be within their area of expertise. Agreement from all departments is essential.
9. Allow adequate time for the preparation of a course proposal. It takes at least a year for a course to be approved and eligible to be offered by the college. If a new course is brought before the Subcommittee for approval during the fall semester, it can be offered the following fall term. If a course is brought before the Subcommittee during the spring semester, it will not be eligible to be offered until the next school year in the fall. For instance, if a new course is approved spring 2004, it cannot be offered until fall 2005. This rule also applies to catalog changes (i.e., changing course titles, units, or requisites.)

The following pages are intended to assist a faculty author through the Course Outline forms and provide sufficient guidance to correctly complete the documentation. The Department Head and School Dean discharge a particularly important task of ensuring that the course is well designed. They also ensure that the documents are in compliance with the [Education Code, California Code of Regulations CCR \(Title 5\)](#) and standards of good practice so that false expectations are not encouraged and that good ideas are expeditiously implemented. The proposal will be reviewed by the Course Evaluation Subcommittee. The faculty author should plan to attend that meeting. The full Curriculum Committee will review this request but usually relies upon the recommendation from the Subcommittee. The Board of Trustees will finally decide upon the proposal. The detailed roles of each party were previously discussed in this document.

This outline and the supporting materials with examples of textbooks, teaching methods, assignments, evaluation prompts, etc., of sufficient substance and specificity, must contain sufficient information to:

1. Permit the Curriculum Committee to correctly determine whether the course should be classified as noncredit, non-degree credit CCR (Title 5) 55002, or degree credit under CCR (Title 5), Sections 55002 and 55805.5.
2. Clarify the minimal obligations for the instructors of the course. All instructors should be familiar with this outline and should use it in planning their courses. While their own methods, materials, evaluation and assignments may vary, student work should be assessed at comparable levels of rigor for those enrolled in different sections.

The Course Outline

The Course Outline is an electronic database form that must be completed via the Internet. The [course outline database](http://www.lbcc.edu/curriculum) is located at <http://www.lbcc.edu/curriculum> where a login and password are required. Please contact the Curriculum Technician at ext. 4126 if you do not already have a login or password. See the section for technical instructions on how to navigate and fill out the web outlines. Although this chapter is about how to prepare the outline of record per se, please remember that the faculty author also needs to complete the [New Course Supplemental Information Form](#) and the School Dean needs to complete the [Impact Assessment Form](#).

Once the Course Outline is completed, contact your Department Head. Electronic signatures from both the Department Head and the School Dean approving the course are required. Be advised that the course documents must meet the Subcommittee's minimum standards before they are accepted by the [Office of Academic Services](#). When you are ready, please email the [Curriculum Technician](#) at curriculum-desk@lbcc.edu. The course will then be scheduled for review on the next Course Evaluation Subcommittee agenda, if possible. Please see the [Curriculum Review Deadline calendar](#) provided by the Academic Services Office for appropriate deadline dates. Below is a brief description of how to complete each area on the Credit Course Outline.

Degree Applicable

Any LBCC course numbered 1-599 is intended to be Degree Applicable if it fits into one of the categories described in CCR (Title 5) Section 55805.5. These categories are:

A lower division course accepted toward the baccalaureate degree by the California State University or University of California.

1. Applies to the major in non-baccalaureate occupational fields.
2. An English course not more than one level below ENGL 1, e.g., ENGL 105
3. A mathematics course above and including MATH 110.

4. A credit course in English or mathematics taught in or on behalf of other departments which require entrance skills at a level equivalent to those necessary for the courses specified in points (3) or (4) above.

Non-Degree Applicable

The sole justification for this category of instruction lies in the need of an open-access institution to provide an opportunity for under-prepared students to gain the skills to succeed in college-level courses and/or to maintain currency in rapidly changing occupations or to advance beyond entry level in their careers. These courses have slightly different criteria and standards as compared to the Degree Applicable credit courses and those differences are noted below. All Non-Degree Applicable courses are ultimately approved by the Chancellor's Office.

Nondegree-applicable credit courses must be approved by the district board and designated as not applicable to the associate degree. There are **four types** of nondegree-applicable credit courses as follows:

1. Nondegree-applicable basic skills courses (see subdivision (j) of section 55000)
2. Courses designed to prepare students to succeed in degree-applicable credit courses that integrate basic skills instruction throughout the curriculum and assign grades partly upon demonstrated mastery of basic skills. Examples of such courses include college orientation and guidance courses and discipline specific courses such as biology, history, business, etc.
3. Precollegiate career technical preparation courses that provide student foundation skills for enrollment in credit degree-applicable technical career programs.
4. Career technical courses for which meeting the standards for degree-applicable credit courses is neither necessary nor required.

School

The school name (e.g. School of Creative Arts & Applied Science)

Department

The department name (e.g. Theatre Arts)

Subject

The course title has a maximum of 5 characters (e.g. TART)

Catalog Number

There is a maximum of five characters in the catalog number: three numbers and two letters. Long Beach City College uses course number bands to convey information regarding the purpose of the course and, in some cases, the intended audience. Select a band number range

from below. Please contact the Curriculum Technician to find out which numbers within any band are available for use by your subject.

1-99 Courses carrying these numbers are transferable for credit as part of the lower division major preparation or general education pattern. The California State University (CSU) system accepts courses in this category for credit. The University of California (UC) system accepts certain courses in this category for credit after they have reviewed the outline. The Subcommittee expects that the Faculty Author will find comparable lower division courses at the local CSU and UC campus sites or at local private colleges so as to assist students with effective transfer curriculum, not just elective units.

Courses assigned to this number band must follow these guidelines, which the three segments of higher education in California (University of California, California State University and the community colleges) have characterized as the nature of baccalaureate level instruction. The latest report of the work group thinking characterizes baccalaureate level courses as follows:

1. Learners shall be required to bring to the course:

- a. A level of intellect, skill, prior knowledge and maturity consistent with entry-level collegiate expectations and the stated prerequisite(s), if any, for that course;
- b. Learning skills and a vocabulary necessary for the completion of a baccalaureate level course;
- c. The capacity to think critically and to understand and apply concepts.

2. Courses shall:

- a. Be aimed more at understanding theory and concepts which are grounded in the fundamental academic disciplines rather than at the acquisition of immediate technical skills;
- b. Treat subject matter with intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level;
- c. Require the student to continue development of communication skills appropriate for higher education;
- d. Enhance understanding of intellectual, scientific and cultural concepts and traditions or requiring experience in higher education as a prerequisite to employment in such fields;
- e. Provide instruction in occupational fields not usually requiring experience in higher education as a prerequisite to such fields may be considered baccalaureate level if the emphasis is upon providing a general introduction to the field, focusing on an understanding of the field, rather than only upon the development of technical skills required for immediate employment;
- f. Move the student toward acquiring competencies expected of university graduates; and

g. Not be remedial or college preparatory.

3. Pedagogy:

- a. There shall be opportunity for student-faculty interaction of a kind and variety commensurate with achievement of course objectives; and
- b. The method of evaluation of student performance and achievement in courses shall discriminate among levels of quality and among attainments appropriate to both entry and exit expectations.

Before the courses in this band range can be considered transferable, an articulation agreement must be established. Please see the Articulation Officer for more information as we need to ensure there is a comparable lower division course at the public University campuses near us.

100-199 Courses carrying these numbers are not intended for transfer but are organized and conducted to meet requirements for credit. Only a few departments may use this number band consistent with the provisions of CCR (Title 5), Section 55805.5.

200-299 Courses carrying these numbers are non transfer occupational preparation courses intended for people seeking to enter the occupation.

300-399 Courses carrying these numbers are short-term or short-unit occupational courses which parallel 1-99, 100, 200 or 400 courses. These courses may not cover more than 50% of the content from their parent course and must fit within the framework of Title 5, Section 55805.5.

400-499 Courses carrying these numbers are continuing education courses in an occupational field.

500-599 Courses carrying these numbers are vocational courses for apprentices.

800-899 Courses carrying these numbers are not applicable to the Associate Degree and do not transfer; however, they do carry credit. This curriculum is intended for precollegiate basic skills, some ESL and some occupational education courses. These courses are graded as credit/no credit.

