



Curriculum Handbook

For Faculty and Administrators

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I. Introduction

The LACC Curriculum Handbook documents the curriculum process for faculty and administrators. The handbook is updated annually by the Curriculum Committee to reflect directives from the District and State Chancellor's Office and changes to college policies and procedures.

A. Handbook Approvals

Approved by the Academic Senate on May 16, 2019 and the Curriculum Committee on May 21, 2019. Shared with the College Council on June 3, 2019. **Additions in red were considered by the Curriculum Committee on February 9, 2021 and approved by the Academic Senate on February 18, 2021.** Additions in green were shared with the Curriculum Committee on May 11, 2021 and approved by the Academic Senate on May 20, 2021.

B. Additional Curriculum Resources

The [Program and Course Approval Handbook \(PCAH\)](#) is a handbook for program and course approval by the state Chancellor's Office.

District Administrative Regulation [E-64](#) documents the standards and procedures for the development and approval of new educational programs.

District Administrative Regulation E-65 ([downloadable here](#) along with other curriculum-related E-Regs) documents the standards and procedures for the development and approval of courses.

The [online manual for ECD](#) provides instructions for how to use the Electronic Curriculum Development system, our current course management system.

[The Course Outline of Record: A Curriculum Reference Guide](#), a publication of the Academic Senate for California Community Colleges (ASCCC), provides guidelines for writing a course outline of record, both credit and non-credit.

II. Curriculum Overview

A. Faculty Purview

Education Code §70902(b)(7) gives the faculty, through the Academic Senate, the primary responsibility for making recommendations in the areas of curriculum and academic standards. Curriculum is approved by the Curriculum Committee and the Academic Senate. Final approval rests with the LACCD Board of Trustees.

All local curriculum processes adhere to regulations and guidelines established by Title 5, the Chancellor's Office, and the District.

B. Approval of Curriculum

The faculty have primary responsibility for proposing new curriculum and making changes to existing curriculum. The local approval process (Department → Curriculum Technical Review → Curriculum Committee → Academic Senate → Vice President of Academic Affairs) ensures that all faculty have a voice in the approval of curriculum. Curricular changes may have implications outside of a Department, which is why department and administrative representatives should be present at Curriculum Committee meetings. When possible, administrative concerns to new curriculum or changes to existing curriculum should be raised prior to the start of the formal approval process.

C. The LACC Curriculum Committee

The LACC Curriculum Committee is a committee of the Academic Senate. The Vice President of the Academic Senate serves as the chair of the Curriculum Committee (Bylaws of the Academic Senate are available on the Academic Senate website). The committee oversees and makes recommendations to the Academic Senate on all aspects of curriculum, including approval of new courses and programs, approval of course changes and updates, designation of advanced classes, catalog revisions, and review of courses for inclusion in general education requirements.

The Curriculum Committee operating agreement, available at the Curriculum website, documents the purpose, membership, operating procedures, subcommittees, meetings, and member responsibilities.

D. Technical Review Subcommittee

The Curriculum Committee's standing Technical Review subcommittee aids faculty in the curriculum preparation process.

Members: Curriculum Chair, Articulation Officer, Honors Program Chair, Distance Education Committee Chair, Library Science faculty, and SLO Coordinator

Resources: Curriculum Dean, Curriculum Specialist, Financial Aid Dean (to review new programs)

The Curriculum Chair serves as the liaison between Technical Review and the Department Chair/faculty member/noncredit faculty coordinator or dean.

III. Credit Courses

Title 5 §55000(f) defines a course as “an organized pattern of instruction on a specified subject offered by a community college.” LACCD Administrative Regulation E-65 documents the requirements and procedures for courses, including new courses, course changes, and cross-listing.

A. The Course Outline of Record

The Course Outline of Record (COR) is the official document describing the objectives of a course. The COR forms the basis of a course syllabus and as such it is a contract between the college, faculty, and student. Currently, course outlines are stored in the Electronic Curriculum Development (ECD) curriculum management system.

B. Course Approval Processes

In order for new courses to be added to the subsequent year Catalog, they must be submitted with substantial lead time to allow for approvals. Modifications to existing courses will be active for the following fall if they make it into the Catalog. Modifications can only be active for spring if they are approved by the District prior to the spring schedule being completed. Speak with the Curriculum Executive Team for an estimate on how long an approval will take.

a. New Courses

All new credit courses must meet the basic standards and criteria contained in Title 5, section 55002, and elaborated upon in LACCD Administrative Regulation E-65. Before initiating the process, the decision to develop a new course should be made with other discipline faculty, the department chair, and the IDWG dean following these criteria:

- **Mission.** The stated goals and objectives of the proposed course must be consistent with the college mission.
- **Need.** There must be a demonstrable need for a course that meets the stated goals and objectives of the college’s Educational and Strategic Master Plan and Academic Plan.
- **Quality.** The course must meet the standards and criteria contained in Title 5, section 55002.
- **Feasibility.** The college must have the resources necessary to support the course at the level of quality presupposed in the course design.
- **Compliance.** The course must comply with all laws applicable to it, including federal regulations, licensing requirements and any legal requirements that may exist.

The new course approval process is outlined below:

STEP	RESPONSIBLE PARTY	ACTION	TYPICAL TIMELINE
1	Faculty Initiator	<ol style="list-style-type: none"> 1. Submit proposal in the curriculum management system (CMS) 2. Forward proposal in the CMS to Department Chair 	
2	Department Chair	<ol style="list-style-type: none"> 1. Review proposed course outline of record (COR) with discipline faculty 2. Review proposed COR for alignment with programmatic and department goals 3. Review proposed COR for completeness and compliance <p>(a) Approve: Forward to IDWG Dean (b) Modify: Return to Faculty Initiator</p>	In order to be considered at the next Curriculum Committee meeting, a course must be submitted to the IDWG Dean no later than the Wednesday after the prior Curriculum Committee meeting
3a	IDWG Dean	<ol style="list-style-type: none"> 1. Review proposed COR in the CMS for alignment with programmatic and department goals 2. Review proposed COR for completeness and compliance 	5 working days

		(a) Accept: Forward to Curriculum Chair (b) Modify: Return to Faculty Initiator	
3b	Vice President Academic Affairs	Validate for Title 5 compliance (a) Approve: Forward to the Curriculum Dean (b) Deny: Send back to President of the Academic Senate	5 working days
4	Curriculum Chair	Review proposed COR for completeness and compliance (a) Approve: Forward to all members of Technical Review and place on Curriculum notice calendar (b) Modify: Return to Faculty Initiator and Department Chair	5 working days
5	Technical Review	1. Conduct review (see Credit Course Checklist below) 2. Technical Review members add note to the COR indicating approval. (a) Approve: Place a note in the COR upon completion (b) Modify: Curriculum Chair returns COR to Faculty Initiator	10 working days
6	Curriculum Chair	Place on agenda for the upcoming Curriculum Committee meeting	Agenda sent out 72 hours prior to the meeting
7	Curriculum Committee	1. Conduct review (see Credit Course Checklist below) 2. Discuss proposal in Curriculum Committee meeting (a) Approve: Forward to Curriculum Chair (b) Conditional approval with recommendations: Recommendations completed prior to the Academic Senate meeting will be considered. If recommendations are not met, return to Faculty Initiator and Department Chair. (c) Modify: Return to Faculty Initiator and Department Chair (d) Table: If Department representative is not present during meeting, course will be considered at the next regularly scheduled meeting agenda	Curriculum Committee meeting
8	Curriculum Chair	Place the new course on the Academic Senate consent calendar	Agenda sent out 72 hours prior to the meeting
9	Academic Senate	(a) Approve: Curriculum Chair forwards COR to the President of the Academic Senate (b) Deny: Send back to Curriculum Chair	Academic Senate meeting
10	President of the Academic Senate	Validate for completeness and Title 5 compliance (a) Approve: Forward to the Vice President of Academic Affairs (b) Deny: Send back to Curriculum Chair	5 days
11	Vice President Academic Affairs	Review final course outline for Title 5 compliance	5 days
12	Curriculum Dean	1. Submit to the District's Educational Programs and Institutional Effectiveness (EPIE) division. If the course is new to the District, it requires a 10-day notice. 2. EPIE places the course on the Board agenda	(+10 days if course is new to District)
13	District Board	(a) Approve: Forward to EPIE (b) Deny: Refer back to originating college, if college appeal	Board meeting
14	Curriculum Dean	1. Upload and submit course to State Chancellors Office 2. Obtain approval and control number from the State Chancellors Office 3. Notify: Department Chair and Curriculum Committee 4. Send all course information to LACC Office of Institutional Advancement to input into SIS 5. Put on list to update in catalog during next revision cycle	

		6. Notify other college constituencies (Financial Aid, Counseling, EOPS, OSS, etc.) that curriculum has been approved and the active term	
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b. Course Modifications/Updates

Course outlines must be updated every six years. Title 5 (55003,1b) requires a review of all prerequisites and co-requisites at least once each six years, prerequisites and co-requisites for CTE courses every two years, and periodic review of advisories.

Course modifications/updates to campus-level attributes do not require District notice or Board approval. Board approval is required for District-level attributes and those attributes that have to be the same at all colleges.

