

# **The Course Outline of Record: A Curriculum Reference Guide Revisited**

For discussion at the 2017 Spring Plenary Session

## **2016-2017 Curriculum Committee**

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# INTRODUCTION

Central to the curricular processes in the California community colleges is the Course Outline of Record. The Course Outline of Record (COR) has evolved considerably from its origins as a list of topics covered in a course. Today, the course outline of record is a document with defined legal standing that plays a central and critical role in the curriculum of the California community colleges. The course outline has both internal and external influences that impact all aspects of a COR, from outcomes to teaching methodology, which, by extension, impact program development and program evaluation.

Requirements and standards for the course outline of record COR appear in Title 5 Regulations (see Appendix xx), in the Chancellor's Office *Program and Course Approval Handbook* (PCAH), and in the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards. System-wide intersegmental general education agreements with the California State University and the University of California (CSU-GE and IGETC respectively) may also place requirements upon the course outline, such as requiring specific content or requisites, or currency of learning materials to satisfy articulation agreements.

Since the COR is also used as the basis for articulation agreements, colleges pay great attention to providing a document with which to determine how a student's community college courses will be counted upon transfer to four-year baccalaureate granting institutions. Course outlines of record are also now used in the process of identifying courses that meet the requirements of the Course Identification Numbering System (C-ID). Additionally, course outlines are regularly reviewed as part of a college's Program Review process, a process of central importance to accrediting agencies, as well as to local planning and resource purposes. For colleges to maintain their delegated authority to review and approve new and revised courses, they must certify that their local approval standards meet the comprehensive guidelines produced by the Chancellor's Office. The quality described in a COR is evidence of meeting these guidelines.

The COR plays a particularly important role in the California community colleges because it clearly lays out the expected content and objectives for a course for use by any faculty member who teaches the course. Course outlines provide a type of quality control since it is common for community college courses to be taught by several, and sometimes dozens, of multiple full and part-time faculty members. In order to ensure that core components are covered in all sections of a course, the integrity of the course relies on the COR to specify those elements that will be covered by all faculty members who teach the course.

One of the most significant portions of this update is the inclusion of Student Learning Outcomes (SLOs). SLOs can be a driver of many, if not all, elements of a course outline of record. The current accrediting commission that accredits nearly all of California's two year colleges mandates that institutions maintain "officially approved and current course outlines of record that include student learning outcomes" (ACCJC Standard IIA3). There are multiple interpretations

in the field regarding the appropriate physical location of outcomes on a Course Outline of Record, and some colleges have opted to include course student learning outcomes on an addendum to a COR while others place the SLOs on the COR next to the objectives. Colleges are encouraged to work with their accrediting body to ensure appropriate compliance. A finer distinction between student learning outcomes and course objectives is provided in other sections of this paper.

While the state and local standards for a COR have been updated many times and are subject to ongoing revision, numerous resolutions have directed the Academic Senate for California Community Colleges (ASCCC) to provide guidance in the development of course outlines. This update to the original paper *The Course Outline of Record: A Curriculum Reference Guide* (2008), requested by resolution 9.06 (S14), is part of the effort to provide that guidance so that faculty might have direction and reasonable assurance that the internal and external course outline of record requirements for the college are met. This updated paper has incorporated the relevant portions of the original document as well as several Academic Senate papers, including *Stylistic Considerations in Writing Course Outlines of Record* (1998), *Good Practices for Course Approvals* (1998), *Noncredit Challenges and Opportunities* (2009), and the *SLO Terminology Glossary* (2009).

We also recommend that this paper be used in the context of other documents, including ASCCC papers on *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice* (1996) and *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* (2016). In addition, the current edition of the Chancellor's Office *Program and Course Approval Handbook* (2016), along with ancillaries to that document, will be relevant for portions of the paper. Finally, the *Accrediting Commission for Community and Junior College's Accreditation Standards* (2014) should be examined in the context of standards relevant to teaching and learning at the course, program, and institutional level. The purpose of these documents is to support the development of a Course Outline of Record in light of the role of local curriculum committees and governing boards in approving curriculum, and the role of the Chancellor's Office in approving certificates and programs to ensure compliance.

While this paper offers a model for the Course Outline of Record, this paper is NOT intended to force standardization of curriculum. Instead, the paper should serve as a guide to assist faculty in presenting their courses in a format that will accurately reflect the quality of instruction being provided. While the course outline of record is a blueprint of what instructional elements must be included, teaching should always be a dynamic and adaptive process, constantly adjusting to accommodate the ever-changing, diverse learning needs of students in the California community colleges. The model presented is intended to clearly demonstrate that the course will stand up to the rigor established by Education Code and Title 5 regulations, transfer institutions, accrediting bodies, and other external entities.

## HOW TO USE THIS PAPER

This paper is intended to serve the needs of both the new and experienced faculty member in writing a course outline of record. Credit and noncredit course outlines are treated separately, not because the differences between the two are significant, but because in all likelihood the faculty

member writing a noncredit course outline needs ready access to other sections related to noncredit courses more than related information for credit course outlines.

It is important to note that this paper is not focused on the development of programs leading to degrees and certificates. While the context of program development and evaluation is important in the development of Course Outlines of Record and is reflected in the discussion of the elements of the course outline of record, for specific information about the requirements for submitting programs for approval to the Chancellor's Office, one should refer to the *Program and Course Approval Handbook*, as well as the ASCCC paper on Course and Program Development (forthcoming).

For the new faculty member writing a course outline, or for those who need a refresher, the first section of the paper, "Planning the Course Outline of Record," discusses planning considerations for developing a course outline of record, including the need to consider how the course outline integrates with numerous curriculum processes, the course learning outcomes, and the resources that should be collected as one embarks on the writing or revision of a Course Outline of Record.