Repeatable Courses

Activity and performance courses in which enrollment may be repeated are designated with a fixed course number followed by letters indicating the number of times the course may be taken for credit. The following letters, when not separated by a hyphen, authorize enrollments as follows: AB = 2 semesters, AC = 3 semesters, AD = 4 semesters. The routine repetition of a course is intended for activity or performance classes in which skills or proficiencies are enhanced by supervised repetition and practice within class periods via laboratory work or active participation in individual or group assignments and is the basic means by which the learning objectives are obtained. Where a class also has a lecture component, the Subcommittee expects

the preponderance of contact time to be laboratory. In limited cases, courses designed to provide mandated continuing education to practitioners in occupations requiring a license may be repeated.

Sequential Courses

Courses which extend for more than one semester in length and in which each semester of the class contains different content, have a fixed course number and a letter indicating the specific semester of the course. The letters following the course number are separated by a hyphen. (Example: HIST 8A-B)

In an ideal sense, regardless of the band range, introductory courses should be given lower numbers while more advanced courses are given higher numbers.

Descriptive Title

There are a maximum of 40 characters allowed. In as few words as possible, please give the new course a descriptive title. This will appear in the catalog and schedule of classes.

Units

A unit of credit is a quantitative measure assigned to courses. The most generally acceptable determinants of credit are student time invested (Title 5 § 55002); student competency reached, or course equivalent learning.

State law and the Long Beach Community College District Board Policy govern the number of credit units a student may earn upon completing a course of instruction. One lecture hour plus two hours of outside-of-class work for each lecture hour/week = 1 unit; 3 laboratory hours/week = 1 unit; 1 Work Experience unit = 75 hrs of paid work or 60 hours of volunteer work each semester.

The number of credit units a student may earn upon completing a course of instruction is governed by state law and the Long Beach Community College District Board Policy. LBCC applies the standard of the Carnegie Unit.

- One lecture hour (plus two hours of homework)/week = 1 unit;
- 3 laboratory hours/week = 1 unit;
- 1 Work Experience unit = 75 hrs of paid work or 60 hours of volunteer work each semester.

The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study, or laboratory in half unit increments.

Example: Lecture Hours

4.0 lecture hours = 4 units of credit

4.5 lecture hours = 4.5 units of credit

Example: Lab Hour

1.5 lab hours = .5 unit of credit
3 lab hours = 1 unit of credit
4.5 lab hours = 1.5 units of credit

Example: Lecture/Lab Class

5.5 Lecture/7.0 Lab
5.5 Lecture hours = 5.5 units
7.0 lab hours = 2.0 units
Course total = 7.5 units

Lecture: One unit of credit is given for each hour per week of lecture. In a lecture class, the whole class is uniformly engaged in the academic endeavor (i.e., dissemination of information, theory and principles); for every hour of class there is an expectation of two hours of work outside of class (Title 5: 55002). Guided practice is an acceptable strategy for lecture. Guided practice is an instructional method in which the instructor assigns an activity to determine whether students have grasped a new concept. This activity, performed individually or in a group, is directly supervised by the instructor and occurs immediately after the introduction of the new material. The instructor (or group) provides feedback to the student so that the student's first attempt at learning a concept is as accurate and successful as possible. **Laboratory:** One unit of credit is given for each three hours per week of laboratory work. In a lab class, students work independent of the instructor to develop skills, with guidance from an instructor on a need or request basis (not uniformly); there is no expectation of work outside of the class time. This type of engagement can be lab, studio, shop, performance, and/or activity.

Class Size Maximum

Lecture courses are 40 students maximum while laboratory course maximums depend on the number of work stations, but are usually 35 students.

Materials Fee

A number of conditions must be in effect to charge a fee for the "tools" or materials. These are the key criteria: (a) are the materials of continuing value, (b) may they be retained by the students after the class was completed, and (c) the materials must be not solely or exclusively available from the district. If you believe the course requires a Materials Fee, call the Academic Services Office. A separate request memo must accompany your outline. See the [Guide to Materials Fee](#) on this website.

Grade Code

The Method of Grading code is selected from three alternative methods of evaluation. They are as follows:

1. **Letter grade only (A-F).**

2. Letter grade (A-F or P/NP) at the **student's choice**, which must be declared by the end of the first 30% of the term (6th week of semester-length courses). Because this is the most versatile method of grading, it is the recommended method when there is no compelling reason to use another alternative.

3. **Pass/No Pass only (P/NP)**. This would include all 800-band courses or those that are credit but not Degree Applicable.

Number of Hours per week is based on a term of 18-weeks

Be careful to express weekly values for lab and lecture (based on an 18 week presentation of the course, even if the course is not offered as a full-semester course or because of the 16-week compressed calendar). These values should be expressed to the half hour and no less. Determine the hours of contact based on the number of hours of class work and types of instruction. Both the type of instruction and the expectation of outside-of-class work are equally important and should be obvious in the course outline.

Maximum contact hours will calculate automatically.

Total Supplemental Learning Hours value is reserved for this unique learning assistance option. Supplemental learning may have a minimum of three (3) hours per semester through a maximum of ten (10) hours per semester. These hours do not impact student units or teaching units.

TBA (to be arranged) Hours

TBA (to be arranged) hours are a unique type of instructor-student contact that receives special compliance guidelines and monitoring (Chancellor's Office Legal Advisory 08-02, August 1, 2008). Some courses with regularly scheduled hours of instruction have TBA as part of the total contact hours for the course. This TBA portion uses an alternative method of attendance accounting (based on weekly or daily census). In some instances the entire course might be TBA while in other courses only a portion of the total contact hours will be TBA.

Lab hours can be schedule (meet at scheduled times on scheduled days) or they can be arranged (the student attends at whatever time is convenient). Each format has its advantages and disadvantages. Schedule lab hours means there is a specified time and place for lab work. The instructor is relieved from maintaining individual (“positive”) attendance records for each student and therefore, scheduled labs earn the maximum amount of weekly student contact hours (WSCH) for apportionment purposes. Arranged hours provide flexibility for staff, students, and use of facilities but do require a mechanism for accurately tracking and reporting students' attendance. Regardless of whether hours are schedule or arranged, there must be qualified supervision.

TBA hours include, but are not limited to, fieldwork, supplemental learning, open access labs, tutoring through a designated learning center, self-paced learning center work, and service learning. Any course assignments that require a student to attend unsupervised activities, such as recitals, plays, dance performances, athletic events, or field trips, is considered outside of class

work (i.e. homework) as it is independent hours completed outside of class time. This time is calculated as part of the Credit Hour regulation (Title 5, Section 55002(a)(2)(c)) for all college-level courses.

TBA hours must provide specific instructional activities (noted on the content, instruction, assignment, and possibly the student learning outcomes and evaluation pages of the course outline), be under immediate supervision and control by an instructor who meets the minimum qualification or equivalency, meets in a designated location, and students are informed of these activities and expectations (Title 5, Sections 55002, 58050, 58051, 58056, 58102, 58108).

For each course that requires scheduled TBA hours, the district must retain a document or record of individual TBA schedules that students selected or that were assigned and instructors should inform students of their responsibility to adhere to the TBA schedule (e.g. syllabus or assignment document that notes the TBA hours' and the designated TBA schedule). If TBA hours are not specifically scheduled then student attendance for the entire course must be on the positive attendance basis. Documentation supporting all of this must be kept on file.

Where TBA hours involves student use of college computers or interactive multi-media equipment some activity needs to occur which involves an instructor being present and facilitating student learning (note on the instruction page in the technology box and on the assignment page).

All supplemental learning hours are TBA and must be included as such. Work experience lab time and distance learning time is not to be noted as TBA.

Teaching Units

The teaching unit (TU) concept is a workload measure used at LBCC to assess the teaching effort associated with the curriculum offered. The workload measure is always calculated based on an 18-week course offering and the provisions of the current Collective Bargaining Agreement: 1 lecture hour/week = 1 unit; 1 lab hour/week = .75 units. The formula for calculating Work Experience and clinical practicum TUs depends upon the number of students enrolled. The electronic outline will compute this amount automatically when you enter in the lecture and lab hours for a course. Since the formula being used is for a standard course, Work Experience courses will show an inaccurate amount of teaching units electronically.