The course modification/update process is outlined below:

STEP	RESPONSIBLE PARTY	ACTION	TYPICAL TIMELINE
1	Faculty Initiator	1. Submit proposal in the curriculum management system (CMS) 2. Forward proposal in the CMS to Department Chair	
2	Department Chair	1. Review proposed course outline of record (COR) for alignment with programmatic and department goals 2. Review proposed COR for completeness and compliance (a) Approve: Forward to IDWG Dean (b) Modify: Return to Faculty Initiator	In order to be considered at the next Curriculum Committee meeting, a course must be submitted to the IDWG Dean no later than the Wednesday after the prior Curriculum Committee meeting
3a	IDWG Dean	1. Review proposed COR in the CMS for alignment with programmatic and department goals 2. Review proposed COR for completeness and compliance (a) Accept: Forward to Curriculum Chair (b) Modify: Return to Faculty Initiator	5 working days
3b	Vice President Academic Affairs	Validate for Title 5 compliance (a) Approve: Forward to the Curriculum Dean (b) Deny: Send back to President of the Academic Senate	5 working days
4	Curriculum Chair	Review proposed COR for completeness and compliance (a) Approve: Forward to all members of Technical Review and place on Curriculum notice calendar (b) Modify: Return to Faculty Initiator and Department Chair	5 working days
5	Technical Review	1. Conduct review (see Credit Course Checklist) 2. Technical Review members add note to the COR indicating approval. (a) Approve: Place a note in the COR upon completion (b) Modify: Curriculum Chair returns COR to Faculty Initiator	10 working days
6	Curriculum Chair	Place modified course on agenda for the upcoming Curriculum Committee meeting	Agenda sent out 72 hours prior to the meeting
7	Curriculum Committee	1. Conduct review (see Credit Course Checklist) 2. Discuss proposal in Curriculum Committee meeting (a) Approve: Forward to Curriculum Chair	Curriculum Committee meeting

		(b) Conditional approval with recommendations: Recommendations completed prior to the Academic Senate meeting will be considered. If recommendations are not met, return to Faculty Initiator and Department Chair. (c) Modify: Return to Faculty Initiator and Department Chair (d) Table: If Department representative is not present during meeting, course will be considered at the next regularly scheduled meeting agenda	
8	Curriculum Chair	Place the modified course on the Academic Senate consent calendar	Agenda sent out 72 hours prior to the meeting
9	Academic Senate	(a) Approve: Curriculum Chair forwards COR to the President of the Academic Senate (b) Deny: Send back to Curriculum Chair	Academic Senate meeting
10	President of the Academic Senate	Validate for completeness and Title 5 compliance (a) Approve: Forward to the Vice President of Academic Affairs (b) Deny: Send back to Curriculum Chair	5 days
11	Vice President Academic Affairs	Review final course outline for Title 5 compliance	5 days
12	Curriculum Dean	1. If no change to District attribute, go to step #14 2. Submit to the District's Educational Programs and Institutional Effectiveness (EPIE) division if there is a change to an existing course located at multiple colleges (District attribute only) 3. EPIE places the course on the Board agenda	(+10 days if District attribute change)
13	District Board (Only if District attribute change)	(a) Approve: Forward to EPIE (b) Deny: Refer back to originating college, if college appeal	Board meeting
14	Curriculum Dean	1. Upload and submit modified course to State Chancellors Office 2. Obtain approval and control number from the State Chancellors Office (if applicable) 3. Send SLOs (if updated) to Office of Institutional Effectiveness 4. Put on list to update in catalog during next revision cycle 5. Send all course information to LACC Office of Institutional Advancement to input into SIS 6. Notify other college constituencies (Financial Aid, Counseling, EOPS, OSS, etc.) that curriculum has been approved and the active term	

c. Non-substantial Course Modifications

Non-substantial modifications to an existing course (within six years since it was last updated) include SLO updates, changes of textbook, and other minor changes to non-District attributes as determined by the Curriculum Committee.

The process for non-substantial course modifications is outlined below:

STEP	RESPONSIBLE PARTY	ACTION	TYPICAL TIMELINE
1	Faculty Initiator	1. Submit modification in the curriculum management system (CMS) 2. Forward proposal in the CMS to Department Chair	
2	Department Chair	Review COR for completeness and compliance (a) Approve: Forward to IDWG Dean (b) Modify: Return to Faculty Initiator	In order to be considered at the next Curriculum Committee meeting, a course must be submitted to the

			IDWG Dean no later than the Wednesday after the prior Curriculum Committee meeting
3	Curriculum Chair	Review proposed COR for completeness and compliance (a) Approve: Forward to all members of Technical Review and place on Curriculum notice calendar (b) Modify: Return to Faculty Initiator and Department Chair	5 working days
4	Technical Review	1. Appropriate members conduct review based on the change being made 2. Technical Review members add note to the COR indicating approval. (a) Approve: Place a note in the COR upon completion (b) Modify: Curriculum Chair returns COR to Faculty Initiator	5 working days
5	Curriculum Chair	Place modified course on agenda for the upcoming Curriculum Committee meeting	Agenda sent out 72 hours prior to the meeting
6	Curriculum Committee	1. Conduct review (see Credit Course Checklist) 2. Discuss proposal in Curriculum Committee meeting (a) Approve: Forward to Curriculum Chair (b) Conditional approval with recommendations: Recommendations completed prior to the Academic Senate meeting will be considered. If recommendations are not met, return to Faculty Initiator and Department Chair. (c) Modify: Return to Faculty Initiator and Department Chair	Curriculum Committee meeting
7	Curriculum Chair	Place the modified course on the Academic Senate consent calendar	Agenda sent out 72 hours prior to the meeting
8	Academic Senate	(a) Approve: Curriculum Chair forwards COR to the President of the Academic Senate (b) Deny: Send back to Curriculum Chair	Academic Senate meeting
9	President of the Academic Senate	Validate for completeness and Title 5 compliance (a) Approve: Forward to the Vice President of Academic Affairs (b) Deny: Send back to Curriculum Chair	5 days
10	Vice President Academic Affairs	Validate final course outline for Title 5 compliance	5 days
11	Curriculum Dean	1. Send SLOs (if updated) to Office of Institutional Effectiveness 2. Put on list to update in catalog during next revision cycle (if necessary) 3. Send all course information to LACC Office of Institutional Advancement to input into SIS	

d. Course Archive/Reinstate Process

The process for archiving or reinstating courses is outlined below:

STEP	RESPONSIBLE PARTY	ACTION	TYPICAL TIMELINE
1	Faculty Initiator	1. Submit archive/reinstate existing course in the curriculum management system (CMS) 2. Forward proposal in the CMS to Department Chair	
2	Department Chair	(a) Approve: Forward to IDWG Dean (b) Reject: Return to Faculty Initiator	In order to be considered at the next

			Curriculum Committee meeting, a course must be submitted to the IDWG Dean no later than the Wednesday after the prior Curriculum Committee meeting
3a	IDWG Dean	(a) Accept: Forward to Curriculum Chair (b) Reject: Return to Faculty Initiator	5 working days
3b	Vice President Academic Affairs	Validate for Title 5 compliance (a) Approve: Forward to the Curriculum Dean (b) Deny: Send back to President of the Academic Senate	5 working days
4	Curriculum Chair	Place archived/reinstated course on agenda for the upcoming Curriculum Committee meeting	Agenda sent out 72 hours prior to the meeting
5	Curriculum Committee	Discuss proposal in Curriculum Committee meeting (a) Approve: Forward to Curriculum Chair (b) Reject: Return to Faculty Initiator and Department Chair (c) Table: If Department representative is not present during meeting, course will be considered at the next regularly scheduled meeting agenda	Curriculum Committee meeting
6	Curriculum Chair	Place archived/reinstated course on the Academic Senate consent calendar	Agenda sent out 72 hours prior to the meeting
7	Academic Senate	(a) Approve: Curriculum Chair forwards COR to the President of the Academic Senate (b) Reject: Send back to Curriculum Chair	Academic Senate meeting
8	President of the Academic Senate	Validate for completeness and Title 5 compliance (a) Approve: Forward to the Vice President of Academic Affairs (b) Deny: Send back to Curriculum Chair	5 days
9	Vice President Academic Affairs	Review final course outline for Title 5 compliance	5 days
10	Curriculum Dean	1. Upload and submit archived/reinstated course to State Chancellors Office 2. Obtain approval and control number from the State Chancellors Office (if applicable) 3. Put on list to remove from or add to catalog during next revision cycle 4. Send all course information to LACC Office of Institutional Advancement to input into SIS 5. Notify other college constituencies (Financial Aid, Counseling, EOPS, OSS, etc.) that curriculum has been approved and the active term	

e. Accepting Courses as Satisfying General Education Requirements

Local general education (GE) approval requests are included on the Curriculum Technical Review and Curriculum Committee agendas for each course where there is a GE area request. The Curriculum Technical Review and Curriculum Committee determines the appropriateness of the course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level, using the General Education Requirements as described in Section VII, Subsection O of this Curriculum Handbook.

C. Other Types of Courses

a. LACC Extension (Formerly Community Services)

LACC Extension courses are not applicable toward a certificate or degree. LACC Extension courses do not require Curriculum Committee approval and do not require a state application.

b. Dual Enrollment

There are no additional requirements in the curriculum approval process to offer a class through dual enrollment. Dual enrollment should be considered as a method for attracting students to take credit courses at LACC. As such, effort should be made to offer a series of courses that will provide high school students with a pathway to the college.

c. First Year Experience

There are no additional requirements in the curriculum approval process to offer a class as part of the FYE. The syllabus must reflect the supplemental instruction component of the class.

d. Honors

As part of the approval process, the Honors Addendum includes a justification for honors courses. The expectation is that the course has additional rigor and faculty have additional responsibilities in the non-honors course to which the honors section is combined.

e. Distance Education

Policies and procedures regarding distance education are found in LACCD Educational Regulation E-89 and the LACC Distance Education Handbook.

As part of the approval process, the DE Addendum includes a justification for DE courses and a description of how the course content will be modified for the online environment. A primary requirement for approval is that a DE course must include regular and effective contact initiated by the instructor to ensure students are actively engaged in the DE course. Before teaching a DE course for the first time, faculty must be certified by the DE Subcommittee as meeting its proficiency standards as approved by the Academic Senate. The DE Subcommittee also reviews all new course shells to ensure they meet minimum standards.