The second section of the paper, "Components of a Course Outline of Record," details each element required for a Course Outline of Record. The elements are presented in the order typically found in many Course Outlines of Record, which is similar to the order found in Title 5 §55002, Standards and Criteria for Courses.

The final section of the paper, "General Curriculum Considerations," contains further background and detailed information about curriculum requirements outlined within Title 5 that go beyond the Course Outline of Record.

The appendices include a glossary of the terms commonly used in curriculum development, a list of references organized by curriculum topic, references to Title 5 regulatory language, and examples of Course Outlines of Record.

## PLANNING THE COURSE OUTLINE OF RECORD

### Initial Considerations

The development of curriculum is something that should be undertaken by faculty – while administrators or others might have ideas about courses or programs, the primary responsibility must always reside with the faculty. In most cases, the faculty member will initiate this effort based upon the question: "What do we need students to be able to do, and what do they need to know to be able to do it?" The idea for courses may also originate from some identified need or idea, such as a course needed to improve job readiness for a new or revised program or one that is needed for transfer into a particular major. Regardless of the motivation, the faculty member should begin with a holistic vision of the course to be proposed which, at its core, is aware of the skills or abilities that a student should be able to demonstrate as a result of successfully completing the course. Upon determining that there is a need and a rationale for a course, the next consideration is to determine what the course's role(s) will be. Is the course intended to be

degree applicable? Will it transfer? Is it appropriate as a general education course? What articulation should be sought? These are just a few of the many questions to consider prior to beginning the development of any Course Outline of Record.

While each required course element must be written discretely, each element should also take into account other components to assure the final course outline is constructed as an integrated Course Outline of Record. For example, there is an interwoven relationship between the discrete skills and content students should learn (course objectives), how proficiency in those objectives will be evaluated (methods of evaluation), and the measurable skills and abilities that students are able to demonstrate subsequent to completing the course (Student Learning Outcomes). Furthermore, the objectives and outcomes must have a clear relationship to the subject or content. The Course Outline of Record should reflect a quality in the course sufficient to attain the objectives and the resulting outcomes.

Central to the regulatory intent of collegial consultation is the faculty's primacy in their role of ensuring quality instruction through the development of integrated Course Outlines of Record. The outline must contain all the elements specified in Title 5 §§55002(a), (b), or (c): unit value, contact hours, requisites, catalog description, objectives, and content. The outline must also include types or examples of assignments, instructional methodology, and methods of evaluation. The course outline must be rigorous and effective in integrating the required components of critical thinking, essay writing/problem solving, college-level skills, and vocabulary throughout, if such skills are appropriate for the type of course being developed. In addition, the course must comply with any other applicable laws such as those related to access for students with disabilities. A COR also must address any requirements based on accreditation.

There are also stylistic concerns. Research on curriculum and instructional design suggest that the COR faculty author be very specific when articulating what the student will be able to accomplish by the end of the course and defining how one will evaluate the student's progress. The use of a taxonomy of learning, such as Bloom's Taxonomy, is recommended for consistency of language and rigor. After this development, the content items, learning materials, class enrollment maximums (if not a contractual issue), the units and contact hours, etc. can all be fleshed out with a specific focus on integrating each of these areas so that they validate the need for each component in multiple ways. Style issues also matter in the articulation process. Faculty developing transferable courses should be mindful of the language in course outlines at the receiving institutions to ensure articulation agreements are reached smoothly.

Irrespective of how the course outline is structured and written, the faculty member will generally produce a more robust product not by starting at one end and working towards the other, but by being creative where it is most easy or enjoyable to do so. Then the faculty member can build upon these initial areas to develop the other elements, or fill-in unanticipated gaps, as they become apparent. For many faculty, the initial drafting might be in the content areas. From there, a faculty member can expand into the writing of learning objectives, textbook selection, and the number of course hours needed to cover the material. In short, there is a constant and necessary interplay in the development of the elements of the course outline once the desired learning outcomes have been established.

## Writing an Integrated Course Outline

A course outline of record needs to be integrated, as each element of the course outline of record should reinforce the purpose of the other elements in the course outline. There should be an obvious relationship between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives and outcomes.

At the onset, every course should be developed with a purpose or goal in mind. The course must have sufficient and appropriate learning objectives that create a framework for students to develop their knowledge and abilities to be able to demonstrate the overarching Student Learning Outcomes and the intended purpose of the course. The course content items then define the elements of information, behavior, or capabilities for each objective to be mastered. Each content item and objective is then reflected in comprehensive assignments or lessons, which are taught using appropriate and effective methods. Finally, in the integrated course outline of record, the methods for evaluation of student performance validate the acquisition and mastery of each content item and the attainment of each objective. These methods of assessment may also serve to measure student achievement of the defined student learning outcomes, or additional methods may be useful. Also, note that content is the only subject-based element; the others specifically focus on what the student will be doing and will be able to demonstrate by successfully completing the course.

## Resources for the Faculty Member

While all course outline development must comply with Title 5 §55002 (see Appendix xx), many colleges have developed a template for the course outline that includes the required elements as well as many local elements. A college may use a curriculum management system for tracking its curriculum approval process and as its repository for course outlines, as well as for submitting that information to the Chancellor's Office; however, technology should support the process, not drive it. An effective template will help the faculty member pull all the required information together prior to submission. It is also important to note that the responsibility for completing every outline element may not fall upon the individual faculty member. For example, numerical course identifiers or transferability may be addressed much later in the approval process. However, in the "transferability" example, local practice may provide for the faculty member to indicate the intent for the course to eventually to be transferable.