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Prerequisites

A prerequisite is usually a course or assessment process which must be satisfied before a more difficult course is attempted. Through CCR (Title 5) and a related LBCC policy, several

categories of prerequisites have been described and guidelines for the imposition of a prerequisite have been established. A central principle in these guidelines is that a content review must be completed for all pre and corequisites. In addition, several limitations on enrollment are authorized. Courses should be cited using the abbreviated name, i.e., HIST 10. The phrase "or equivalent" is omitted as that is understood. It is essential to follow the regulatory requirements of CCR (Title 5) regarding the substance of these requirements.

At present, the types of prerequisites are:

1. **Standard prerequisite or corequisite:** A requirement commonly found in three or more CSU or UC locations for transfer courses identical to ours or is required for transfer purposes by the public university systems.
2. **Sequential courses within and across disciplines:** A requirement associated with a transfer or non-transfer LBCC course which is part of a sequence (within the same discipline) or crosses the discipline lines. Cases of transfer courses which cannot fit into type "a" fall into this category. An example of crossing discipline lines which is common is the case of health professions which require courses in anatomy or biology.
3. **Courses in communications or computational skills:** These cases pertain to departments other than English or Math where the faculty proposes to require a communications or computational skill competency as a prerequisite. Refer to the "Requisite Request" section of this handbook for further details.
4. **Cut scores on assessment procedures:** These requirements demand that a student receive an appropriate placement recommendation based upon a validated assessment process which involves multiple measures. For example, qualification through the English assessment process for ENGL 1, 105 and 801A.
5. **Program prerequisite:** A requirement that students must complete one or more courses of study before they can begin a program. The prerequisite courses for a program must be related to one of the required courses in the program. The program and course prerequisites must match. The common expectation is that once into the program sequence the student would not be able to also take the prerequisite course because the program is too time demanding.
6. **Health and safety:** A requirement that students must not pose a risk to themselves or to others in the course.
7. **Recency or other measures of readiness:** A requirement that students demonstrate a readiness to learn which has been achieved in a designated period of time before their proposed enrollment in the course.

In addition to an academic prerequisite, a **limitation on enrollment** may be established for the following courses:

- a. An audition or try-out requirement associated with public performance or intercollegiate competition.
- b. Honors courses which require overall scholastic aptitude.
- c. Blocks of courses intended for a cohort of students who will become a learning community.

Corequisites

A corequisite is a course in which the student must be concurrently enrolled as a condition of enrollment in another course. The same guidelines for prerequisites apply to corequisites. In addition, the two courses must have mutually compatible and related objectives as evidenced in the content review.

Recommended Preparation

Students may be advised, but not required, to complete or be eligible for a course of study or to achieve a specified assessment evaluation before, or in conjunction with, enrollment in a course or educational program. However, these recommendations must be supported by a content review.

Catalog Description

A Catalog Description should make evident the scope of the course, its level, what kinds of students the course is designed for and why, i.e., what in general those students may expect to achieve as a result of taking the course. It should be evident from comparing Catalog Descriptions that no two courses in the catalog are redundant, i.e., how each differs from all others, or the unique contributions of each, should also be evident.

If the course is usually offered for less than 18 weeks, indicate that pattern by a phrase, such as "Typically offered for nine weeks." If the course is only offered in a particular term, state that at this point in the description, e.g., fall only or offered spring semester. If a course is transferable, standard language will be provided by the Articulation Officer. These remarks do not belong in the Catalog Description.

The following are suggestions for building course descriptions:

1. **Abbreviation of other words** should be done consistently, or omitted consistently, from one course description to the next. Frequent examples of abbreviated words: "lab," "intro" should be spelled out.
2. **Punctuation in abbreviation, if abbreviations are used**, (US or U.S. , UCLA or U.C.L.A.), the Subcommittee favors no periods. Other words, not so frequently abbreviated, might need a period to clarify that it is a short form.

3. **Sexist language should be omitted.** "The student will learn to find his". The Subcommittee suggest rewording to get around this - "students will learn to find their" - rather than deal with the his/her or he/she or s/he variations. Should rewording not work in a given instance, use "his or her".
4. **Use of numerals vs. spelling numbers out should be consistent.** Newspaper style calls for spelling out numbers through nine, and those 10 and above are given as numerals. There are exceptions, such as ages, dollar amounts and trade terms - wattage, kilohertz, etc.
5. **Use of dashes as opposed to the word "to":** Please use the term "to" for consistency. "Students will learn development stages of children, ages six months to three years," vs. "six months - three years."
6. **Use of phrases vs. laundry lists and combinations thereof:** Some descriptions say "learn . . ." and list the competencies. Others just list topics: "heliarc welding, tools, safety, . . ." The Subcommittee favors the use of a verb, especially since the list usually isn't written in parallel structure but rather is given as apples and oranges - tools, methods, skills, all strung together.
7. **Use of words that are specialized to the trade:** The Subcommittee assumes the person knows these words, if they are interested in the course. For instance, one announces, "Orem's Self-Care Deficit Theory of Nursing is introduced." However, if it is introduced here, one might assume those coming into the class don't know it. Please ask yourself if the specialized terms are needed. The Subcommittee understands some content is required so the course is acceptable for transfer, etc., so in some cases those unique terms of the discipline might be justified, but we don't think it always has to be expressed that way. Another description reads, "skill activities will reflect the patient care settings." The Subcommittee does not know what that means but suspect it means, "learn to take care of patients in home, hospital, clinic and other settings." The Subcommittee urges that common, clear wording replace the former.
8. **Use of words that are difficult to measure:** Many liberal arts courses respond in kind to the above with concepts that are, well, vague. "Students will develop a heightened awareness of the inner dimensions of that essence of humanity beyond which. . ." Yes, but are there QUIZZES?? Please be specific.
9. **Capitalization and random generation of:** There should be some established style for what is capitalized - Renaissance Period, or Renaissance period? One dictionary says the latter and the Subcommittee prefers as much lower case as possible, as the more caps are introduced, the more complications occur. Capitalizations are hard to read and break up copy; people are used to lower case, as newspapers down case nearly everything.
10. **Other capitalization issues** include Art Department, or art department? If the former, is there an Art Department Head? A Technical Writing Program? The Subcommittee suggests lower case - art department, music Department Head, technical writing program, etc. People take an art class, or ART 101, but not an Art class. They learn about art, not Art. They study modern art, not Modern Art, or modern Art.

11. **Consistency of title:** When two sets of terms are used to describe the same thing, it sounds like two different things being discussed. Examples - Professional and Technical Communication certificate program, Professional and Technical Writing Program, English Placement Test, placement by an English exam, examination by the College English Placement Test, etc. Be consistent in the citations.

Signatures

Signature lines shown on the first page indicate that the Department Head and School Dean have reviewed the Course Outline and supporting documents.

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Course Level Student Learning Outcomes and Learning Objectives

Course level student learning statements are a crucial part of the Course Outline of Record, for they reflect the level of rigor, critical thinking, and specific skill levels of the course. They also provide a focus and a standard for the classroom. Further, they communicate to other colleges and universities how a course fulfills prerequisites, program or transfer requirements, and demonstrate to state boards and licensing agencies how an occupational course meets industry standards.

Course level student learning statements are clear and measurable proclamations that define what a student knows and/or is able to do at the completion of a course. These statements may involve knowledge (cognitive), skills (psychomotor), or attitudes (affective) that display evidence that learning has occurred, at a specified level of competency.

Student learning statements can be both broad, more global outcomes and narrow, more specific objectives. Both types are acceptable and have these things in common:

1. They refer to what students should be able to do or know after they have completed the course;
2. They use active verbs that reflect how the learning could be observed or measured;
3. They emphasize the higher levels of critical thinking involved in the course;
4. They are supported by the content of the course and the kinds of assignments students complete.

The difference is basically that the broad outcomes demonstrate an overarching understanding and/or application of a core subject aspect of the course while the narrow objectives are the small pieces of subject matter, which build up to the broader outcome(s). The local standard is to have the learning outcomes and objectives reflect an overall emphasis at the critical thinking level.