E. Credit Course Checklist

The following data elements are entered into COCI and evaluated by Chancellor's Office staff during the submission review process. Course basic record (CB) codes are used to identify particular components of course curriculum for tracking, reporting, and apportionment. The following checklist should be used by initiators, Tech Review members, and the Curriculum Committee (see PCAH, Part 1, Section 2, Credit Course Criteria, pp.23-29). For example:

Field	Suggested Responsible Tech Review
CB00: Control Number	Curriculum Dean
CB01: Department and Number	Department
CB02: Course Title	Department
CB03: Taxonomy of Programs (TOP) Code	Department, Curriculum Chair/Dean
CB04: Credit Status	Department, Articulation Officer
CB05: Transfer Status	Articulation Officer
CB06: Course Units Maximum	Department Chair, Curriculum chair, Curriculum Committee
CB07: Course Units Minimum	Department Chair, Curriculum chair, Curriculum Committee
CB08: Basic Skill Status	Department Chair, Curriculum chair, Curriculum Committee

CB09: Student Accountability Model (SAM) Priority Code	Dean, CTE Dean
CB10: Cooperative Work Experience	Department Chair, Dean
CB13: Educational Assistance Class Instruction (Approved Special Class)	OSS
Catalog Description	Department
General Education (LACCD, CSU-GE, IGETC)	Articulation Officer

IV. Credit Programs

Title 5 §55000(f) defines an educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” LACCD Administrative Regulation E-64 documents the requirements and procedures for new programs and changes to existing programs.

A. Types of Credit Programs

a. Associate Degree for Transfer

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor’s degree in a similar major at a CSU campus. Degrees must have a minimum of 60 required semester units of CSU-transferable coursework. A student who completes an associate degree for transfer (AD-T) receives priority consideration for admission to a California State University school (The Student Transfer Achievement Reform Act, Senate Bill 1440 codified in California Education Code sections 66746-66749).

Associate in Science for Transfer (AS-T) must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs. Associate in Arts for Transfer (AA-T) must be used for all other disciplines.

b. Associate Degree

Associate in Science (AS) and Associate in Arts (AA) degree programs have major program requirements (required and elective courses) and general education program requirements. The degree must have a minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis and at least 18 semester units of study in general education (Board Rule 6201.10). A course may be used to satisfy both a general education requirement and a major requirement.

Associate of Science (AS) are strongly recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs. Associate of Arts (AA) are strongly recommended for all other disciplines.

c. Certificate of Achievement

A Certificate of Achievement is a State-approved program that requires 16 or more semester units of coursework. The sequence of courses in a Certificate of Achievement should include but not be limited to the essential occupational courses required in the major. In order to be approved, the certificate must represent a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education.

d. Low-unit Transcriptable Certificate

A low-unit certificate of 8 units to less than 16 units may be submitted for State approval if the department/unit wishes for it to be listed on student transcripts.

e. Skills Certificate

The College can award un-transcripted certificates of fewer than 16 units without District approval (Board of Governors of California Community Colleges proposed revisions to Title 5 Regulations approved effective August 23, 2018).

B. Approval Process for New Programs

Board approval is required for new programs.

a. Associate Degree for Transfer, Associate Degree, Certificate of Achievement, and Skills Certificate

The process for creating new state-approved and local programs is outlined below:

STEP	RESPONSIBLE PARTY	ACTION	TYPICAL TIMELINE
1	Department Chair	<u>CTE ONLY:</u> Advisory Board approval documented in minutes	
1a	Faculty Initiator/Department Chair	<u>CTE ONLY:</u> Request labor market information (LMI) data from the Center of Excellence (COE) using the online form: http://bit.ly/requestLMI .	
2	Faculty Initiator/Department Chair	Submit Proposed New Program Request (PNPR) to EPPIC [note: EPPIC has suspended the process of doing a “mini-PNPR”]	In order to be considered at the next EPPIC meeting, a New Program Request must be submitted to the EPPIC Chair no later than the Wednesday prior to the next EPPIC meeting
3	EPPIC	Review PNPR for completeness and compliance (a) Approve: Forward to Faculty Initiator/Department Chair and notify Curriculum Chair (b) Modify: Return to Faculty Initiator/Department Chair	EPPIC meeting
4	Department Chair/ CTE Dean	<u>CTE ONLY:</u> LAOCRC regional consortium notice	The LAOCRC notice process should occur at the same time as EPPIC consideration
5	Curriculum Chair	Review PNPR for completeness and compliance (a) Approve: Forward to all members of Technical Review and place on Curriculum notice calendar (b) Modify: Return to Faculty Initiator/Department Chair	5 working days
6	Technical Review	Review PNPR for completeness and compliance (a) Approve: Forward to all members of Technical Review and place on Curriculum notice calendar (b) Modify: Return to Faculty Initiator/Department Chair	10 working days
7	Curriculum Chair	Place on agenda for the upcoming Curriculum Committee meeting	Agenda sent out 72 hours prior to the meeting
8	Curriculum Committee	1. Conduct review (see Program Checklist below) 2. Discuss proposal in Curriculum Committee meeting (a) Approve: Forward to Curriculum Chair (b) Conditional approval with recommendations: Recommendations completed prior to the Academic Senate meeting will be considered. If recommendations are not met, return to Faculty Initiator and Department Chair. (c) Modify: Return to Faculty Initiator and Department Chair (d) Table: If Department representative is not present during meeting, course will be considered at the next regularly scheduled meeting agenda	Curriculum Committee meeting
9	Curriculum Chair	Place the new program on the Academic Senate consent calendar	Agenda sent out 72 hours prior to the meeting

10	Academic Senate	(a) Approve: Curriculum Chair forwards to the President of the Academic Senate (b) Deny: Send back to Curriculum Chair	Academic Senate meeting
11	President of the Academic Senate	Validate for completeness and Title 5 compliance (a) Approve: Forward to the Vice President of Academic Affairs (b) Deny: Send back to Curriculum Chair	5 days
12	Vice President Academic Affairs	Validate for completeness and Title 5 compliance (a) Approve: Forward to the Curriculum Dean (b) Deny: Send back to President of the Academic Senate	5 days
13	Curriculum Dean	Forward to the College President	5 days
14	College President	1. Validate for completeness 2. Forward to the Curriculum Dean	5 days
For skills certificates:			
		For skills certificates: 1. Send information via New Program Data Sheet to District Office Curriculum to add into PeopleSoft 2. Put on list to update in catalog during next revision cycle	
For certificates of achievement:			
15	Curriculum Dean	1. Submit to the District's Educational Programs and Institutional Effectiveness (EPIE) division. If the program is new to the District, it requires a 10-day notice. 2. EPIE places the program on the Board agenda	+10 days
16	District Board	(a) Approve: Forward to EPIE (b) Deny: Refer back to originating college, if college appeal	Board meeting
17	Curriculum Dean	1. Upload and submit course to State Chancellors Office 2. Obtain approval and control number from the State Chancellors Office 3. Notify: Department Chair and Curriculum Committee 4. Send information via New Program Data Sheet to District Office Curriculum to add into PeopleSoft 5. Send all course information to LACC Office of Institutional Advancement to input into SIS 6. Put on list to update in catalog during next revision cycle 7. Notify other college constituencies (Financial Aid, Counseling, EOPS, OSS, etc.) that curriculum has been approved and the active term	

Financial Aid Process: Notification of new programs

- Curriculum Specialist notifies Financial Aid Manager which new programs are going to the LACCD Board for approval
- Financial Aid Manager reviews PeopleSoft for new programs; pulls info from COCI about program name, length, # of units, effective date; and submits to the Department of Education. (This can be done prior to getting the academic plan number.)
- Department of Ed reviews the submission (takes several months) and if approved they add the program to our ECAR. Email notification from DoE is forwarded to Curriculum Specialist.
- If applicable, Curriculum Specialist requests the District to change financial aid eligibility ("N" to "Y") in PeopleSoft. (Certificates only; AAs and AA-Ts have automatic approval for financial aid.)
- Noncredit programs are not included
- Submissions can be made to the DoE at any time during the year

C. Updating or Discontinuing Programs

a. Modification to Existing State-Approved Programs and Modification to Local Programs

Modifications to ADTs must include all required CORs, a revised transfer model curriculum (TMC), articulation agreement by major (AAM), CSU baccalaureate course list by department (BCT), CS GE Certification Course List by Area (GETCC) as required; and a revised narrative that includes program goals and objectives and catalog description.

Modifications to certificates of achievement and local degrees must include all required CORs and a revised narrative that includes program goals and objectives, catalog description, and program requirements.

Modifications to existing state-approved and local programs do not need Board approval.