The following are useful documents for the faculty member to have at hand: the college catalog; some recently approved course outlines to serve as examples; any supplemental addenda/forms dictated by the instructional modality (e.g. a separate distance education form or content review form); standards established by the discipline, either locally or by a professional organization, or external accreditors or regulatory bodies; and any special district policies that may apply. Often local curriculum committees have created their own curriculum development handbooks that contain much of this information.

Making use of human resources is also important. Consulting with other faculty in the discipline is essential. It is also highly recommended that the faculty writer identify other faculty members

who are familiar with the local process to assist. The curriculum committee chair may be available to provide guidance, as well as members of the curriculum committee, curriculum specialists or technicians, and administrators involved in curricular practices (such as a dean or Chief Instructional Officer.)

The final and equally critical tools are those references relevant to the subject matter being taught. From a planning perspective, the faculty should acquire these resources first and then examine what are the most effective and reliable methods to promote learning within the intended learning environments available for the delivery of this subject. For example, planning for allied health courses must take into consideration equipment needs and safety concerns to promote effective learning, as well as the pedagogy of the discipline. The dean or CIO overseeing a particular department may have the information needed for these types of resources.

With resources at hand, we now turn to the heart of the process, an examination of the elements of the Course Outline of Record.

### Outcomes, Accreditation, and the Course Outline

For California's community colleges, several accreditation standards regarding student learning outcomes touch on the COR. Standard II.A.3 states, "The institution has officially approved and current course outlines that include student learning outcomes." This statement has been interpreted in different ways with some colleges choosing to include SLOs as addenda to their CORs housed within their course outline management systems while others include the SLOs in the COR itself. While a definitive interpretation has not been established, colleges should continue to work with their accrediting agency to ensure compliance. Additionally, Standard I.C. Institutional Integrity lists many areas where colleges must ensure that accurate information is provided for students in many areas, including learning outcomes and educational programs. Colleges would be wise to maintain accurate CORs to fulfill the spirit of this standard.

As stated earlier in this paper, SLOs can act as a central component in the development of many elements of both credit and noncredit courses. Per the standards, the assessment data collected by faculty on outcomes, along with other information, must then be reviewed and used to create action plans intended to improve teaching practices and student success at the course and program level. Many colleges use a data mapping process that links Course Student Learning Outcomes (CSLOs) found on the COR to Program Student Learning Outcomes (PSLOs) in order that the data collected at the CSLO level provides data for PSLO assessment. Given the importance of these links between the CSLOs and the PSLOs, it's imperative that faculty begin course development and review of objectives and other elements of the COR with an analysis of how the CSLOs support student attainment of the PSLOs for those programs that include the course being reviewed. This ensures that students taking the courses and performing the SLOs of those courses will also be able to perform the PSLOs for their programs.

A similar situation exists for Institutional Student Learning Outcomes (ISLOs) and General Education Learning Outcomes (GELOs). All course learning outcomes should align with either the ISLOs of the college or the GELOs for students enrolled in programs that include a GE component. Standard II.A.12 states, "The institution, relying on faculty expertise, determines the

appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level.” Similar mappings between CSLOs and ISLOs and/or GELOs are often the source for data reports used for annual accreditation reporting and for institution-wide discussion on student success. Given the potential widespread reach of ISLO and GELO data, faculty should discuss CSLOs with these implications in mind.

## COMPONENTS OF A COURSE OUTLINE OF RECORD

### ELEMENTS THAT APPLY TO CREDIT AND NONCREDIT COURSES

Course Outlines of Record must be approved by the local curriculum committee before being submitted to the board of trustees for approval and the Chancellor’s Office for chaptering. The following elements of a course outline of record are items that reflect requirements from Title 5 §55002, “Standards and Criteria for Courses”, other sections of Title 5, Chancellor’s Office guidelines, and/or accreditation standards. However, some of these elements may not apply to all types of courses.

#### Need/Justification/Goals

The purpose of this section is to provide guidance for faculty to meet the criteria spelled out in the *Program and Course Approval Handbook* (PCAH) regarding documenting what student need the course is intended to meet. According to the PCAH, “The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program” (8).

#### Mission

The mission of the college should drive all curriculum development and as well as potential revision when the mission of the college is changed or expanded. Currently in Education Code, the mission of the California community colleges is defined as focused on lower division transfer preparation, vocational education, and basic skills education. However, many colleges have additional parts of their mission which might also drive curriculum development, such as diversity of student population or interest in adult education. Local curriculum processes should include questions that prompt faculty to consider the mission when making new course proposals, revising existing courses, or adding new courses to programs. This is also an accreditation issue for many accrediting agencies with standards focused on the role of the college mission in institutional planning.

#### The Role of a Course

For transfer programs and courses, this need is more easily established by determining both student demand and transfer applicability for existing university majors. For career technical programs and courses, this need can be more challenging to establish and must rely on evidence such as labor market data, potential employer needs, advisory committee input, and job advertising information, to name a few. Additionally, some districts have research capabilities



that can assist with this research and know where to access the data.

### Statement of Need

Once the need has been determined and documented, the statement of need should establish the role of the course in the major programs or general education areas for in which it is designed to serve. If it is a stand-alone course, which is a course that is not part of a program, then its role in the college's curriculum should be explained as part of a proposal. In particular, this rationale should explain how existing courses do not meet this identified need and clearly distinguish the role of the proposed course from that of similar courses.

Examples of need statements:

- Medical Terminology I provides a basic introduction to students in all allied health majors. By combining portions of existing courses in those majors, this course allows those programs to provide more emphasis on content. An added advantage will be more flexibility in section offerings as well as emphasizing medical terminology across all specialties.
- This course has been proposed to meet a new requirement expected for students pursuing employment in the hazardous materials technology industry, which is now required for certification in fire science.
- This course in Jazz and Blues Music grew out of increasing student demand, as demonstrated by wait list data and student surveys, for more on this subject than is currently being covered in our Popular American Music course. This new course will be part of the restricted elective list for those majoring in music.