Critical Thinking

While there are multiple definitions out there that are both general and discipline specific, at its broadest levels critical thinking has been defined as "thinking that is purposeful, reasoned, and goal directed" and "the ability to analyze carefully and logically information and ideas from multiple perspectives." This requires students to go beyond the questions of "What knowledge exists?" and "How do I solve this problem?" and to engage the deeper questioning of that knowledge. Students are expected to ask, "Why is this assumed to be 'true'?" "What criteria can I use to evaluate these assumptions?" "Is there a better way to solve these problems?" In more concrete terms, students demonstrate the ability to think by being able to:

1. Analyze complex issues and make informed decisions;
2. Synthesize information in order to arrive at reasoned conclusions;
3. Evaluate the logic, validity, and relevance of data;
4. Solve challenging problems;
5. Question the assumptions of those in authority and conventional wisdom;
6. Distinguish between observation and inference;
7. Generate and explore new questions.

Credit, Degree Applicable courses presuppose that students know how to think critically while credit, Non-Degree Applicable courses do not. Critical thinking statements are required of students in credit, Degree Applicable courses; credit, Non-Degree Applicable courses are expected to teach students how to do critical thinking.

Student Learning Outcomes

Broad student learning outcomes are defined as statements of the overarching knowledge, skills, abilities, or values students should acquire in a course. These broad learning outcomes demonstrate core student understanding and application of a subject. A broad learning outcome often subsumes multiple narrow objectives, allows direct assessment, and anticipates the application of learning outside of the classroom or in future educational contexts. When discussing and composing broad course level student learning outcomes faculty should remember that these outcomes should lend themselves to later assessment. That is, student learning outcome should be thoughtfully stated so that when a department is ready to assess student learning for that course (required by ACCJC accreditation standards) these broad student learning outcome statements listed in the Course Outline of Record are relevant and useful. A course will typically have two (2) to five (5) broad student learning outcomes.

A word of warning: Be careful when describing attitudes in a course level student learning outcome. These are difficult to assess. Ask yourself if the attitude is crucial to success in the course. If a student doesn't obtain a certain value or attitude, but demonstrates the knowledge and skills expected, is that satisfactory?

Examples of acceptable broad course level SLOs

Upon completion of the course the student should be able to:

1. Interpret symptoms and select appropriate intervention to manage patient fear, anxiety, and/or pain in a clinical setting.
2. Analyze and apply biological and environmental principles to explain cognitive, physical, emotional, and social development of the individual from the pre-natal period through childhood and adolescence.
3. Describe and apply the research methods used to study child and adolescent psychology.
4. Synthesize professional typography skills using a personal computer to create effective design projects.
5. Develop a multi-paragraph persuasive essay containing a thesis statement supported by details and evidence organized in unified, coherent, and adequately developed paragraphs.
6. Read and analyze selected works from the major literary genres: fiction, poetry and drama.
7. Demonstrate speaking skills to effectively and confidently deliver a 5-minute oral presentation in an organized setting.
8. Write an essay with correct form and format in a variety of rhetorical modes.
9. Perform technical exercises with his/her designated instrument with competence.
10. Correctly solve word problems at this designated math level.
11. Demonstrate technical proficiency in maintenance of turbine engines.
12. Analyze the processes for handling juvenile offenders in various correctional settings.
13. Install and configure the networking components of an operating system.
14. Analyze and interpret graphical information found on schematics, blueprints, and diagrams.
15. Analyze 20th century western democracies and the responsibilities of citizens in those democracies.
16. Explain the components of a play and the purposes they serve (e.g., soliloquy, chorus, dramatic irony).
17. Assess the biographical and historical influences on the creation of a piece of literature.
18. Distinguish key characteristics across developmental realms associated with various ages and stages of human growth & development.
19. Wire components to control a motor to a given schematic diagram.
20. Calculate probabilities using fundamental laws.

Learning Objectives

Narrow learning objectives are defined as the more specific aspects that students are expected to master at the completion of a course. Narrow objectives represent valuable skills, tools, or content that enables a student to engage in a particular subject and assists the student to build toward and support their achievement of the broader course student learning outcomes. Since these objectives are more specific skills or applications of course knowledge, often several narrow objectives will relate to a single broad student learning outcome. Typically transfer-level courses average about ten (10) narrow learning objectives, but some vocational courses, especially those designed to meet external standards, may list considerably more.

Examples of acceptable course level learning objectives

Upon completion of the course the student should be able to:

1. Select and evaluate source materials and incorporate them correctly into written work.
2. Organize sentences logically and coherently.
3. Perform operations on polynomial expressions.
4. Develop a coherent thesis statement and support it with details and evidence.
5. Examine cultural context in interpreting works of literature.
6. State various strategies for reducing apprehension and fear in a patient.
7. List anxiety control procedures.
8. Discuss the manufacturing of fibers, yarns, and fabrics.
9. Analyze tissue samples utilizing appropriate laboratory equipment.
10. Evaluate the causes of World War II.

All course level student learning statements should be concise yet complete. It also must be made clear in the course outline how these course learning statements, both broad outcomes/narrow objectives and critical thinking/application, will be addressed in an integrated manner with the course's instructional methodologies, assignments and methods of evaluation. Please refer to the Curriculum Standards Section of this reference book as it contains information on college level factors.

Illustration of how narrow Learning Objectives relate to a broad Student Learning Outcome

<p>Outcome</p> <ul style="list-style-type: none"> •Write an essay with correct form and format in a variety of rhetorical modes.
<p>Objectives</p> <ul style="list-style-type: none"> •Select and evaluate source materials and incorporate them correctly into written work. •Organize sentences logically and coherently. •Develop a coherent thesis statement and support it with details and evidence.

How To Develop Course Level Outcomes and Objectives

Focus on what the student can do. Don't address what was taught or presented (no content or assignments), but address the observable results you expect the student to demonstrate at the completion of the course. Include the concepts/knowledge, skills/performance abilities, and attitudes/values that students should develop as a result of taking this course. Again, both core/overarching/broad outcomes and specific/narrow objectives are to be included.

Choose appropriate action verbs because action verbs are easier to measure. Moreover, clear, specific wording can help define what will be assessed and how this might be approached. That is why the vocabulary provided through Bloom's Taxonomy or a comparable taxonomy can be valuable to a faculty member when working on student learning outcomes and objectives. For this you can both develop criteria and measure ability. Title 5 mandates that all college courses, and particularly transfer level courses, should involve a high degree of critical thinking. Therefore, statements of both broad learning outcomes and narrow learning objectives should

use action verbs that specify definite, observable, and measurable behaviors that reflect higher levels of thinking within the cognitive psychomotor, and/or affective domains of learning.

Include assessable expectations. It helps if you have clearly defined expectations concerning the criteria related to every student learning outcome and objective. While developing both course level outcomes and objectives it is essential to carefully consider how your **major assignments** help students to demonstrate the knowledge and/or skills the course identifies. It is helpful to articulate and define the knowledge and skills that each major assignment demands. This can then inform the faculty as to the intended learning that can be assessed. The Course Outline of Record is an integrated document so existing information should be available in that document. Examine papers and projects to define what precisely faculty was hoping the assignments would demonstrate. This, in turn, will also illuminate clearer evaluation standards and criteria for the assignments (noted on the evaluation page of the course outline).

A particular course's broad student learning outcomes must coincide with other courses in a **curriculum sequence**. Sequential courses build upon previous learning and thus the student learning outcomes must reflect the development of knowledge and/or skills from one level to the next. Prerequisite courses, too, must reflect similar continuity within the curriculum.

Components of and/or concepts for student learning outcomes may already be in the Course Outline of Record for **existing courses**. Look at the catalog description and content page. Moreover, consider which existing outcomes can be used in their current form or revised to meet the balance of broad outcomes and narrow objectives expected for a course.

Components of and/or concepts for student learning outcomes may be derived from core concepts articulated by **professional organizations**, external expectations such as board requirements or standards, and articulation and prerequisite agreements from four-year universities.

Share the course level student learning outcomes, in particular, and objectives with faculty from other disciplines and within your own discipline. This helps focus the meaning of these statements. **Collegial consultation** can enhance perspective and provide insights to strengthen a Course Outline of Record. Modify as you learn from experience and communicate to others as you are actively improving them.