The process for modifying state-approved and local programs is outlined below:

STEP	RESPONSIBLE PARTY	ACTION	TYPICAL TIMELINE
1	Department Chair (or appropriate faculty member in the discipline)	Submit completed Program Modification Request form by email to the Curriculum Chair	
2	Curriculum Chair	Review Program Modification Request form for completeness and compliance (a) Approve: Forward to all members of Technical Review and place on Curriculum notice calendar (b) Modify: Return to Department Chair	5 working days
3	Technical Review	1. Conduct review (see Program Checklists below) 2. Technical Review members add note to the COR indicating approval. (a) Approve: Send email to Curriculum Chair (b) Modify: Curriculum Chair returns to Department Chair	10 working days
4	Curriculum Chair	Places the Program Modification Request on the Curriculum Committee agenda for approval.	Agenda sent out 72 hours prior to the meeting
5	Curriculum Committee	Discuss proposal in Curriculum Committee meeting (a) Approve: Forward to Curriculum Chair (b) Reject: Return to Faculty Initiator and Department Chair (c) Table: If Department representative is not present during meeting, course will be considered at the next regularly scheduled meeting agenda	Curriculum Committee meeting
6	Curriculum Chair	Place Program Modification Request on the Academic Senate agenda for approval.	Agenda sent out 72 hours prior to the meeting
7	Academic Senate	(a) Approve: To Curriculum Chair (b) Deny: Send back to Curriculum Chair	Academic Senate meeting
8	Curriculum Chair	1. Save Program Modification Request as a pdf and email to all constituencies (Department Chair, Curriculum Chair, Curriculum Dean, Vice President of Academic Affairs) for digital signatures 2. Upload final version of Program Modification Form with all signatures to the college curriculum development system (currently SharePoint) 3. Email the Academic Senate approval (consent calendar) to the Curriculum Dean	5 working days
9	Curriculum Dean	1. Upload and submit modified program to State Chancellors Office 2. Obtain approval and control number from the State Chancellors Office (if applicable)	

		3. Put on list to remove from or add to catalog during next revision cycle 4. Send program information to LACC Office of Institutional Advancement to input into SIS 5. Notify the ALO (Vice President Academic Affairs) to submit a Substantive Change Inquiry Form to the Accrediting Commission (ACCJC) if there is a change to the mode or location of courses or if the change constitutes 50% or more of a program. 6. Submit Annual Credit Course and Program Certification form to the State Chancellors Office (in October) 7. Submit Annual Pre-requisite report to the State Chancellor's Office (in July) 8. Notify other college constituencies (Financial Aid, Counseling, EOPS, OSS, etc.) that curriculum has been approved and the active term	
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Financial Aid Process: Modifications of existing programs

- Curriculum Specialist notifies Financial Aid Manager about any title change, unit change, CIP code change, program length change, and effective date
- Financial Aid Manager reviews PeopleSoft for program modifications; pulls changes from COCI; and submits to the Department of Education
- Department of Ed reviews the submission (takes several months) and if accepted they add the program to our ECAR. Email notification from DoE is forwarded to Curriculum Specialist.

b. Program Discontinuance (Without Viability) Process

Departments that want to discontinue an existing program must submit the appropriate request for program discontinuance form (available at the Curriculum website) to the Educational Policies and Program Integrity Committee (EPPIC). Board approval is required for program discontinuance.

The process for discontinuing a program without viability is outlined below:

STEP	RESPONSIBLE PARTY	ACTION	TYPICAL TIMELINE
1	Faculty Initiator/Department Chair	Submit Program Discontinuance form to EPPIC	In order to be considered at the next EPPIC meeting, a New Program Request must be submitted to the EPPIC Chair no later than the Wednesday prior to the next EPPIC meeting
2	EPPIC	Review proposed Program Discontinuance form (a) Approve: Forward to Faculty Initiator/Department Chair and notify Curriculum Chair (b) Modify: Return to Faculty Initiator/Department Chair (c) Initiate viability study on proposed program discontinuance (EPPIC)	EPPIC meeting
3	Faculty Initiator/Department Chair	Submit Program Discontinuance to Curriculum Chair	In order to be considered at the next Curriculum Committee meeting, a PNPR must be submitted to the Curriculum Chair no later than the Wednesday after the prior Curriculum Committee meeting

4	Curriculum Chair	Review form for completeness and compliance (a) Approve: Forward to all members of Technical Review and place on Curriculum notice calendar (b) Modify: Return to Faculty Initiator/Department Chair	5 working days
5	Curriculum Chair	Place on agenda for the upcoming Curriculum Committee meeting	Agenda sent out 72 hours prior to the meeting
6	Curriculum Committee	Discuss proposal in Curriculum Committee meeting (a) Approve: Forward to Curriculum Chair (b) Modify: Return to Faculty Initiator and Department Chair (c) Table: If Department representative is not present during meeting, course will be considered at the next regularly scheduled meeting agenda	Curriculum Committee meeting
7	Curriculum Chair	Place the program on the Academic Senate consent calendar	Agenda sent out 72 hours prior to the meeting
8	Academic Senate	(a) Approve: Curriculum Chair forwards to the President of the Academic Senate (b) Deny: Send back to Curriculum Chair	Academic Senate meeting
9	President of the Academic Senate	Validate for completeness and Title 5 compliance (a) Approve: Forward to the Vice President of Academic Affairs (b) Deny: Send back to Curriculum Chair	5 days
10	Vice President Academic Affairs	Validate for completeness and Title 5 compliance (a) Approve: Forward to the Curriculum Dean (b) Deny: Send back to President of the Academic Senate	5 days
11	Curriculum Dean	1. Submit to the District's Educational Programs and Institutional Effectiveness (EPIE) division. If the program is new to the District, it requires a 10-day notice. 2. EPIE places the program on the Board agenda	+10 days if new to District
12	District Board	(a) Approve: Forward to EPIE (b) Deny: Refer back to originating college, if college appeal	Board meeting
13	Curriculum Dean	1. Upload and submit course to State Chancellors Office 2. Obtain approval and control number from the State Chancellors Office 3. Notify: Department Chair and Curriculum Committee 4. Send all course information to LACC Office of Institutional Advancement to input into SIS 5. Put on list to update in catalog during next revision cycle 6. Notify other college constituencies (Financial Aid, Counseling, EOPS, OSS, etc.) that curriculum has been approved and the active term	THIS ISN'T CORRECT

c. Program Viability Process

The Educational Policies and Program Integrity Committee (EPPIC) is responsible for implementing program viability reviews as initiated through recommendations from the Academic Senate, the Vice President of Academic Affairs, or the President of the College (EPPIC operating agreement). Program viability studies can be conducted on:

- Program Merger/Division
- Program Reinstatement/Creation
- Program Revitalization
- Program Discontinuance

Documents regarding the program viability review process are located at the EPPIC website.

D. Distance Education

Policies and procedures regarding distance education programs are found in LACCD Educational Regulation E-89 and the LACC Distance Education Handbook.

The Curriculum Committee will review distance education offerings annually to determine when 50% or more of courses for any degree or certificate are offered online, thus triggering a substantive change.

E. Program Checklists

Initiators, Tech Review members, and the Curriculum Committee should use the PCAH, Part 1, Section 3 as a checklist.

- **ADT standards:** PCAH, Part 1, Section 3, pp.61-66
- **CTE AA/AS standards:** PCAH, Part 1, Section 3, pp.66-72
- **Local AA/AS standards:** PCAH, Part 1, Section 3, pp.72-77
- **Certificate of Achievement standards:** PCAH Part 1, Section 3, pp.78-85

F. Substantive Change

The US Department of Education considers a change to a program that significantly affects quality, mission, scope, or control to be substantive. Such a change requires ACCJC approval through the submission of an ACCJC Substantive Change Application. A change of 50% or more of a program, degree, or certificate is a substantive change. This includes: (a) programs offered at a new or different permanent location (does not include temporary facilities or dual enrollment), (b) programs offered exclusively or primarily through DE, (c) course additions that constitute 50% or more of a degree program, (d) the first time a program has 50% or more of courses offered online.

Changes to the College such as the addition of a new degree or certificate may not require a full substantive change application to the ACCJC. The College should use the online Substantive Change Inquiry Form at the ACCJC website so the ACCJC can determine whether the change requires a full substantive change application.

G. Financial Aid Process: PeopleSoft report of active programs (LTR_SCR)

- Financial Aid Manager does a semi-annual review of all sources of data including CIP code, program length
- Curriculum Specialist reviews and submits corrections to Financial Aid Manager

IV. Noncredit Courses

All new credit courses must meet the basic standards and criteria contained in Title 5, section 55002, and elaborated upon in Administrative Regulation E-65.

Noncredit courses are classified into 10 instructional areas. The placement of a course in a given instructional area is driven by the objectives and target population to be served:

- English as a Second Language (eligible for enhanced noncredit/CDCP)
- Immigrant
- Elementary and Secondary Basic Skills (eligible for enhanced noncredit/CDCP)
- Health and Safety
- Substantial Disabilities
- Parenting
- Home Economics
- Courses for Older Adults
- Short-term Vocational Programs (eligible for enhanced noncredit/CDCP)
- Workforce Preparation (eligible for enhanced noncredit/CDCP)

Enhanced Noncredit or Career Development and College Preparation (CDCP)

To be eligible for CDCP funding, courses must be sequenced to lead to a Chancellor’s office approved certificate of completion or certificate of competency. Courses need to be aligned in four categories: Course category (CB22), TOP Code (CB03), Course Classification Status (BC11), and SAM Code (CB09). Follow the California Community Colleges Chancellor’s Office Program and Course Approval Handbook, 6th Edition to ensure alignment. An alignment guide is also available at <http://sp3.lattc.edu/piie/noncredit/Forms/CDCP-Code-Alignment-Guide.pdf>

A. The Noncredit Course Outline

The Course Outline of Record (COR) is the official document describing the objectives of a course. The COR forms the basis of a course syllabus and as such it is a contract between the college, faculty, and student. Currently, course outlines are stored in the Electronic Curriculum Development (ECD) curriculum management system.