### Differentiating Courses

Course Outlines of Record should be created with other courses in mind, particularly when there are similarities between them. When a course is part of a sequence of courses, great care should be taken in the development process to show the progression of rigor in a sequence of courses or the different objectives, content, or outcomes that make the course different from others and an essential part of a program. For non-sequential but similar courses, similar steps should be taken to ensure non-duplication of coursework that may confuse students and dilute student demand. Areas on a COR which provide opportunity for a clear distinction to be made between courses include the description, the objectives, core content, examples of assignments, and Student Learning Outcomes.

### Course Description

When any course is developed, the course purpose or description sets the stage for all subsequent elements on the COR. Embedded within a course's description are the reasons why the course exists and a holistic overview of objectives, content, and outcomes. Without this defining statement, instructors teaching sections of a course may be unclear on the scope of the course, how content should be taught, or how discrete objectives or the overarching student learning outcomes statements should be assessed. A course without a description that is clearly distinct

from another course should not exist, and all courses should include defined Student Learning Outcomes relevant to and supported by the course objectives.

### **External Research Requirements**

Some fields of study stay similar over time, while others change and evolve comparatively quickly. For every course, there should be a periodic consideration of outside influences. When external research requirements are mandated or necessitated, faculty should consider these triggers as a prelude to the development or revision of a COR. External accreditation bodies, career-technical education advisory committees, discipline professional organizations, local college-business partnerships, and agreements between the community college and any baccalaureate-granting institutions with agreements are all examples of such requirements by external bodies which may necessitate development or revision.

## **CHANCELLOR’S OFFICE DATA ELEMENTS**

### **Stand Alone Courses**

The Chancellor’s Office refers to courses that are not part of a program leading to an award as stand-alone courses. Stand-alone courses may be approved and offered locally without Chancellor’s Office review. Stand-alone courses often meet a specific local need. This term also refers to credit courses required for a certificate of fewer than 18 semester units or 27 quarter units that has not been approved by the Chancellor’s Office. In addition, courses such as learning skills or tutoring courses may be considered stand-alone. Like other courses, a stand-alone course must have a control number prior to being offered and claimed for apportionment, contain all required elements, and meet all standards of approval as required by Title 5. Additional guidance for creating stand-alone courses is available on the Chancellor’s Office’s website.

### **Title**

All courses must have titles which should be considered from the perspective of students as well as potential employers and transfer institutions. While overly specific titles can be cumbersome, the title of the course should provide enough information that prospective students will easily identify the general purpose of the course. Course titles take on extra significance when reviewed by articulating institutions and potential employers who use college transcripts when considering students for employment.

### **Elements Related to Currency**

Curriculum must be current to be relevant. While Title 5 requires review of all prerequisites and corequisites at least once each six years and prerequisites and corequisites for career-technical courses every two years, most colleges apply that timeline not only to requisite review but to review of the entire course. In addition, all accreditation and articulation processes also have currency requirements, as do many grants and other external agencies. Typically, the Course Outline of Record will have some method for tracking revision dates to meet these needs.

### Course Control Numbers and Chaptering

Courses are submitted electronically to the Chancellor's Office Curriculum Inventory (COCI). Credit course proposals are certified by the Chief Instructional Officer and the curriculum chair at a college, approved by the Board of Trustees, and are then submitted to the Chancellor's Office for chaptering prior to being offered at the community college. The Chancellor's Office provides a unique control number for every course to ensure data accuracy which is critical to measuring student success indicators. The unique identifier should be included on the Course Outline of Record for easy reference and will likely be assigned as a part of the approval process.

Local curriculum approval processes may provide some of these data elements outside of the faculty's normal role. But local process development must reflect faculty primacy in all matters pertaining to the Course Outline of Record.

The Chancellor's Office reviews noncredit course submissions to ensure that the associated data elements for each course are correct and compliant with regulations. Credit courses are checked within the COCI to ensure that the data elements are correct. These course data elements will be reported to the Management Information System (MIS). While there is no regulatory requirement that these are listed in the Course Outline of Record, good practice suggests that MIS elements should be included as part of the local curriculum review and submission process either within the COR or as attachments and that faculty should be involved in the determination of these elements. Criteria for Data Elements include:

DED NO	DATA ELEMENT NAME
CB01	Course Department and Number
CB02	Course Title
CB03	Course TOP Code
CB04	Course Credit Status
CB05	Course Transfer Status
CB06	Units of Credit – Maximum
CB07	Units of Credit – Minimum
CB08	Course Basic Skills Status
CB09	Course SAM Priority Code
CB10	Course Cooperative Work Experience Education Status
CB11	Course Classification Status
CB13	Educational Assistance Class Instruction (Approved Special Class)
CB21	Course Prior to Transfer Level
CB23	Funding Agency Category
CB24	Course Program Status

### TITLE 5—STANDARDS FOR APPROVAL

There are seven standards for approval that apply to degree-applicable credit courses, four of which apply to nondegree-applicable credit courses. *Grading policy, units, intensity, and prerequisites* and *corequisites* apply to all credit courses. *Basic skills requirements, difficulty and level* apply to degree-applicable credit courses only. These standards are the criteria by which the

faculty member's intention to ensure quality will be assessed for college or pre-college level instruction.

*Intensity*, *difficulty*, and *level* are not reflected as discrete elements in the Course Outline of Record but rather are met within the totality of the course outline.