Share the student learning outcomes with your students. Students need to clearly understand what is expected; typically they are unfamiliar with the discipline specific language so keep it understandable. This will help focus the clarity of the statements. Include the course level student learning outcomes on your **syllabus**.

Course Content

Compile a complete and detailed list of all concepts/topics taught in the course. The content must reflect the course description and the opportunity for students to obtain the learning outcomes. The content should also be complete enough to assist an instructor teaching the course for the first time. Outline using headings and subheadings and the amount of time

devoted to each topic over an 18 week term. The Course Evaluation Subcommittee anticipates that only one major block of content will be placed in each large text box and the number of weeks or hours to be devoted to the major topic will be listed to the right.

The Course Outline is the official document regarding the course. The concepts/topics listed in the Course Outline are "fleshed out" in the syllabus where the instructor is exercising a degree of academic freedom in teaching the course. However, all instructors are expected to teach their section of the course as generally described in the Course Outline.

Use the "Update" or "Add" button to the right of each text box to save the content. Each box saves independently, so you must save after making changes to a particular box; otherwise you will lose the changes if you try to make changes to more than one box and save only once.

Methods of Instruction

Identify and describe, in general, the scope of the instructional presentation methods that are appropriate to the course's learning outcomes, content and assignments.

Two format options are provided on the Course Outline Document. One option must be chosen which best lends itself to the course's instructional methodologies. Format 1 allows for the instructional presentation methods typically used to be identified singularly. Format 2 allows for a comprehensive narrative summarizing the instructional methodologies typically used and how the instructor might integrate them in the course.

Students assigned TBA hours must participate in some instruction and/or activities that involve learning outcomes and course content and are specified on this page of the course outline (e.g. lab or "other" section).

College-Level Assignments for In and Out of Class

Use this page to describe representative course-specific assignments that are to be described in this section. The Course Evaluation Subcommittee is looking for at least three representative assignments which related to the learning outcomes of the course and show evidence of a strategy to promote the intended learning. These assignments may be part of the evaluation strategy. Assignments must reflect the opportunity for students to achieve the course's learning outcomes and master the content required. Out-of-class assignments must be sufficient to show independent work. Two (2) hours of outside preparation are expected for every hour of lecture presentation in class. A typical three-unit lecture course meets for three hours a week. Therefore, students would be expected to prepare six (6) hours per week in addition to the three hours of class lecture if the class is a Degree Applicable course.

Credit, Non-Degree Applicable courses must provide instruction to teach critical thinking and generally treat subject matter with a scope and intensity which requires students to study independently outside of class time which includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students completing such a course successfully will, upon completion of the required sequence of which the course is

a part; have acquired the skills necessary to successfully complete college level work. A course which is intended to develop college-level proficiencies within the 30-unit limit imposed on this type of instruction must rely upon a significant amount of effort on the part of students. The ratio of student effort to units earned in such courses, therefore, should be at least as high as that for the Carnegie Unit Standard, with the possibility of its being even higher. Moreover, requiring such effort of students, with appropriate encouragement and support, and given appropriately designed out-of-class assignments, is in its own right a critical component of preparing such students for college-level work where independence and intensity of effort will be routinely expected.

In credit, degree-applicable courses substantial college-level writing assignments are expected where lecture contact hours are required, except where courses are intended to be computational or problem solving in nature. The essential concept of a "substantial writing assignment" is an extensive written work in which the student develops an idea fully, completely and logically in his/her own words and in coherent, complete sentences which encompass more than one paragraph. Names for such an assignment can include, but are not limited to, themes, essays, reports, essay exams, summary and research papers.

Students assigned TBA hours must participate in some instruction and/or activities that involve learning outcomes and course content and are specified on this page of the course outline (e.g. lab or "other" section).

Methods of Evaluation

This section requires the descriptions of evaluation methodologies. These methods must substantially align with the course's assignments and content. For degree credit courses, student achievement must be measured by substantial writing assignments. Some subjects may require problem-solving demonstrations. Skill demonstrations are appropriate in the case of performance courses.

Representative Textbooks and Materials

The Course Evaluation Subcommittee will need a list of at least two (2) representative college-level texts which will cover the course content and be an appropriate instructional tool for achieving the student learning objectives. Include the author, title, publisher and year. Adopted textbooks and materials must be in its current edition or published within the past five years. It is understood that faculty teaching a course with multiple sections may adopt equivalent textbooks. Furthermore, it is understood that over time the texts adopted will change.

List sample journals, periodicals and websites under the recommended section as well as any recommended textbooks. If this course has instructor developed materials sold through the bookstore, please list them in the instructor materials section and describe the scope of the material.

Learning Assistance Options

Learning Assistance is derived from statute, Title 5, Section 58172. Learning Assistance.

Attendance for supplemental learning assistance when offered as part of a course may only be reported for state apportionment when either:

- a) the learning assistance is a required component of another course, for all students in that course; or
- b) the learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to subdivision (c) of section 58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses.

Note: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Section 70901, Education Code.

The concept of learning assistance presents departments and programs with options so students can receive additional structured assignments that align with a course's student learning outcomes and content. These options provide an opportunity to enhance student success. At Long Beach City College there are four (4) options available. Please refer to the [Learning Assistance Options Information Sheet](#) [PDF] from the Course Evaluation Subcommittee for further specifics. All of these options require an updated course outline of record, a Course Change Form for an existing course, all required supplemental documents for a new proposal, and navigation through the curriculum approval process. This will require time, effort, and planning. The four options are as follows.

1. The addition of a limited number of learning assistance hours, called supplemental learning, as a component of another course reported for apportionment. One of the purposes of offering supplemental learning is to address basic skills competency deficiencies in students who have enrolled into courses at the college. The expectation is that when a minimum number of supplemental learning hours are identified they are intended to address common learning problem areas for the majority of the students enrolled in the course. Further, supplemental learning hours are only to be related to the lecture component of a course, not to the laboratory component. The intent of supplemental learning is to assist the student in overcoming deficit concepts, not to provide extra practice time nor for homework. The expectation is that all students enrolled in the course will be completing the supplemental hours and will be working on at least one problem area. Individual differences in student abilities will likely require that a range of assignments and activities be provided to students, most of which would be basic skills instruction but some of which may be more enrichment.
2. Create or update a noncredit learning assistance course that is open entry/open exit. This type of course can only be used in one of the nine entitlement areas for noncredit instruction and obtains reduced apportionment monies from the state. This is what has historically been done at this college in Basic Adult Education.
3. Create a credit, non-degree applicable corequisite learning assistance course. This mandated course will require students to participate in additional assignments for a

required number of hours in a success center as part of the parent course's evaluation requirements.

4. Create or update a corresponding credit, non-degree applicable learning assistance course that is optional for students. The success center can provide general learning activities that focus on common difficult content areas. This is what has historically been done at this college in the reading and writing programs.

The practice of supplemental learning is new to Long Beach City College. To guide faculty in the development of this learning assistance option please note the following.

Course Evaluation Subcommittee submission standards for supplemental learning hours added to an existing course outline of record

Submit a Course Change Form that establishes the need for supplemental learning. Reasons could include but are not limited to student placement data, overall course success and retention data, and/or direct evidence of assessment of course student learning outcomes. Submit an updated course outline of record following all established standards and criteria. Submission must follow the published Academic Services Deadline Calendar and will be processed accordingly.