B. Noncredit Course Approval Process

The process for approving a noncredit course is outlined below:

STEP	RESPONSIBLE PARTY	ACTION	TYPICAL TIMELINE
1	Noncredit faculty	<ol style="list-style-type: none"> 1. Submit proposal in the CMS 2. Forward proposal to the noncredit faculty coordinator or noncredit dean 	
2	Noncredit Curriculum Committee	<ol style="list-style-type: none"> 1. Review proposed course outline of record (COR) with discipline faculty 2. Review proposed COR for alignment with programmatic and department goals 3. Review proposed COR for completeness and compliance <p>(a) Approve: Forward to Noncredit Dean (b) Modify: Return to faculty initiator</p>	In order to be considered at the next Curriculum Committee meeting, a course must be submitted to the Noncredit Dean no later than the Wednesday after the prior Curriculum Committee meeting

3	Noncredit Dean	<ol style="list-style-type: none"> Review proposed COR for alignment with programmatic and department goals Review proposed COR for completeness and compliance <p>(a) Accept: Forward to Curriculum Chair (b) Modify: Return to faculty initiator</p>	5 working days
4	Curriculum Chair	<p>Review proposed COR for completeness and compliance</p> <p>(a) Approve: Forward to all members of Technical Review and place on Curriculum notice calendar (b) Modify: Return to faculty initiator or noncredit dean</p>	5 working days
5	Technical Review	<ol style="list-style-type: none"> Conduct review (see Noncredit Course Checklist below) Technical Review members add note to the COR indicating approval. <p>(a) Approve: Place a note in the COR upon completion (b) Modify: Curriculum Chair returns COR to faculty initiator or noncredit dean</p>	10 working days
6	Curriculum Chair	Place on agenda for the upcoming Curriculum Committee meeting	Agenda sent out 72 hours prior to the meeting
7	Curriculum Committee	<ol style="list-style-type: none"> Conduct review (see Noncredit Course Checklist below) Discuss proposal in Curriculum Committee meeting <p>(a) Approve: Forward to Curriculum Chair (b) Conditional approval with recommendations: Recommendations completed prior to the Academic Senate meeting will be considered. If recommendations are not met, return to faculty initiator or noncredit dean (c) Modify: Return to faculty initiator or noncredit dean (d) Table: If Department representative is not present during meeting, course will be considered at the next regularly scheduled meeting agenda</p>	Curriculum Committee meeting
8	Curriculum Chair	Place the new course on the Academic Senate consent calendar	Agenda sent out 72 hours prior to the meeting
9	Academic Senate	<p>(a) Approve: Curriculum Chair forwards COR to the President of the Academic Senate (b) Deny: Send back to Curriculum Chair</p>	Academic Senate meeting
10	President of the Academic Senate	<p>Validate for completeness and Title 5 compliance</p> <p>(a) Approve: Forward to the Vice President of Academic Affairs (b) Deny: Send back to Curriculum Chair</p>	5 days
11	Vice President Academic Affairs	<p>Validate for completeness and Title 5 compliance</p> <p>(a) Approve: Forward to the Curriculum Dean (b) Deny: Send back to President of the Academic Senate</p>	5 days
12	Curriculum Dean	<ol style="list-style-type: none"> Submit to the District's Educational Programs and Institutional Effectiveness (EPIE) division. If the course is new to the District, it requires a 10-day notice. EPIE places the course on the Board agenda 	(+10 days if course is new to District)
13	District Board	<p>(a) Approve: Forward to EPIE (b) Deny: Refer back to originating college, if college appeal</p>	Board meeting
14	Curriculum Dean	<ol style="list-style-type: none"> Upload and submit course to State Chancellors Office Obtain approval and control number from the State Chancellors Office Notify: Department Chair and Curriculum Committee Send all course information to LACC Office of Institutional Advancement to input into SIS Put on list to update in catalog during next revision cycle 	

		6. Notify other college constituencies (Financial Aid, Counseling, EOPS, OSS, etc.) that curriculum has been approved and the active term	
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Once the course is approved at Curriculum, the New Noncredit Course Request Form must be populated and sent to EPIE.

C. Noncredit Course Checklist

Initiators, Tech Review members, and the Curriculum Committee should use the PCAH, Part 2, Section 2, pp.100-104 as a checklist.

E. Other Types of Noncredit Courses

a. Digital Badges

Digital badges provide recognition to faculty, staff, and/or students in categories such as:

- Pathway or program competencies
- Student preparation and/or success
- Professional development for faculty and/or staff
- Service learning
- Student excellence or competition

Oversight of the digital badge approval process and issuing of digital badges lies with the LACC Curriculum Committee and Academic Senate. Digital badges associated with a specific class will be attached to the official course outline of record as an addendum. Digital badges can be associated with multiple courses or multiple disciplines.

The College Catalog includes an explanation of digital badges, and lists digital badges offered and the courses or programs associated with each digital badge. Documentation of approved digital badges will be reviewed on a two-year cycle and updated in a similar way as course outlines.

The process for approving a digital badge is outlined below:

STEP	RESPONSIBLE PARTY	ACTION
1	Department Chair	1. Review the existing digital badges in the digital badge repository so as to avoid duplication 2. Complete the Digital Badge Proposal Coversheet and the Digital Badge Competencies & Assessment Sheet. 3. Include the digital badge image in your proposal 4. Get appropriate approval from the supervisors and/or administrators over that program. 5. Submit the proposal to the Curriculum chair
2	Curriculum Chair	Place on Curriculum Committee notice calendar
3	Curriculum Committee	Discuss proposal in Curriculum Committee meeting (a) Approve: Forward to Curriculum Chair (b) Conditional approval with recommendations: Recommendations completed prior to the Academic Senate meeting will be considered. If recommendations are not met, return to Faculty Initiator and Department Chair. (c) Modify: Return to Department Chair (d) Table: If representative is not present during meeting, course will be considered at the next regularly scheduled meeting agenda
4	Curriculum Chair	Place the digital badge on the Academic Senate consent calendar
5	Academic Senate	(a) Approve: Curriculum Chair forwards COR to the President of the Academic Senate (b) Deny: Send back to Curriculum Dean
6	Curriculum Dean	Submit to District Curriculum Committee

7	District Curriculum Committee	<ol style="list-style-type: none"><li data-bbox="422 102 1461 168">1. Notice the request to DCC members, Discipline Committee chairs, Academic Senate Presidents, Academic Deans, and CIOs.<li data-bbox="422 168 1461 203">2. Approve or deny the proposal, which may be appealed to the DAS Executive Committee
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V. Noncredit Programs

A. Types of Noncredit Programs

New noncredit programs must meet the basic standards and criteria codified in standards and criteria contained in Title 5, section 55002, and elaborated upon in Administrative Regulation E-64. There are two types of programs:

- a. Noncredit Certificate of Competency:** A program leading to improved employability or job opportunities.
- b. Noncredit Certificate of Completion:** A program in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution.

The college may also offer a sequence of noncredit courses leading to an Adult High School Diploma program (AHSD), noncredit apprenticeship programs, and locally approved programs.

B. Approval Process for Noncredit Certificates

The process for approving a noncredit certificate is outlined below:

STEP	RESPONSIBLE PARTY	ACTION	TYPICAL TIMELINE
1	Noncredit faculty coordinator or noncredit dean	Complete Proposed New Program Request (PNPR) form <i>Consider updating the PNPR to reflect noncredit programs</i>	In order to be considered at the next EPPIC meeting, a New Program Request must be submitted to the EPPIC Chair no later than the Wednesday prior to the next EPPIC meeting
2	Noncredit Curriculum Committee	Review Proposed New Program Request (PNPR) form for completeness and compliance	10 working days
3	Noncredit faculty coordinator or noncredit dean	Submit Proposed New Program Request (PNPR) to EPPIC	In order to be considered at the next EPPIC meeting, a New Program Request must be submitted to the EPPIC Chair no later than the Wednesday prior to the next EPPIC meeting
4	EPPIC	Review Proposed New Program Request (PNPR) form (a) Approve: Forward to noncredit faculty coordinator or noncredit dean and notify Curriculum Chair (b) Modify: Return to noncredit faculty coordinator or noncredit dean	EPPIC meeting
5	Noncredit Curriculum Committee	Review Proposed New Program Request (PNPR) for completeness and compliance	10 working days
6	Noncredit faculty coordinator or noncredit dean	Submit Proposed New Program Request (PNPR) to Curriculum Chair	5 working days
7	Curriculum Chair	Review PNPR for completeness and compliance (a) Approve: Forward to all members of Technical Review and place on Curriculum notice calendar (b) Modify: Return to noncredit faculty coordinator or noncredit dean	5 working days
8	Technical Review	Review PNPR for completeness and compliance	10 working days

		(a) Approve: Forward to all members of Technical Review and place on Curriculum notice calendar (b) Modify: Return to noncredit faculty coordinator or noncredit dean	
9	Curriculum Chair	Place on agenda for the upcoming Curriculum Committee meeting	Agenda sent out 72 hours prior to the meeting
10	Curriculum Committee	1. Conduct review (see Program Checklist below) 2. Discuss proposal in Curriculum Committee meeting (a) Approve: Forward to Curriculum Chair (b) Conditional approval with recommendations: Recommendations completed prior to the Academic Senate meeting will be considered. If recommendations are not met, return to noncredit faculty coordinator or noncredit dean. (c) Modify: Return to noncredit faculty coordinator or noncredit dean (d) Table: If Department representative is not present during meeting, course will be considered at the next regularly scheduled meeting agenda	Curriculum Committee meeting
11	Curriculum Chair	Place the new program on the Academic Senate consent calendar	Agenda sent out 72 hours prior to the meeting
12	Academic Senate	(a) Approve: Curriculum Chair forwards to the President of the Academic Senate (b) Deny: Send back to Curriculum Chair	Academic Senate meeting
13	President of the Academic Senate	Validate for completeness and Title 5 compliance (a) Approve: Forward to the Vice President of Academic Affairs (b) Deny: Send back to Curriculum Chair	5 days
14	Vice President Academic Affairs	Validate for completeness and Title 5 compliance (a) Approve: Forward to the Curriculum Dean (b) Deny: Send back to President of the Academic Senate	5 days
15	Curriculum Dean	1. Submit to the District's Educational Programs and Institutional Effectiveness (EPIE) division. If the program is new to the District, it requires a 10-day notice. 2. EPIE places the program on the Board agenda	+10 days
16	District Board	(a) Approve: Forward to EPIE (b) Deny: Refer back to originating college, if college appeal	Board meeting
17	Curriculum Dean	1. Upload and submit course to State Chancellors Office 2. Obtain approval and control number from the State Chancellors Office 3. Notify: Department Chair and Curriculum Committee 4. Send information via New Program Data Sheet to District Office Curriculum to add into PeopleSoft 5. Send all course information to LACC Office of Institutional Advancement to input into SIS 6. Put on list to update in catalog during next revision cycle 7. Notify other college constituencies (Financial Aid, Counseling, EOPS, OSS, etc.) that curriculum has been approved and the active term	

C. Modifications to Existing Noncredit Certificates

Modifications to existing noncredit certificates of competency and certificates of completion must include all required CORs and a revised narrative that includes program goals and objectives, catalog description, and program requirements.