### Degree-Applicable Courses

For degree-applicable courses, *difficulty* calls for critical thinking, understanding and application of concepts at the college level and *intensity* sets a requirement that most students will need to study independently, possibly for periods beyond that of the total course time defined by the unit(s). The outline should build the case that students will be required to study independently outside of the class time (*intensity*). Reading, writing and other outside assignments qualify to fulfill both “study” time as defined in the credit hour and the “independent study” required to demonstrate *intensity*. The faculty member who creates a course based solely upon laboratory/activity or lecture time with no designated outside study time (e.g. students are in the class all 48 hours per unit) will still need to demonstrate a depth and breadth of student learning that requires student effort beyond class time. The *level* standard requires college-level learning skills and vocabulary.

### Nondegree-Applicable Courses

For nondegree-applicable credit courses, the *intensity* standard requires instruction in critical thinking and refers to the preparation of students for the independent work they will do in degree-applicable courses, including the development of self-direction and self-motivation. The *level* standard is not required for nondegree-applicable courses, but factors such as the *units* standard should reflect course workload variations appropriate to the developmental level of the students. And nothing prohibits a nondegree-applicable course from having elements that meet these two standards.

### Standard of Approval for Noncredit

There is one standard for approval for noncredit courses, which is a broader standard that places the burden upon the curriculum committee for determining that the level, rigor and quality is appropriate for the enrolled students. Where appropriate these “Standards for Approval” are included in each element under the sub-heading “Regulatory Requirements—Title 5.”

### Required Elements of a COR per §55002

The Chancellor's Office review process requires the submission of a Course Outline of Record that meets the standards for courses established in §55002 of Title 5 and contains, at minimum, the following elements:

1. Unit Value
2. The expected required number of contact hours
3. Requisites
4. Catalog description
5. Objectives
6. Content
7. Required reading and writing assignments

8. Other outside-of-class assignments
9. Instructional methodology
10. Methods of evaluation

## DISCIPLINE ASSIGNMENT

### Assigning Courses to a Discipline

Each course must be assigned by the local curriculum committee to the appropriate discipline(s). This assignment helps describe the course by classifying it in a discipline and also indicates the minimum qualifications required to teach the course. This is a discussion that should be part of the curriculum committee's regular meetings regarding placement of courses.

### Minimum Qualifications

These assignable disciplines are those that appear in Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the "Disciplines List." Generally, a course is assigned to a single discipline. However, some courses may be cross-listed or placed in two or more disciplines. For example, a course on the Sociology of Aging may be appropriately assigned to either the discipline of sociology or the discipline of psychology, meaning a faculty member meeting the minimum qualifications of either discipline would be able to teach the course. In the case of a course assigned to the disciplines of sociology and psychology, the faculty member teaching the course would need to meet the minimum qualifications in both disciplines. Some courses can also be listed in the Interdisciplinary Studies discipline, which is the combination of two or more disciplines—the faculty member must meet the minimum qualifications of one of the disciplines listed for that interdisciplinary discipline and have completed upper division or graduate courses in at least one of the other disciplines listed for the Interdisciplinary Studies discipline.

### Minimum Qualifications for Noncredit Courses

Noncredit minimum qualifications are also discussed in the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*. However, the noncredit minimum qualifications are established in Title 5 section 53412 rather than in this list of disciplines. The assignment of noncredit courses to these areas should be approved by the curriculum committee just as it is done in credit instruction. Again, this is to ensure that faculty with the appropriate expertise will teach the course; however, noncredit courses must be assigned to disciplines according to the requirements of Title 5 section 53412.

It is not a Title 5 requirement that the discipline assignment designations be contained within the Course Outline of Record, but these assignments do need to be monitored somewhere and the Course Outline of Record is a convenient location that will provide appropriate direction to those who would assign faculty to teach the course. The ASCCC has taken the position that discipline designation should be an element of the Course Outline of Record: "For clarity and as a convenient reference, discipline designations should appear on course outlines of record." as stated in the *Qualifications For Faculty Service In The California Community Colleges: Minimum Qualifications, Placement Of Courses Within Disciplines, And Faculty Service Areas* (ASCCC, 2004). This can also be an effective practice to prevent confusion in multi-college districts.

## ELEMENTS THAT APPLY TO CREDIT COURSES

### UNIT VALUE AND CONTACT HOURS

#### Unit Value and Contact Hours

##### Units, Credit Hours and Learning

A Course Outline of Record that is well integrated will have built a solid case for the number of units granted for the learning achieved by the successful student. The definition of a Credit Hour requires a minimum of 48 semester or 33 quarter hours of lecture, laboratory/activity, study time, or any combination thereof. Faculty developers of courses designed for transfer and some highly regulated career-technical fields need to refer to applicable standards as they may require specific ratios of lecture, lab and study time. It is crucial that faculty 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.

##### Variable Credit Hours

The regulations also provide for variable unit courses. Such courses include work experience, activity courses where the number of units can vary from term to term, and skill courses where a student registers for the number of units he/she anticipates completing. Title 5 §55002.5 requires colleges to award units of credit in .5 unit increments at a minimum. Calculations for each increment of credit awarded by the college represent the minimum threshold for awarding that increment of credit. Students are awarded the next increment of credit only when they pass the next minimum threshold.

Because of the unique nature of these courses, there are different approaches for how variable unit calculations are implemented locally. The faculty member who is unfamiliar with variable-unit courses should seek guidance from his/her curriculum committee chair, or other appropriate college personnel, especially when calculating variable hours for courses that students may repeat.

##### Standard Formula for Credit Hour Calculation

Standards for credit hour calculations are contained in Title 5 §§55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Courses not classified as cooperative work experience, clock hour, or open entry/open exit use the following method for calculating units of credit:

Divide the total of all student-learning hours (lecture, lab, activity, clinical, TBA, other + outside-of-class hours) by the hours-per-unit divisor, round down to the nearest increment of credit awarded by the college. Expressed as an equation:

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

The result of this calculation is then rounded down to the nearest .5 increment or to the nearest fractional unit award used by the district, if smaller than .5. This formula applies to both semester and quarter credit calculations. While this formula can yield a value below the lowest increment of credit awarded by the college, zero-unit courses are not permissible. The following definitions are used in the application of this formula. See appendix xx for the memo from the Chancellor's Office regarding the standard formula for credit hour calculations

## Contact Hours

Total Contact Hours refers to the total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in §§58050 - 58051. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g. lecture and laboratory, lecture and activity, lecture and clinical.