Required fields for updates on the course outline of record are:

1. Face Page
 - A. Total Supplemental Learning Hours box: At this time the Course Evaluation Subcommittee believes that a modest range of 3 to 10 total hours in the term for the course represents the magnitude of supplemental learning experiences that would be required of students. All students enrolled in the course must meet the supplemental learning hour requirement.
 - B. Catalog Description box: A sentence must be at the end of the existing catalog description that states the total number of supplemental learning hours required for all students and the purpose of the success center requirement.
 - C. Instruction Page
The methods of instruction page must contain a statement as to the general scope of appropriate methods for supplemental learning that can be reasonably used in a success center. Tutoring is not supplemental learning and should not be considered. The supplemental learning box (format 1) on the course outline of record must contain an explanation on how the success center instruction will function for this course. If Instruction Page, Format 2 on the course outline of record is used then an explanation of the various success center methodologies must be included in the narrative paragraph.
 - D. Assignment Page
The assignment page must contain a statement as to the instructor-generated assignments that correlate to the course learning outcomes and content. The targeted learning, identified by the instructor, will be addressed through a learning experiment/activity with college personnel support and supervision. This experience provides a level of involvement and requirements that a student cannot

obtain alone outside of class. This experience is not designed for practice or repetition. The introduction of a new concept, to be followed-up in class, or the expansion on a concept already presented in class is acceptable. Homework is not supplemental learning and should not be considered. A department may decide to use the same assignments for all sections of a course that are offered. A department may decide that assignment specifics/creation can be left up to the individual instructor. However, with the latter, the concept of comparable learning experience must be met so all students receive the same learning assistance. The supplemental learning box on the course outline of record must contain a description of the scope of appropriate assignments developed for this course that will be required in the success center and benefit the majority of students. This statement must include adequate information so the subcommittee can determine the relationship between the student learning outcomes and content to these assignments and that college-level academic rigor is established. Interactive multimedia and/or web-mediated learning assistance activities that are in compliance with the requirements are an option for all courses. You may team up with the Instructional Technology Development Center (ITDC) to design these activities.

E. Evaluation Page

The evaluation page of the course outline of record, in the supplemental learning box, must contain a statement as to the means of evaluation and the criteria or standards used to judge the quality of the student work in the supplemental learning activities. Student work in the success center, where supplemental learning activities are completed, must be considered as a part of the student's grade for the course.

F. Textbook Page

A sampling of appropriate materials will be listed on the instructor-designed/supplemental learning materials box on the course outline of record. This statement must provide adequate scope and specifics for the subcommittee to ascertain that the materials support the supplemental learning activities and student time in the success center.

If supplemental learning hours are added to a course that is taught at a distance then a virtual modality for success center learning activities must be available for students who are enrolled in distance learning courses. Faculty can work with the Instructional Technology Development Center team to create technology-mediated components for supplemental learning. These electronic components and activities will include individualized learning and meaningful feedback for development of comprehension and higher order thinking skills. Instruction can be built into these programs to integrate the supplemental learning with class concepts and even integrate into classroom learning.

New Credit Courses Index

<u>Course Outline</u>	<u>Repetition</u>	<u>Prerequisite</u>	<u>Outcomes</u>	<u>Content</u>	<u>Instruction</u>
<u>Assignments</u>	<u>Evaluations</u>	<u>Textbooks</u>	<u>Learn Assist</u>	<u>Honors</u>	<u>Distance</u>
<u>Work Exp.</u>	<u>Alt. Curr. Options</u>	<u>Required Docs</u>			

Honors Courses and Sections

In 1980, LBCC established the Honors Program to better serve high achieving students. This academic program consists of honors courses and the Honors Interdisciplinary Seminar.

Honors courses offer an extensive approach to knowledge by considering the interconnections between disciplines and fields of knowledge. Students are encouraged to explore multi-disciplinary concerns as they fulfill the general education requirement.

The initial contact for a faculty member contemplating an Honors course proposal is the Honors Coordinator. This communication will provide information about the program and needed course qualifications. If a department is considering proposing an Honors version of an existing transfer-level course, then that course must be UC and CSU transferable. If a course is not currently UC transferable then it must be submitted to the UC President's Office prior to the submission of an Honors proposal. The Faculty Author or Department Head must contact the Articulation Officer for further instructions and assistance.

Be advised that any course that is to be conducted as an Honors experience **must be separately reviewed and approved by the Curriculum Committee**. This also means that this course **must be articulated separately** from the existing course. The Academic Senate for California Community Colleges states that the "Honors" nature is justified by optional topics beyond those in the existing course outline and/or the stimulation offered to the more talented student.

The local curriculum review process for Honors course proposals includes guidelines to assure a more intensive educational experience for students. The existing course outline is the basis for the Honors proposal. (Honors instruction, in this manner, is viewed as a modification of the existing course. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.) The Honors course parameters are expected to include deeper content, more challenging assignments, more invigorating instructional methods, more thorough grading, and/or an exceptional text and/or instructional materials. Enhancements to a general education course will vary by discipline, but typical modifications to create an Honors course could include the following:

Content:

Focus on deeper (not necessarily broader) content.

Emphasize substantial texts (often primary texts or recent publications within the discipline) rather than textbooks.

Develop advanced reading, writing, and research skills.

Explore relevant interdisciplinary connections.

Focus on methodology within the discipline; rather than simply reciting content, students should learn how professionals conduct discussions within this discipline.

Instruction:

Foster active participation through the use of a more student-involved discussion approach.

Encourage interaction with the professor in the classroom, during office hours, or with other appropriate academic exchanges.

Offer opportunities outside of the classroom for enrichment related to course material (e.g. field trips to local resources appropriate to the course: theater productions for a literature class, marine reserve for a biology class, mountains for a geology class).

Provide more frequent and in-depth responses to student assignments.

Assignments:

Place responsibility for learning upon the student.

Assign a semester project rather than textbook exercises.

Develop assignments that require students to be more active in the learning process than is expected in the general education course.

Develop a process with assignments that will encompass the use of drafts and revisions based upon instructor feedback.

Participation:

Base a substantial portion of the grade on student participation and evaluate participation rigorously.

Require student presentations that accurately reflect course material and that convey this information effectively to the rest of the class.

Require more active participation in class discussions and more collaboration in the learning process.

Require that each student take responsibility for his or her own learning and is responsible in assisting others in the Honors classroom.

LBCC Honors courses and their corresponding General Education courses must have identical contact hours and units. In addition to a course outline of record, and/or other course approval supporting documents normally required for the review of a new course, an Honors course must provide **course content augmentation and instructional enrichment**. The Honors Page in the web course outline is designed to assist the course originator in demonstrating that the Honors course interactions are enriched as to the general education course format, that the Honors course meets a distinct curricular need from the existing course, and that these differences are documented.

Requisites

If your proposed course has a specific requisite, you must complete the information on the Requisite Section on the web outline. The standard prerequisite required for an Honors course is, "Qualification for the Honors Program". See the Requisite Requests chapter in this reference manual for guidance.

Disabled Student Program and Services (DSP&S) Courses

Courses or sections of courses, designed for this student group, must be primarily instructional in nature. They cannot be designed to primarily provide group activities or services.

In addition to the above requirements, the outline of record for those courses must also:

1. **Specify** what disability or disabilities the course is designed to address.
2. **Clarify** what objectives the course is to fulfill as they relate to these disabilities.
3. **Show** why a special course is needed to meet this need, rather than it's being met through accommodation in a regular course.
4. **Specify** how it will be determined that the objectives have been achieved.
5. **Explain** what disability-specific instructional methods, materials, equipment, etc., will be used and why.
6. If the course is offered in any type of distance learning delivery mode, it must comply with CCC DE Access Guidelines, Chapter 6, Standards and Criteria for Courses, Section 552-00 ("Definition and Application"), CA Code 11135, Section 508 of the Rehabilitation Act as amended in 1998, and follow LBCC Web Accessibility Guidelines.

Distance Learning Courses and Sections

CCR (Title 5) defines Distance Learning as instruction in which the instructor and the student are separated by distance and interact through the assistance of communications technology. A course is considered to be a distance learning course if any percentage of it is delivered via a modality where the student and the instructor are not present in the same physical location. LBCC offers two types of distance learning courses:

7. Online courses - The entire course will be taught through distance learning, online using the Internet. Online courses may include video content (streaming video or cable broadcast). There will be **no** on-campus meetings.
8. Hybrid courses - This modality is some version of a course with a distance component and some required on-campus / face-to-face meeting(s). The on-campus portion is either regularly scheduled or irregularly scheduled face-to-face

meetings as a class. A hybrid course with irregularly scheduled required on-campus meetings will include a specified number of formally scheduled meetings throughout the semester. This on-campus meeting schedule must be noted in the instructor's syllabus. A hybrid course with regularly scheduled on-campus component includes formally scheduled weekly meetings throughout the semester. The on-campus meetings must be indicated in the schedule of classes.