Modifications to existing state-approved and local certificates do not need Board approval.

The process for modifying a state-approved and local noncredit certificate of competency and certificate of completion is outlined below:

STEP	RESPONSIBLE PARTY	ACTION	TYPICAL TIMELINE
1	Noncredit faculty coordinator or noncredit dean	Submit completed Program Modification Request form by email to the Curriculum Chair	
2	Noncredit Curriculum Committee	Review Program Modification Request form for completeness and compliance	10 working days
3	Curriculum Chair	Review Program Modification Request form for completeness and compliance (a) Approve: Forward to all members of Technical Review and place on Curriculum notice calendar (b) Modify: Return to noncredit faculty coordinator or dean	5 working days
4	Technical Review	1. Conduct review (see Program Checklists below) 2. Technical Review members add note to the COR indicating approval. (a) Approve: Send email to Curriculum Chair (b) Modify: Curriculum Chair returns to noncredit faculty coordinator or dean	10 working days
5	Curriculum Chair	Places the Program Modification Request on the Curriculum Committee agenda for approval.	Agenda sent out 72 hours prior to the meeting
6	Curriculum Committee	Discuss proposal in Curriculum Committee meeting (a) Approve: Forward to Curriculum Chair (b) Reject: Return to noncredit faculty coordinator or dean (c) Table: If a noncredit representative is not present during meeting, course will be considered at the next regularly scheduled meeting agenda	Curriculum Committee meeting
7	Curriculum Chair	Place Program Modification Request on the Academic Senate agenda for approval.	Agenda sent out 72 hours prior to the meeting
8	Academic Senate	(a) Approve: To Curriculum Chair (b) Deny: Send back to Curriculum Chair	Academic Senate meeting
9	Curriculum Chair	1. Save Program Modification Request as a pdf and email to all constituencies (Noncredit faculty coordinator, noncredit dean, Curriculum Chair, Curriculum Dean, Vice President of Academic Affairs) for digital signatures 2. Upload final version of Program Modification Form with all signatures to the college curriculum development system (currently SharePoint) 3. Email the Academic Senate approval (consent calendar) to the Curriculum Dean	5 working days
10	Curriculum Dean	1. Upload and submit modified program to State Chancellors Office 2. Obtain approval and control number from the State Chancellors Office (if applicable) 3. Put on list to remove from or add to catalog during next revision cycle 4. Send program information to LACC Office of Institutional Advancement to input into SIS	

		<p>5. Notify the ALO (Vice President Academic Affairs) to submit a Substantive Change Inquiry Form to the Accrediting Commission (ACCJC) if there is a change to the mode or location of courses or if the change constitutes 50% or more of a program.</p> <p>6. Submit Annual Credit Course and Program Certification form to the State Chancellors Office (in October)</p> <p>7. Submit Annual Pre-requisite report to the State Chancellor's Office (in July)</p> <p>8. Notify other college constituencies (Financial Aid, Counseling, EOPS, OSS, etc.) that curriculum has been approved and the active term</p>	
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D. Noncredit Certificate of Competency and Certificate of Completion Checklist

Initiators, Tech Review members, and the Curriculum Committee should use the PCAH, Part 2, Section 3, pp.117-121 as a checklist.

VI. Posting and Approval for Courses and Programs

Some course and program processes require a 10-day posting, approval by the District Board of Trustees, and/or approval by the state Chancellor's Office.

Courses	Request via	10-Day Posting	Board Approval	State Submission	State Approval
Add Credit Course - new to District	ECD	✓	✓	✓	no
Add Credit Offering - new to College, not District	ECD	no	✓	✓	no
Add Noncredit Course - new to District	Noncredit Course Request Form	✓	✓	✓	✓
Add Noncredit Offering - new to College, not District	Noncredit Course Request Form	no	✓	✓	✓
Change of Local Course Attribute *includes District attributes when course is only offered at a single College	ECD & Course Change Request Form	no	no	maybe - see FAQs	no
Change of District Course Attribute (course offered by multiple Colleges)	ECD & Course Change Request Form	✓	no	maybe - see FAQs	no
Course Archive	ECD	no	no	✓	no
Course Reinstate	ECD & Course Reinstate Form	no	no	✓	no

Degrees & Certificates	Request via	10-Day Posting	Board Approval	State Submission	State Approval
New AA/AS degree	New Program Data Sheet	✓	✓	✓	✓
New AA-T/AS-T degree	New Program Data Sheet	no	✓	✓	✓
New Certificate of Achievement	New Program Data Sheet	✓	✓	✓	✓
New Noncredit Certificate of Completion or Competency	New Program Data Sheet	no	✓	✓	✓
New Skills Certificate [<16 units] - not transcribed	New Program Data Sheet	no	no	no	no
Substantial Modification to Existing Degree/Certificate	Email DO Curriculum	no	✓	✓	✓
Ending Degree/Certificate	Email DO Curriculum	no	✓	✓	no

FAQs

What is the difference between State Submission and State Approval?

State Submission means the change should be recorded in COCI, but does not necessarily require State approval before proceeding. State Approval usually comes in the form of an Approval Letter with a Control Number.

What do I do after the State approves my course or program?

Email the approval letter to curriculum@email.laccd.edu and advise of the approved start date.

What do you mean "maybe" under State Submission?

Course changes need to be submitted to the State via COCI if any CB code attributes are changed, or if any of the following elements are changed: Title, Course Description, Special Characteristics Descriptor Code, Min/Max Contact Hours, Min/Max Outside of Class Hours, and/or Min/Max Units.

What constitutes a substantial or substantive program change?

Refer to the ASCCC website or the CCCCO website for guidance on what is or is not a substantial or substantive change. Generally, these include changes that are a significant departure from current or historical practice ex. an increase of 50% or more credit hours required to complete a program.

VII. Best Practices in Developing Curriculum

A. Course Number

For courses that are part of a sequence, utilize numbers that indicate the order in which students will take the courses to complete the program.

B. Course Title

Utilize a title that is both descriptive of the course and succinct.

C. Course Units and Hours

LACC follows District policy that specifies the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit. The District policy on hours and unit calculations is outlined in LACCD Educational Regulation E-113.

Refer to the PCAH (pp.39-45) for detailed information on calculating units of credit and contact hours.

Definitions:

- **Credit hour:** The total hours a student is expected to put into a course (lecture, lab, and homework/study) to earn units
- **Contact hour:** The hours the teacher and student are together in the lecture and/or lab (does not include the student hours doing homework or study)
- **Outside-of-class hour:** The hours the student is expected to engage in course work outside of the classroom.

D. Course Hours and Scheduling

Calculating Class Hours (Student Contact Hours)

1. Definitions

a. *Class Hour*: The "class hour" is the basic unit of attendance for computing full-time equivalent student (FTES). It is a period of not less than 50 minutes of scheduled instruction and/or examination. There can be only one "class hour" in each "clock hour," except as provided for multiple class-hour classes. A class scheduled for less than a single 50-minute period is not eligible for apportionment. For purposes of computing full-time equivalent student (FTES), a class hour is commonly referred to as a "contact hour" or "Student Contact Hour" (SCH).

b. *Clock Hour*: A "clock hour" is a 60-minute time frame, which may begin at any time, for example, 8:00 to 9:00, 8:10 to 9:10, 8:20 to 9:20.

c. *Passing Time/Break*: Each clock hour is composed of one 50-minute class hour segment and a 10-minute segment referred to as "passing time," "break," etc.. No additional attendance may be claimed for this 10-minute segment, except as provided for a "multiple hour class." (See e. below) Note: The 10-minute break time permitted in each clock hour may not be accumulated during a multiple hour class to be taken at the end of the class and be counted for FTES apportionment.

d. *Partial Class Hour*: A "partial class hour" is that fractional part of a class hour in a class scheduled for more than one clock hour, starting from and including the 51st minute of the last full clock hour. For example, continuous instruction from 8:00 - 9:35 would have a 45-minute partial class hour (8:51-9:35). 45 minutes is the longest possible partial class hour. Instruction after a 45-minute partial class period hour would require a 10-minute break in the previous clock hour.

e. *Multiple Hour Class*:

1. A multiple hour class is any period of instruction scheduled continuously for more than one clock hour.
2. In multiple hour class scheduling, each 50 minutes exclusive of breaks (formal or informal) is a class/contact hour. However, the fractional part of a class hour beyond the last full clock hour may be counted for apportionment, starting from and including the 51st minute of the last full clock hour.
3. The divisor for this fractional part of a class shall be 50.
4. There shall be no class break in the last full clock hour or the partial class hour.
5. The sum of class hours cannot exceed the total number of elapsed clock hours for which the class is scheduled. For this rule, "clock hours" is interpreted to mean the total whole number (an integer) of clock hours, each being a 60-minute time frame. For example, if you have a class scheduled from 8:00 to 11:25, the resulting class hours (contact hours) would be 3.7 (see example 2.d below) and are within the maximum number of class hours for the 4 "clock hour" period of 8:00 to 12:00.