Outside-of-class Hours are the hours a student is expected to engage in course work outside of the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside of class for every hour in-class. All other academic work, including laboratory, activity, studio, clinical, practica, TBA, etc. must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the instructional category. This ratio is reviewed by the accrediting commissions to ensure that it is in compliance with federal regulations regarding credit hours.

Typically, these ratios are expressed as follows:

Instructional Category	In-class Hours	Outside-of-class Hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory(Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

Variations or ratios for inside- to outside-of-class hours are possible, but should fall within the parameters for one unit of credit as described above. Standard expectations in higher education for credit hour calculations generally align with the in-class to outside-of-class ratios as described in this table. Deviations from these widely accepted standards, while permitted, can negatively affect course transferability and articulation and should be used with caution. Since TBA hours are required to be listed separately on the COR, any outside-of-class hours expected of students in relationship to TBA contact hours must be included in the total student learning hours for the calculation.

The Hours-per-unit Divisor is a value, or value range, used by the college to define the number of hours required to award each unit of credit. This value must be minimum of 48 and maximum of 54 hours for colleges on the semester system and a minimum of 33 and maximum of 36 for colleges on the quarter system. This number represents the total student learning hours for which the college awards one unit of credit. Colleges may use any divisor within this range, but should maintain consistency between the divisor and the dividend. For example, if a college uses the  $51 = 1$  unit calculation to determine the hours of lecture and outside of class work in the dividend, they should use 51 as the divisor. Colleges that indicate the minimum and maximum range of 48 – 54 should show that same range for the dividend in the equation and resulting unit calculation.

Colleges must exercise caution in determining the hours-per-unit divisor for credit hour calculations. Because California finance laws assume that primary terms average 17 weeks on the semester system and  $11\frac{2}{3}$  weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), and because student attendance and related apportionment state compliance auditing is based on the student contact hours delineated in the official COR, the Chancellor's Office strongly recommends that colleges use the 18-week semester or 12-week quarter as the basis for the student contact hour calculation used in the COR, even if a college has been approved to use a compressed academic calendar. This means the use of 54 semester or 36 quarter hours. The 18-week semester or 12-week quarter primary term provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims such as they might experience using a 16-week semester basis for the contact-hour calculation.

Additionally, it is also important to note the flexible calendar program is designed around the 35-week traditional academic calendar, so basing contact hour targets around an 18-week semester assures that instructional hours lost to “flex” activities will not result in the district not providing the minimum number of hours required by Title 5, §55002.5, to award a unit of credit. Colleges using the 48-hour minimum calculation for determining credit hours risk problems with apportionment calculations and audits. Colleges must be specifically authorized by the Chancellor's Office to use a compressed calendar, which adds further caution to the use of the minimum end of the hour to unit range.

Likewise, the activity or laboratory with homework calculation should be used with caution. In the natural sciences and other disciplines, it is standard practice to base the number of units awarded for laboratory solely on contact hours, even though there may be some expectation of student work or preparation outside of class. Any alteration of this relationship for laboratory courses in the natural sciences and clinical hours in many allied health fields, can jeopardize programmatic accreditation where specific ratios or hours are required for program components or course acceptability in meeting major or general education requirements when transferred to a baccalaureate degree-granting institution. Use of this category should be restricted to only those instructional areas where it is clearly aligned with accepted practices of higher education. The term “activity” as used in this context is not intended to limit or define the use of this term locally. Some colleges use this term—and related credit calculations—interchangeably with laboratory.



The Course Outlines of Record for many districts do not specify the outside-of-class hours, relying instead on the assumption of traditional ratios for inside- to outside-of-class hours for lecture, laboratory, or other course formats. In instances where districts only record total contact hours for the course as a whole or in each instructional category on the Course Outline of Record, the course submission must include the expected hours of student work outside of class used to determine total student learning hours for the purposes of credit calculations as described above. The table on the previous page provides guidance for the expected outside-of-class hours for a wide range of typical credit hour calculations.

## Fractional Unit Awards and Minimum Thresholds

Title 5 §55002.5 requires colleges to award units of credit in .5 unit increments at a minimum. Calculations for each increment of credit awarded by the college represent a threshold of student learning hours for awarding that increment of credit. Students are awarded the next increment of credit only when they pass the next threshold of student learning hours. Districts are allowed to award credit in less than 0.5 unit increments, but that must be established in local policies and procedures.

For example, if a course is designed to require 180 total student learning hours (36 lecture, 72 lab, and 72 outside-of-class hours), the calculation of units works as follows:

$$\begin{aligned} 180 / 54 &= 3.33 \\ 3 \text{ units of credit} \end{aligned}$$

In this example, the college would not award 3.5 units until the total student learning hours reached the 189-hour minimum threshold for 3.5 units. However, if a college offers credit in .25 increments, this example would yield a 3.25 unit course. Another common example is a course offered for 40 contact hours, with no hours of homework, resulting in 40 total student learning hours. In a district that awards credit in .5 increments,  $40 \text{ total student learning hours} / 54 = .75$ , which meets the minimum threshold for .5 units of credit, but does not pass the minimum threshold for 1 unit of credit. In this example, 40 total student learning hours (36 contact and 4 outside-of-class) would award .5 units of credit. This is similar to grading systems where, for example, a student earns a “B” for any percentage between 80 and 89. The student is only awarded an “A” when they reach the minimum threshold of 90 percent.