Further, the Course Evaluation Subcommittee views Distance Learning as an alternative instructional methodology to the on-campus course. All other aspects of the DL course must be equivalent to the on-campus course. Therefore, the existing expectations and parameters in the adopted course outline establish the requirements of the DL course quality for this proposal.

The initial contacts for a faculty member contemplating a Distance Learning course proposal are the Department Head, School Dean, and the Director of Instructional Technology & Distance Learning. This communication will provide information on the need for the Distance Learning course and the process required for its development and delivery. The Curriculum Committee approved the information requirements set forth in the Distance Learning Addendum form, which is part of the course documentation materials reviewed by the Course Evaluation Subcommittee. It is the intent of this documentation to clearly identify how the distance learning version of the class is comparable to its on-campus class.

All approved Distance Learning courses must adhere to the conditions below. Further details may be obtained from the [Distance Learning Course Guidelines website](#).

1. According to the Academic Senate position paper, Curriculum Committee Review of Distance Learning Courses and Sections, "Curriculum committees must make a judgment as to the quality of the course based on a review of the appropriateness of the methods of presentation, assignments, evaluation of student performance, and instructional materials. Are these components adequate to achieve the stated objectives of the course?" The local curriculum review process for distance learning course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline is the basis for the distance learning proposal.
2. All DL course components must be equivalent and comparable to the components of on-campus version of the course, including student-centered instructional activities and interactions. The purpose of this review is to verify that such courses are comparable in terms of rigor, scope, and conduct to equivalent on-campus classes.
3. The course must be separately approved as a Distance Learning course through the normal approval steps. A Distance Learning Addendum to an Existing Class form must be filled out to begin the approval process. The addendum form can be obtained from the [curriculum forms website](#). Please see the Director, Instructional Technology Development Center, for assistance in completing the addendum.

This document explains the information that the Course Evaluation Subcommittee requires for a course to be approved as a Distance Learning course. Use this form to describe the applicable Distance Learning types for the course that you propose. The form includes text in black and red; red text is expected to be customized for the purpose of the specific course. Department faculty can also delete from, or add to, any portion of the suggested information in black text. However, the format provided is necessary for the Course Evaluation Subcommittee to assess the distance version's comparability to the traditional course. The subcommittee expects to be provided with an adequate amount of information to judge a distance learning course's equivalency to the traditional course as reflected in the course outline of record. The subcommittee will be looking at the overall design methodology and specific features to ascertain that a student can successfully achieve the course's student learning outcomes and content.

4. The course must use assessment methods appropriate to Distance Learning. Online testing that consists of methodologies that require frequent student participation, communication, and input, as well as a gradual portfolio of graded assignments throughout the course, will be approved. This type of assessment requires critical thinking activities as well as application and transfer of learning (e.g. as in open-book type of test in face-to-face class).

The Course Evaluation subcommittee does not generally approve online assessment that consists of form-based tests (e.g. multiple choice) or skill based tests because present technology does not ensure a comparable level of scrutiny and security to on-campus classes.

Alternate methods of assessment, comparable to those used in on-campus classes may be proposed and will be considered by the subcommittee.

5. The course must be accessible to students with disabilities, and in compliance with the CCCC Access Guidelines and Section 508 of the Rehabilitation Act.

6. The form will be submitted to Academic Services electronically. When ready, add your name and date at the bottom of the form, in the Faculty Author Name and Date fields. Then email the form as .doc format to your department head who will then add her/his name on the form and email it to the School Dean. Finally, the School Dean adds her/his name to the document and email the document to the Director of Instructional Technology & Distance Learning who will be the last name on this form. Completed forms will only be accepted by Academic Services if all names are filled on the form and if the form is emailed to the curriculum technician by the Director of Instructional Technology and Distance Learning.

Vocational Cooperative Work Experience Education

Long Beach City College offers Occupational Work Experience Education only. Occupational Work Experience Education is supervised employment extending classroom based occupational learning to "on-the-job" experiences to assist students in

achieving their occupational training goals. Work Experience Education is a district-initiated and district-controlled program that provides “real world experience” for students in vocational programs. This type of course has statutory and program guidelines in addition to the curriculum guidelines. Regulations can be found in the [California Code of Administrative Regulations \(CCR\) Title 5](#), Chapter 6, Subchapter 3. Alternative Instructional Methods, Article 4. Cooperative Work Experience Education (CWEE). Long Beach City College requires a one-hour lecture seminar weekly in addition to hours spent at the worksite, which are recorded as laboratory time. A worksite assignment for a Work Experience class can be a paid or unpaid experience. Paid assignments require 75 hours per each unit of credit. Unpaid assignments require 60 hours per each unit of credit.

Including the lecture seminar, a student may not earn more than four units of credit in any one term. Students are limited to a total of 16 units or four semesters accumulated in the Work Experience Program. In some cases, only one of the two-unit or three-unit classes in a given discipline may be offered in a given term. In this situation it is possible that a student would not be able to accumulate the full 16 semester units of Work Experience in that area prior to repeating the course for the maximum of four semesters as authorized under Title 5, Section 55041. In this particular case, there is an exception to the general repetition rule (Title 5, Section 55253) that allows a student to exceed the maximum four semester limit until such time as the student may possibly earn the maximum 16 VCWEE units.

International Students must have a release from the International Student Office prior to enrolling in any Vocational Cooperative Work Experience Education Class.

There is a [Work Experience Course Outline template](#) located on the LBCC “Curriculum Forms Site” that the Course Evaluation Subcommittee recommends utilizing. This template conforms to the Title 5 regulations for this type of course and meets all of the standards of good practice established at the state and local levels.

There is a standard class size maximum of 40 students in a Work Experience course. The faculty member's workload is governed by the CCR, Title 5, Chapter 6, Section 58003.1 and the [Collective Bargaining Agreement](#). This workload formula is based upon the number of students enrolled at the first census.

Each course has a set number of units and must have a distinct Course Outline of Record. The options are a two, three or four unit course consisting of both a lecture and a laboratory component.

Each course has a standard co-requisite mandate that is governed by state law which states: "Concurrent enrollment in at least one additional course in the same discipline which the Work Experience is assigned".

If a department wishes to present this course in a distance learning format it can be done as a hybrid course where the lecture content is handled in a distance learning environment. However, the worksite (lab) time must occur at a validated job site.

Contact the Dean responsible for Work Experience early in the development process of any new Work Experience courses.

New Credit Courses Index					
<u>Course Outline</u>	<u>Repetition</u>	<u>Prerequisite</u>	<u>Outcomes</u>	<u>Content</u>	<u>Instruction</u>
<u>Assignments</u>	<u>Evaluations</u>	<u>Textbooks</u>	<u>Learn Assist</u>	<u>Honors</u>	<u>Distance</u>
<u>Work Exp.</u>	<u>Alt. Curr. Options</u>	<u>Required Docs</u>			

Alternative Curriculum Options

The Curriculum Committee faces the challenge of balancing the deliberate review of course proposals with responsiveness to departments' emerging curriculum needs. Factors that the Curriculum Committee must be cognizant of all the advantages of curricular flexibility with the need for a well-structured and legal curriculum that can be reasonably maintained within the established institutional processes.

Title 5 regulations, state standards from both the Chancellor's Office and state Academic Senate, as well as local guidelines all coalesce to present such a strategy. To this end it should be noted that besides the typical degree-applicable course outline there are three (3) curriculum models/options, which are available to departments. These are experimental courses, special topics courses, and directed study courses.

Experimental

This is a course for which full information on some approval criterion cannot be determined until the course is actually offered on a trial basis. Experimental courses are still required to have a complete course outline and go through the regular college curriculum review process (meet requirements, recommendation by the Curriculum Committee, approval by the Board of Trustees). This is essential so that any expedited approval does not lower curricular standards. Even though some latitude can be granted as to a course approval with an "Experimental" course, this option is not appropriate for a department that "did not prepare adequately to meet the established curriculum review timeline." The Curriculum Committee recommendation for approval will be for a limited period of time and contingent upon resubmission of the course, with the unresolved area(s) addressed, or it will be discontinued.

LBCC uses the descriptor of "Experimental", an addition of "EXP" prior to the course descriptive title, and a consistent number of either 98, 298, or 898 depending on the course level. These courses have particular limitations that are delineated below.

