

Unit Value Change Guidelines

To be added to existing Section 3.2

G. Submit Unit Value Change Rational Statement (only if seeking a Unit Value change)

- A unit value change is sometimes needed for a course. According to ASCCC's [The Course Outline of Record: A Curriculum Reference Guideline Revisited](#), "Faculty must be thoughtful about units and contact hours, taking into account elements including student need, potential effects on financial aid eligibility, enrollment priorities, and other concerns." Before requesting a unit value change, faculty should consider the concerns ASCCC has noted along with the factors outlined below, which are referenced in Appendix A sources. Additionally, please note that at SRJC, one unit equals 52.5 total hours of student work, inclusive of in-class and out-of-class learning hours, which aligns Title 5, § 55002.5.
- **Unit Increase**--When increasing the unit value of a course, consider:
 - ◆ Relevance and necessity of new content; new content
 - a. should reflect new disciplinary knowledge or skills required within the discipline or related career education pathways.
 - i. If the new content is relevant and necessary, consider whether or not the new content calls for a new course.
 - ◆ Changes within discipline within CCC system and/or CSU or UC system.
 - a. Are other schools increasing the unit value of the same course?
 - b. Are other schools using other curricular options, such as:
 - i. noncredit courses
 - ii. mirrored courses (see Glossary)
 - iii. corequisite support courses (see Glossary)
 - ◆ Student success data
 - a. Does student success data show a significant decrease in course completion and/or next course success or persistence if the course is part of a pathway or sequence of courses within a given major?
 - i. Does this decrease suggest that more instructional time is needed for existing course content?
 - 1. If so, what is best option:
 - ◆ Lab time
 - ◆ Lecture time
 - ◆ A corequisite model

- ◆ Financial cost to students
 - a. A 1-unit increase equals a total of 52.5 additional hours of work at SRJC and requires additional tuition cost, and for some students, there is additional financial impact due to decrease in ability to work while in class, potentially leading to lost wages.
- ◆ Impact on program(s) that include the course either as a required or elective course.
 - a. Discuss impact on programs with faculty from those departments.
- ◆ Alignment with transfer model curricula and C-ID (see Glossary)
 - a. Is the increase needed so the course aligns with C-ID or Transfer Model Curriculum (TMC)?
- ◆ Common Course Numbering (CCN)
 - 1. If SRJC's pre-existing course contains fewer units than the CCN course, SRJC will have to increase the unit value of its course.
- **Unit Decrease**--When decreasing the unit value of a course, consider
 - ◆ Relevance and necessity of content that is being removed.
 - a. Will removing content impact articulation?
 - b. If course is a prerequisite to another course, will removing content reduce a student's likelihood of success in target course?
 - ◆ Changes within discipline within CCC system and/or CSU or UC system.
 - a. Are other schools decreasing unit value of the same (or similar) course or are other schools using other curricular options, such as:
 - i. noncredit courses
 - ii. Mirrored courses
 - ◆ Impact on a student's Financial Aid eligibility
 - a. Would a decrease in unit value negatively impact a student's financial aid eligibility?
 - ◆ Impact on program(s) that include the course either as a required or elective course.
 - a. Discuss impact on programs with faculty from those departments.
 - ◆ Alignment with C-ID for CSU equivalent courses.
 - a. Will the unit reduction maintain course alignment with C-ID and/or with Transfer Model Curriculum (TMC)
 - ◆ Common Course Numbering (CCN)
 - a. If SRJC's pre-existing course contains more units than the CCN course, SRJC does not have to reduce the unit value of its course.

- b. If SRJC does not have a CCN course already developed and faculty want to develop an SRJC version of that CCN course, the new course must align with the unit value on the CCN template.

- **Unit Value Rationale Statement**--If after considering the above factors, faculty submitter/submitting department wants to increase or decrease the unit value of a course, they must submit a rationale statement to the Curriculum Office, Dean of Curriculum, and Articulation Officer that outlines the rationale for the unit value change. This rationale statement will be available as needed during CTRC and CRC meetings.

- **Unit Value Change Rationale Statement**

- ♣ If Unit Value Change is needed to match a desired/existing articulation (C-ID or UC course), or TMC, please state that as the rationale; no further rationale statement is needed.
- ♣ If Unit Value Change is requested for reasons other than matching desired/existing articulation, please include the following information:
 - any student data and/or feedback, or other research that helped discipline faculty determine the need for this change;
 - explanation of any impact this unit value change might have on programs that include this course as a requirement or as an elective; and
 - description of any trends within the discipline (e.g. new content or skills requirements) that align with this unit value change.

H. Secure required approvals- Confirm your department chair's and Dean's support before submitting the course, including support for Unit Value Change if applicable. The dean or supervising administrator will add the course to an upcoming Cluster Tech Review Committee meeting agenda.