2. Examples for Calculating Student Contact Hours (SCH)

a. Single Hour Class Meeting		
Class scheduled from 8:00 to 8:50 (no break)		
8:00 - 8:50	1.0 SCH	1 class hour in 1 clock hour = 1 SCH
Total	1.0 SCH	

b. Multiple Hour Class Meeting		
Class scheduled from 8:00 to 9:15 (no break)		
8:00 - 8:50	1.0 SCH	50 Instructional Minutes = 1 SCH
8:50 - 9:15	0.5 SCH	25 Instructional Minutes / 50 = .5 SCH
Total	1.5 SCH	

c. Multiple Hour Class Meeting		
Class scheduled from 8:00 to 10:05 (one 10 minute break)		
8:00 - 9:00	1.0 SCH	50 Instructional Minutes plus 10 min break = 1.0 SCH
9:00 - 9:50	1.0 SCH	50 Instructional Minutes = 1.0 SCH
9:50 - 10:05	0.3 SCH	15 Instructional Minutes / 50 = 0.3 SCH
Total	2.3 SCH	

d. Multiple Hour Class Meeting		
Class scheduled from 8:00 to 11:25 (two 10 minute breaks)		
8:00 - 9:00	1.0 SCH	50 Instructional Minutes plus 10 min break = 1.0 SCH
9:00 - 10:00	1.0 SCH	50 Instructional Minutes plus 10 min break = 1.0 SCH
10:00 - 10:50	1.0 SCH	50 Instructional Minutes = 1.0 SCH
10:50 - 11:25	0.7 SCH	35 Instructional Minutes / 50 = 0.7 SCH
Total	3.7 SCH	

3. Contact Hours Computation Table

Class Meeting Time	Clock Time Hrs : Mins	Example Start/End Time	Contact Hours	# of 10 Min. Breaks	Comments
50 Minutes	00:50	8:00 - 8:50	1.0	NA	1 CH
65 Minutes	01:05	8:00 - 9:05	1.3	NA	1 CH + 15-minute PCH
70 Minutes	01:10	8:00 - 9:10	1.4	NA	1 CH + 20-minute PCH
75 Minutes	01:15	8:00 - 9:15	1.5	NA	1 CH + 25-minute PCH
80 Minutes	01:20	8:00 - 9:20	1.6	NA	1 CH + 30-minute PCH
85 Minutes	01:25	8:00 - 9:25	1.7	NA	1 CH + 35-minute PCH
90 Minutes	01:30	8:00 - 9:30	1.8	NA	1 CH + 40-minute PCH
95 Minutes	01:35	8:00 - 9:35*	1.9	NA	1 CH + 45-minute PCH
110 Minutes	01:50	8:00 - 9:50	2.0	1	2 full CH
125 Minutes	02:05	8:00 - 10:05	2.3	1	2 CH + 15-minute PCH
130 Minutes	02:10	8:00 - 10:10	2.4	1	2 CH + 20-minute PCH
135 Minutes	02:15	8:00 - 10:15	2.5	1	2 CH + 25-minute PCH
140 Minutes	02:20	8:00 - 10:20	2.6	1	2 CH + 30-minute PCH
145 Minutes	02:25	8:00 - 10:25	2.7	1	2 CH + 35-minute PCH
150 Minutes	02:30	8:00 - 10:30	2.8	1	2 CH + 40-minute PCH
155 Minutes	02:35	8:00 - 10:35*	2.9	1	2 CH + 45-minute PCH
170 Minutes	02:50	8:00 - 10:50	3.0	2	3 full CH
185 Minutes	03:05	8:00 - 11:05	3.3	2	3 CH + 15-minute PCH
190 Minutes	03:10	8:00 - 11:10	3.4	2	3 CH + 20-minute PCH
195 Minutes	03:15	8:00 - 11:15	3.5	2	3 CH + 25-minute PCH
200 Minutes	03:20	8:00 - 11:20	3.6	2	3 CH + 30-minute PCH
205 Minutes	03:25	8:00 - 11:25	3.7	2	3 CH + 35-minute PCH
210 Minutes	03:30	8:00 - 11:30	3.8	2	3 CH + 40-minute PCH
215 Minutes	03:35	8:00 - 11:35*	3.9	2	3 CH + 45-minute PCH

Class Meeting Time	Clock Time Hrs : Mins	Example Start/End Time	Contact Hours	# of 10 Min. Breaks	Comments
230 Minutes	03:50	8:00 - 11:50	4.0	3	4 full class hours
245 Minutes	04:05	8:00 - 12:05	4.3	3	4 CH + 15-minute PCH
250 Minutes	04:10	8:00 - 12:10	4.4	3	4 CH + 20-minute PCH
255 Minutes	04:15	8:00 - 12:15	4.5	3	4 CH + 25-minute PCH
260 Minutes	04:20	8:00 - 12:20	4.6	3	4 CH + 30-minute PCH
265 Minutes	04:25	8:00 - 12:25	4.7	3	4 CH + 35-minute PCH
270 Minutes	04:30	8:00 - 12:30	4.8	3	4 CH + 40-minute PCH
275 Minutes	04:35	8:00 - 12:35*	4.9	3	4 CH + 45-minute PCH
290 Minutes	04:50	8:00 - 12:50	5.0	4	5 full CH
305 Minutes	05:05	8:00 - 1:05	5.3	4	5 CH + 15-minute PCH
310 Minutes	05:10	8:00 - 1:10	5.4	4	5 CH + 20-minute PCH
315 Minutes	05:15	8:00 - 1:15	5.5	4	5 CH + 25-minute PCH
320 Minutes	05:20	8:00 - 1:20	5.6	4	5 CH + 30-minute PCH
325 Minutes	05:25	8:00 - 1:25	5.7	4	5 CH + 35-minute PCH
330 Minutes	05:30	8:00 - 1:30	5.8	4	5 CH + 40-minute PCH
335 Minutes	05:35	8:00 - 1:35*	5.9	4	5 CH + 45-minute PCH
350 Minutes	05:50	8:00 - 1:50	6.0	5	6 full CH
365 Minutes	06:05	8:00 - 2:05	6.3	5	6 CH + 15-minute PCH
370 Minutes	06:10	8:00 - 2:10	6.4	5	6 CH + 20-minute PCH
375 Minutes	06:15	8:00 - 2:15	6.5	5	6 CH + 25-minute PCH
380 Minutes	06:20	8:00 - 2:20	6.6	5	6 CH + 30-minute PCH
385 Minutes	06:25	8:00 - 2:25	6.7	5	6 CH + 35-minute PCH
390 Minutes	06:30	8:00 - 2:30	6.8	5	6 CH + 40-minute PCH
395 Minutes	06:35	8:00 - 2:35*	6.9	5	6 CH + 45-minute PCH

CH = Class Hour. PCH = Partial Class Hour. See Definitions.

Note: Individual class schedules must be based on five-minute increments for starting and ending times (e.g., 8:00 a.m. to 9:25 a.m. or 8:00 a.m. to 11:10 a.m.)

* A partial class hour cannot exceed 45 minutes. Instruction after a 45-minute partial class hour period would require a 10-minute break in the previous clock hour. As a result, classes should be scheduled only for the time lengths listed in the table (or extension). See definitions of *Passing Time/Break* and *Partial Class Hour*.

E. Prerequisites, Corequisites, and Advisories

The LACCD District Academic Senate provides [guidelines](#) for creating prerequisites, corequisites, and advisories.

A prerequisite, corequisite, or advisory can be added to a course if a student will be highly unlikely to receive a satisfactory grade unless they have knowledge or skills not taught in the course. The primary goal of identifying requisites and providing advisories is to facilitate student success. Prerequisites and co-requisites can only be established if they are determined to be necessary, appropriate, and non-discriminatory, or required by regulation or statute (Title 5, 55003). The Curriculum Committee determines whether prerequisites or corequisites are necessary for student success in a course (Title 5, 55002). A review of all prerequisites and co-requisites must occur at least once each six years, review of prerequisites and co-requisite CTE courses must occur every two years, and review for advisories must occur periodically (Title 5, 55003,1b).

A **prerequisite** is a condition on enrollment that a student is required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established. A prerequisite can only be established if:

- the prerequisite is expressly required or expressly authorized by statute or regulation
- the prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established
- the prerequisite is necessary to protect the health or safety of a student or the health or safety of others

A **corequisite** is a condition on enrollment that signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite prior to) the primary course. A corequisite can only be established if:

- the corequisite is expressly required or expressly authorized by statute or regulation
- the corequisite will assure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established
- the corequisite is necessary to protect the health or safety of a student or the health or safety of others

An **advisory** is a condition on enrollment that a student is advised, but not required to meet before or in conjunction with enrollment in a course or educational program.

Validation of a prerequisite, corequisite, or advisory occurs by local faculty through the Prerequisite or Advisory Addendum Form and the Corequisite Addendum Form.

Prerequisites should be documented and considered separately at Curriculum Committee meetings to confirm that the prerequisite meets the requirements as indicated above.

F. Repeatable Courses

The only repeatable courses are courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree; intercollegiate athletics; and intercollegiate academic or vocational competition (Title 5, §55041). Lists of repeatable courses and families can be found at the Curriculum Committee SharePoint website.

G. Standalone Courses

Courses that are not part of a program leading to an award are considered to be standalone. Standalone courses can be applied towards completion of a degree as electives, but they are not identified as part of any degree or certificate as either required courses or restricted electives.

The practice of the Curriculum Committee has been not to allow standalone courses and to expect that all courses are attached to an approved program or a program pending approval.

H. Catalog Description

The catalog description should align with TOP, CIP, and SOC descriptions. CTE programs must list the potential careers students may enter upon completion. Transfer programs must list baccalaureate major or related majors. High-unit programs (more than 60 semester or 90 quarter units) should indicate to the student how the high units might impact degree completion. Accrediting and/or licensing standards should be indicated if applicable.