- Credits are degree-applicable (EXP 98, 298) as elective credits only.
- Credits are transferable (EXP 98) as elective credits only.
- Experimental courses cannot be placed on a program’s curriculum guide.
- Experimental courses cannot be used as pre- or co-requisites for another permanent course until and if the Experimental course becomes a permanent course.
- Experimental courses cannot apply to certificate or degree requirements until and if it becomes a permanent course.
- A catalog statement will be included for each Experimental course to indicate transferability limitations.
- The granting of transfer credit (EXP 98) is contingent upon an evaluation of the course outline and/or syllabus by the individual UC and CSU campuses.

Submission Requirements: [New Course Supplemental for Experimental Course Form](#) and a [draft course outline](#)

Special Topic Course

This is a course that employs a consistent disciplinary pedagogy, as described by a complete course outline, but the focus area changes from term to term. For example, a literature course in which the emphasis is on a different author each term or a Latin American History course in which the focus is on a different country each term. For this type of course the goals and structure remain consistent: student learning outcomes, instructional methodologies, in and out of class assignments, and evaluations. (The course outline must reflect specificity in these areas so it can be reviewed as to state and local standards.) However, the content and reading/textbook information will change. (The range of the focus areas planned should be noted accordingly and then appended on the course outline as needed.) A Special Topics course has a “stable, well-defined form and purpose” and the “closely related” range of content should be effectively taught using the course design described on the course outline document.

LBCC uses the descriptor of “Special Topics” and a designator of “ST” prior to the course descriptive title. A standardized catalog statement will be included with each of these courses to provide brief information as to this unique curricular option. Further, the catalog description should include a sampling of topics as indicative of the range of acceptable options. It is the department’s responsibility to provide a schedule note that will indicate the content topic for a particular semester. The course outline’s content page will reflect all major topic options prior to the semester of instruction. The outline can be amended by the department through the routine review process.

Submission Requirements: [New course proposal](#) with all required inclusions

Directed Study Course (Independent Study)

This is a course that involves an individual student or a small group of students in study, research, or activities beyond the scope of regularly offered courses within a discipline,

pursuant to an agreement among the college, faculty member, and student(s). The course structure is based on a contract because this is a course that is not regularly scheduled, but for which it is expected that the student will interact directly with the instructor on an individual basis. Individual faculty are not assigned to this type of course but rather volunteer to participate (compensation is a matter for negotiation). All of the same curriculum standards apply (e.g. minimum qualifications, state and local quality standards, adequate instructor-student contact, evaluation and grading of student learning outcomes/performance unit(s) awarded are based on the Carnegie relationship as specified by Title 5, section 5502, etc.).

The course outline document should provide a generic catalog description as well as adequate information in the document to allow for an appropriate and effective course regulatory and quality peer review. (Proposed student contracts will need to undergo administrative review to assure compliance with Title 5 regulations only.) This non-traditional course offering provides for variable units based on the number of hours of student engagement with the subject matter but must follow the Carnegie relationship. Sufficient information should be provided in the course outline as to both the direct instructor-student contact and the expected “out-of-class” hours, substantial student assignments to be produced, and on performance criteria/evaluation standards. All of this is necessary to reflect that the student learning is reflective of the units earned and to ensure academic rigor commensurate with the intent of this type of course. The normal expectation for a semester-length course:

- “Lecture” type contact for 54 total hours = one unit of credit
- “Laboratory/studio/shop/activity” type contact under direct supervision of an instructor for 54 total hours = one unit of credit

Submission Requirements: Memo requesting addition of this course option for a specified subject from the department head and school dean to the Dean of Academic Services and a [draft course outline](#) per the [standard directed studies course outline template](#)

References:

California Community Colleges Program and Course Approval Handbook. Chancellor’s Office of the California Community Colleges, September 2001 and March 2009.
“Good Practices for Course Approval Processes.” The Curriculum Committee of the Academic Senate for California Community Colleges, Spring 1998.
Long Beach City College Administrative Regulation 4017, Credit by Directed Study.

What does the Course Evaluation Subcommittee look for in a New Course Proposal?

In broad terms the Subcommittee looks for five general things when inspecting a new course proposal. The following general items were discussed at the Curriculum Process Overview Section in this document:

1. **Appropriateness** to **the** **mission**
2. **Need**

3. **Quality of course design**
4. **Feasibility**
5. **Compliance with law and regulations**

In specific terms, the Subcommittee will look for the following things in the Course Outline and supporting example materials.

1. Is the Course Outline in the current, official Long Beach City College format in the web database and is everything complete in terms of signatures, associated documents and related supporting examples?
2. Have all of the materials been proofread with mistakes, omissions and typographic errors corrected?
3. Does the course title accurately reflect the course description and content?
4. Do the weekly lecture and/or laboratory hours support the student units of credit and teacher workload units?
5. If prerequisites are listed, do they accurately describe those courses a student must have taken or the assessment process a student must have completed in order to successfully participate in the course? Has the requisite Section been completed and does that information make a persuasive case for the requested prerequisite?
6. If corequisites are listed, are the objectives of the courses compatible and are the courses interdependent? Has the requisite Section been completed and does that information make a persuasive case for the requested corequisite?
7. If a recommended preparation statement is offered, has the requisite tab been completed?
8. Is the course description accurate and does it reflect the course content?
9. Are instructional objectives clear, measurable and stated in terms of observable student outcomes? Are there at least six objectives listed? Do some of the objectives reflect critical thinking activity?
10. Are college-level assignments listed for Degree Applicable courses? Do these assignments reflect higher order intellectual activity? Are assignments appropriate for the acquisition of learning outcomes and course content? The Subcommittee expects a minimum of three assignments to demonstrate the acquisition of the student learning outcomes listed in the outline. Writing assignments are expected to validate the lecture hours of the course.
11. Does the course treat the subject matter with an intensity and at a collegiate level that stimulates intellectual growth? Does the description, statement of objectives and scope

plus evaluation means and critical thinking activities and texts, when taken as a whole, look like a college course?

12. Are methods of instruction clearly spelled out and appropriate to the objectives and content of the course?

13. Are methods of evaluating student performance clearly spelled out? Are there multiple methods to evaluate students? Are written assignments and examinations required? Are evaluation standards and criteria expressed fully and with clarity?

14. Are required readings and/or representative outside assignments described and are course-specific examples provided which are related to the stated objectives of the course? Is it evident, from these examples, that the work expected of the students is demanding enough in quantity to merit the units specified for the course? Are the assignments rigorous and do they require independent work outside of class? Is the nature of the work adequate to assure that students who successfully complete the course will be able to meet all of the stated objectives for the course?

15. Are the anticipated textbooks listed completely and are they appropriate and relatively current?

16. Does the outline of topics to be covered indicate the rough amount of time to be devoted to each item over an 18-week term? Is the statement of scope sufficiently detailed to allow a new teacher to understand what material is to be covered?

17. If this course is intended as a transfer course, is comparable curriculum found at local four-year public institutions?

Checklist of Required Documents

A new credit course proposal package requires an outline and several related documents as listed below.

1. A completed New Course Supplemental Information Worksheet with a marked up curriculum guide attached to indicate where the new course fits into an existing program. Obtain signatures from the following:

Department

School

Library Department Head

Head

Dean

2. A completed Impact Assessment Form, prepared and signed by the School Dean.

3. A completed outline of record with descriptions of instructional methods, evaluation means, in and outside of class assignments and critical thinking tasks. Be sure to list

representative texts on the outline of record. Obtain electronic signatures on the first page of the outline from the following:

Faculty
Department
School Dean

Author
Head

4. If a pre or corequisite or recommended preparation statement is requested, complete the content review at the Requisite Section on the web outline.
5. If a limitation on enrollment is requested, attach a curriculum guide to illustrate other courses a student may take to satisfy degree or certificate requirements.
6. If a Materials Fee is requested, attach a Materials Fee memo like the example located in the Materials Fee section.
7. If the course is a distance education course, submit a completed [Distance Learning Addendum form](#) with complete and detailed answers to all of the questions posed. Go to the [Distance Learning Course Guidelines](#) website for further details.
8. If the course is an honor's course, complete the Honors Section on the web outline.

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