## Cooperative Work Experience

Units for Cooperative Work Experience courses are calculated as follows in Title 5 §55256.5:

Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit. Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit. These minimum have been interpreted by the Chancellor’s Office but are currently under review and may be subject to change.

## Clock Hour Courses / Programs

The definition of a clock hour program and standards for awarding of units of credit for these programs is defined in federal regulations 34 CFR §668.8(k)(2)(i)(A) and 668.8(l), respectively.

In this regulation, a program is considered to be a clock-hour program if a program is required to measure student progress in clock hours when:

- Receiving Federal or State approval or licensure to offer the program; or
- Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue.

Programs that meet this definition are required to use a federal formula for determining the appropriate awarding of credit as outlined in 34 CFR §668.8(l).

### **Local Policy**

A standing policy or formal calculation document helps districts fulfill the responsibility of local governing boards under Title 5 §55002 to establish the relationship between units and hours for the local curriculum development and approval process and provides that information for accreditation purposes.

## **PREREQUISITE SKILLS AND LIMITATIONS ON ENROLLMENT**

### **PRE/CO-REQUISITES/ADVISORIES AND OTHER LIMITATIONS ON ENROLLMENT**

#### **Demonstrating and Documenting Need**

Justification of prerequisites requires documentation, and colleges have generally developed forms for the various types of evidence. This evidence can take many forms: equivalent prerequisites at UC and/or CSU, content review, legal codes mandating the requisite, or data collection and analysis. While these forms are not required to be part of the course outline, they are often attached as documentation of the process having been completed. Subdivision I.C.3, A, 2(a)vii of the Model District Policy on Requisites (CCCCO, 1993) strongly advises that districts “maintain documentation that the above steps were taken”, and additional guidelines were released by the CCCCCO for section §55003 in 2012. A simple method for achieving this record is to retain the content skills scrutiny documents for each requisite course.

#### **Content Review**

All courses with requisites and/or advisories must document those requisite skills which have been developed through content review in a separate section of the course outline. The primary goal of identifying requisites and providing advisories is to facilitate student success. A content review process should document that pathway by showing how the skills achieved in the requisite course are fundamental to success for most students taking the “requiring” course. The writing style of the prerequisite skills section is the same as that for the objectives. The section usually begins with a phrase such as “Upon entering this course the student should be able to:” with a list of those entry skills following, expressed using active learning verbs following a taxonomy such as Bloom’s. In its simplest form, a content review consists of comparing the entry skills list with the objectives of one or more courses to identify courses that would be

appropriate requisites. This list of entry skills is also very useful in determining articulation pathways for students coming from other institutions or life experiences.

If a course has more than one requisite course, it is an effective practice to have separate lists for each one may make it easier to track their validation. For example, if an advanced physics class has both a calculus and a pre-calculus physics prerequisite, this section would have two separate lists.

### **Content Review, Statistical Validation, and Communication/Computation Requisites**

For programs specializing in communication and computation, requisites may be placed on courses using a content review process alone. In contrast, Title 5 §55003(b) and (e) require requisites be based upon “data collected using sound research practices” (also referred to as statistical validation) for the skills of communication and computation when they are being required outside of those respective programs. However, since 2011 colleges have been allowed by Title 5 to place communication and computation prerequisite courses on non-communication and non-computation courses through a content review process only, provided that the district meets specific criteria explained in Title 5 §55003(c). For example, an English course having a prerequisite of a lower-level English course must validate this need through content review, but a business course requiring that same lower-level English course is additionally required to base this need upon “data collected using sound research practices” unless districts have met the requirements of Title 5 §55003(c). Further information regarding this can be found in the Chancellor’s Office Guidelines for Title 5 Regulations Section 55003 (2011).

### **Requisites and Articulation**

When considering placing a requisite on a course, faculty should consider the impact that action may have on a proposed or existing articulation agreement. Receiving institutions, when determining whether to grant articulation, will closely review any requisites on a course, or the lack of a requisite that it considers essential, as indicators of the scope and rigor of the course. Faculty should review parallel courses at primary institutions for transfer in their region to be aware of requisite expectations local CSUs and UCs have on comparable courses. In addition to reviewing university courses, faculty should consider any requisites identified in course descriptors created through the Course Identification Number (C-ID) system.

### **Other Limitations on Enrollment**

There are times when a course has enrollment limitations other than prerequisites, corequisites or advisories. Some common limitations on enrollment are: a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student’s safety would be compromised by an inability to meet specific physical capabilities. While the specific criteria of the limitation does not have to be in the Course Outline of Record, such should be well defined and be as measurably objective as possible. So, a sight acuity limitation might include specific vision parameters and list any medical conditions that impose or exacerbate the limitation. If it is a tryout for athletics, the criteria should be very specific and realistic to the needs. So “be able to swim ten laps in a standard competition pool in under eight minutes” would be reasonable for a water polo tryout, but requiring this be done in less than two minutes would

be extreme. Limitations on enrollment should be fair and reasonable and should produce consistent evaluation results.

## CATALOG DESCRIPTION

The purpose of the catalog description is to publicly convey the content of the course in a concise manner. Because the catalog description is the primary way by which course information is disseminated, it is important that it contains all essential information about the course and that it is written to meet the needs of varied audiences. Students need information to create their educational plans, as do counseling faculty advising them. Outside reviewers, such as accreditors and compliance monitors, base their assessments on the information printed in the catalog. The heart of the catalog description is the summary of course content, also referred to as the course description. The catalog description should be thorough enough to establish the comparability of the course to those at other colleges, to distinguish it from other courses at the college, and to convey the role of the course in the curriculum a program, where applicable, in regards to progression of rigor or other characteristics that distinguish a course in the program. It is helpful to students to include a statement about the students for whom the course is intended to assist in educational planning. Examples of this type of information include “first course in the graphic arts major” or “intended for students in allied health majors.” To save space, many colleges use phrases rather than complete sentences in the catalog and/or the schedule. Course descriptions should also include the course’s C-ID number, if applicable.