I. SLOs and PSLOs

Faculty are responsible for defining learning outcomes for courses, certificates, and degrees. The Course and Program SLO Assessment Handbooks provide guidance on how to write outcomes. Faculty should define additional CSLOs when a course outline is updated in accordance with Title 5 guidelines. All courses, both credit and noncredit, must have at least two CSLOs that appear on official and current course outlines.

Course and program outcomes are reviewed and approved by the campus SLO coordinator and Curriculum Committee through the standard course/program approval process. SLOs for DE classes are identical to those taught in the traditional manner. For more information, see the CSLO Assessment Handbook at the SLO website.

J. Course Content/Objectives

The course content as stated in the COR must be covered in every section of the course by every faculty member teaching the course. Instructors may include additional topics, but they must cover the course content. Course objectives must be meaningful, written so that they are measurable, and integrated clearly with the course content. New faculty must be given a copy of the COR course content and objectives.

K. Methods of Instruction

Auditing. It is the responsibility of the instructor to check the class roster to ensure that all students in the classroom are enrolled officially in the class. Students are not permitted to ‘informally audit’ a class. The District policy is outlined LACCD Educational Regulation E-70.

L. Textbooks

When requesting CSU and UC transferability, textbooks should be no more than seven years old from the course submission date or must be clearly identified as a “Classic text” in the course outline of record (COR). UC and CSU [guidelines](#) include:

- More recent texts may be required in fast-changing disciplines, e.g., Computer Science, courses in any discipline with a contemporary focus, etc. The main textbook may be up to seven years old but more current reading materials should also be included.
- All textbooks should be beyond the 12th-grade reading level and at the appropriate college level.
- Textbooks and supplemental material/s should relate directly to course content.
- Open Educational Resources (OER), or online/digital texts, are acceptable if they are stable and publicly available as published textbooks, not a list of web links.

- Lab science courses must include a clearly identified lab manual in the COR. Lab manuals from either a publisher or compiled by CCC faculty (e.g., “CHEM 001 Lab Manual, CCC Chemistry department, 2019”) are acceptable.
- English Composition courses must include a writing handbook.
- Literature courses must include a representative reading list (i.e., a list of works that the students will be reading).
- History courses should include primary sources or alternative texts in addition to a textbook.
- College Success courses must include a community college catalog. A hyperlink to the online community college catalog is acceptable.

M. Fee for Instructional Materials

Students may be required to pay a fee for instructional materials for a credit or noncredit course. The District policy that describes the conditions that must exist are outlined in LACCD Educational Regulation E-112.

N. Library

The Library uses the course outline of record to acquire the resources necessary to support a course. Library faculty also reviews the information competency section in the course outline.

O. General Education Requirements

a. LACC GE Pattern

Associate degree general education courses fall into five subject areas (Board Rule 6201.15). A course must meet the following conditions to satisfy a general education requirement.

Area A: Natural Sciences

Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

Area B: Social and Behavioral Sciences and American Institutions

Courses in the social and behavioral sciences are those which focus on people as members of society. This category includes introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

- B1: American Institutions
- B2: Social and Behavioral Sciences

Area C: Humanities

Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. Such courses include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

Area D: Language and Rationality

Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

- D1: English Composition
- D2: Communication and Analytical Thinking

Area E: Health and Physical Education

- E1: Health Education
- E2: Physical Education Activity

a. CSU GE Breadth

CSU general education courses fall into five subject areas (CSU Executive Order 1100). A course must meet the following conditions to satisfy a general education requirement.

A1. Oral Communication

Instruction approved for fulfillment of the requirement in oral communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include faculty-supervised, faculty-evaluated oral presentations in the presence of others (physically or virtually).

Interpersonal communication and debate courses are not a natural fit in the oral communication area, but a few have incorporated significant faculty-supervised, faculty-evaluated practice in speaking with others; added at least a small component of traditional rhetoric; and won placement in the oral communication area.

A2. English Language Communication

Students taking courses in fulfillment of Subareas A1 and A2 will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will enhance their skills and abilities in the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

A3. Critical Thinking and Composition

Critical thinking courses include explicit instruction and practice in inductive and deductive reasoning and identification of formal and informal fallacies of language and thought. Literary criticism courses are typically not accepted in this area.

B1-B3. Scientific Inquiry

In subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

B4. Mathematics/Quantitative Reasoning

Through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example.

C1. Arts and C2. Humanities

Across the disciplines in Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however, Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

D. Social Sciences and Social and Behavioral Sciences Social Sciences

Students shall complete courses from at least two different disciplines, and one upper-division Area D course is required. Campuses shall not exceed these unit requirements.

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D.

E. Lifelong Learning and Self-Development

This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein.

Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions.

CSU American Institutions (CSU only) U.S History, Constitution, and American Ideals

The CSU's graduation requirements in American Institutions are established in Executive Order 1061, separately from the areas of CSU GE Breadth. EO 1061 implements Title 5 Section 40404 of California's Code of Regulations, which calls for study in three areas:

1. The historical development of American institutions and ideals (Area US-1),
2. The Constitution of the United States and the operation of representative democratic government under that Constitution (Area US-2), and
3. The process of California state and local government (Area US-3).

c. IGETC

UC general education courses fall into six subject areas (IGETC Standards 1.9). A course must meet the following conditions to satisfy a general education requirement.

1A. Written Communication

A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 6,000 words. Courses should also require a substantial amount of reading of significant literature. Successful completion of the course in reading and written composition (i.e., a course that satisfies English 1A) shall be prerequisite to the course in Critical Thinking/English Composition.

1B. Critical Thinking and Composition

Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.

The second semester of English composition may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Successful completion of the course in reading and written composition (i.e., course that satisfies English 1A) shall be prerequisite to the course in Critical Thinking/English Composition. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 6,000 words of writing is required.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought.

1C. Oral Communication

Instruction approved for fulfillment of the requirement in oral communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include faculty-supervised, faculty-evaluated oral presentations in the presence of others (physically or virtually).

Interpersonal communication courses are not a natural fit in the oral communication area, but a few have incorporated significant faculty-supervised, faculty-evaluated practice in speaking with others; added at least a small component of traditional rhetoric; and won placement in the oral communication area.

2. Mathematical Concepts and Quantitative Reasoning IGETC Standards 1.9

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in baccalaureate level mathematics or statistics, with a stated course prerequisite of intermediate algebra or equivalent*. Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement, as long as the course has intermediate algebra or equivalent* as a prerequisite. An appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

*The prerequisite for Mathematics courses is intermediate algebra or equivalent; equivalent courses should cover the content and mathematical practices of the Common Core State Standards for Mathematics, or CCSSM. Statistics course prerequisites/co-requisites should be consistent with CCSSM math standards and teach the skills and knowledge without which the student is highly unlikely to succeed in college-level statistics. For details see the UC TCA Guidelines for Mathematics and Statistics.

3A. Arts

Courses that have as their major emphasis the integration of history, theory, aesthetics, and criticism. Performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism (e.g., Dance History in Cultural Context, Film Art, History of Architecture, History of Modern Art, Multi-Cultural Theatre, Music History and Literature, The Jazz Experience).

3B. Humanities

Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Advanced foreign language courses may be approved if they include literature or cultural aspects. Theater and film courses may be approved if taught with emphasis on historical, literary, or cultural aspects. Logic courses may be accepted if the focus is not solely on technique but includes the role of logic in humanities disciplines (e.g., Chinese Civilization, Early African Literature, Comparative Religions, Mexican and Chicano Literature, Moral and Political Philosophy, Native American Mythology and Literature, Women in Literature).

4. Social and Behavioral Sciences

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with behavior in human social, political, and economic institutions; the three courses must be in a minimum of two academic disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and research methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework

designed to help them gain an understanding and appreciation of the contributions and perspectives of men, women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. CSU campuses have the discretion whether to allow courses used to satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement to count in both Areas 3B/4 and to meet the AI graduation requirement.

Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives that have been made by men and women, and members of various ethnic or cultural groups as part of such study will provide a more complete and accurate view of the world.

5A. Physical and 5B. Biological Sciences

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science (Area 5A) and one in Biological Science (Area 5B), at least one of which incorporates a laboratory (area 5C). Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

The contemporary world is influenced by science and its applications, and many of the most difficult choices facing individuals and institutions concern the relationship of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

5C. Laboratory Activity

The IGETC physical and biological science area requires a minimum of two courses, at least one of the two must include a laboratory. The intent of the IGETC laboratory science requirement is that students take at least one physical or biological science course incorporating a laboratory component. Since the experimental methodology and hypothesis testing taught in a lab builds on the principles presented in the lecture portion of the course, the two must be related. Therefore, the laboratory must correspond to one of the lecture courses taken to fulfill this IGETC requirement. A student cannot use lecture courses in two subjects and a laboratory in a third subject. It is expected that the lecture course is a prerequisite or co-requisite of the laboratory course. Lecture and lab courses may have separate course numbers.

6. Language Other Than English (LOTE)

Students must demonstrate proficiency in a language other than English equal to two years or the second level of high school instruction. Students who satisfied the UC freshman entrance requirement in a language other than English (LOTE) have already fulfilled this requirement.

For students who did not meet the LOTE requirement in high school, they may fulfill IGETC Area 6A by completing a college course/courses, or by demonstrating proficiency in one of several other available methods. Language courses must provide instruction in the written and oral language as well as history and cultural traditions of the country associated with the language studied. Languages other than English for Native Speakers are also acceptable for meeting this requirement. Courses that are primarily conversational (content cannot be primarily for business or travel-oriented language instruction) must have as a prerequisite a course equivalent to the third year/third level of high school instruction or one year of college level instruction in the language to be acceptable.

P. Academic Rights and Academic Freedom

The LACC Academic Senate “Academic Rights and Responsibilities” and “Definition of Academic Freedom” statements are located on the Academic Senate website.