### Units, Hours, and Credit Status

In addition, the catalog description contains the units, hours, prerequisites, transferability and credit status of the course. Unit limitations should be specified such as “no credit for students who have completed Math 101A” and “UC transferable units limited.” Hours are typically reported listed on a COR on a weekly basis and are may be broken down by type: for example, “3 hours lecture, 3 hours lab, 1 hour discussion.” The types of hours may also be listed as activity or studio hours in appropriate courses.

Variable unit courses should show the hours as variable, for example: “1-3 hours lecture, 1-3 units.” However, some colleges’ COR show the total hours of instruction for the term rather than the weekly hours. This practice is particularly useful for courses offered in a variety of short-term formats as well as for work experience courses. However, for regularly scheduled courses, listing weekly hours more clearly and directly serves the primary audience .

In addition to listing the number of hours per week or total hours per term in a catalog description, courses regularly offered on a short-term basis may be specified in the description as well: “9-week course” or “Saturday course; see page xx for more information.” Some colleges find it useful to include the terms in which the course will be offered, for example, “summer only.” Some courses may be taken multiple times if appropriate criteria are met. In the case of a repeatable variable unit course, it may be necessary to list total units that may be earned by repetition. For example, a COR may say “Variable Units - May be repeated, students may not exceed 16 units.” Be sure to follow unit and credit hour requirements of Title 5 §55002.5.

Courses may be offered on a credit (letter grade) basis only, on a Pass/No-Pass (P/PN) basis only (C or better equals Pass), or on a letter grade or Pass/No-Pass basis (at the option of the student in this latter case). Generally, course credit is assumed to be awarded on a letter grade basis unless indicated otherwise with catalog statements such as “pass/no pass only” or “pass/no pass option.” Courses are also assumed to be degree applicable unless otherwise noted as “nondegree-applicable credit course” or “noncredit course.” However some districts may separate catalogs into a credit and noncredit catalog due in part to their organizational structure and the relative size of their noncredit programs.

### **Requisites and Transferability**

Prerequisites, corequisites, and advisories can be listed in conjunction with placement assessment alternatives, along with limitations on enrollment as well as any other skills required or recommended. The following are examples of ways in which requisites might be included on a COR.

- Prerequisite: Completion of French 1A with a ‘C’ or better
- Corequisite: Geology 10
- Prerequisite: Math 24 (with a ‘C’ or higher) or appropriate skills demonstrated through the math placement process
- Advisory on Recommended Preparation: eligibility for English 1A
- Advisory: high school biology with a “B” or better is recommended
- Advisory: Reading level 3 (see p. 17)
- Limitation: Enrollment limited by audition

Some courses may be taken multiple times if appropriate criteria are met. In the case of a repeatable variable unit course, it may be necessary to list total units that may be earned by repetition. “Variable Units - May be repeated, students may not exceed 16 units.”

It is common practice for catalog descriptions to include the transferability of the course, usually indicated by including “UC, CSU” (as appropriate) to at the end of the catalog description. It is important to note that such a notation indicates general transferability, i.e. for elective credit, and does not guarantee articulation to meet a major or general education transfer requirement. The transferability status may take one or more years to establish so local practice may call for the faculty member to indicate this intent, but catalog descriptions should only be so modified when course transferability has been determined through formal articulation processes.

### **Field Trips, Required Materials, and Other Expenses**

Field trips, required materials for the course, and other probable expenses should be listed in the catalog description. This alerts students to possible expenses that may influence his/her decision to enroll in a course. Per Title 5 §59400(b), it is not permissible to charge a general materials fee where a student does not walk away with a physical object or permanent access to some body of knowledge as they would with a book. While this listing can be fairly generic in the course description, it should be more specific in the overall course .

### **College Catalog Course Description Checklist**

The following is a checklist of items that should appear on all Course Outlines of Record.

- Course number and title
- Status (degree-applicable/non-degree-applicable)
- A content/objective description, as per above
- Course type (lecture, lab, activity, special topics, etc.), contact hours and units
- Prerequisites, corequisites, advisories, and other enrollment limitation(s)
- If course fulfills a major, area of emphasis, or GE requirement
- Transferability (intentions)
- Field trips or other potential requirements beyond normal class activities
- Required materials
- C-ID Number

## OBJECTIVES

The objectives of a course are the primary components and skills leading to student achievement and the course's intended purpose. The objectives should specify these components and skills to ensure that any faculty delivering the course enables students to achieve the intended Student Learning Outcomes. Objectives should be written in complete sentences or comprehensive phrases using language that is discipline specific and demonstrates the level of rigor appropriate for the class.

Related to the number of units and hours of a course is the need to demonstrate in the COR that the course meets the standards for level and intensity in both quantity and effort. The faculty member will need to assess what is a reasonable time frame for most students entering at the requisite levels to acquire capabilities defined by each objective.

The format for each objective typically begins with the phrase "Upon completion of this course, the student will be able to...". These are sometimes referred to as "behavioral objectives." These objectives can be measured through a range of assessments, including the use of rubrics to measure performance quality in writing, computation, or other skills.

### Course Objectives and Student Learning Outcomes

Course objectives state the concepts or skills faculty introduce to students in a course or program to prepare students to meet a Student Learning Outcome. Objectives are the means, not the ends. Course SLOs are the intended abilities and knowledge students can do after successfully completing the course objectives. SLOs must be written in measurable terms and written as actions that a student will perform in order to learn the skills necessary to meet a course SLO.

For example, for a Swimming 101 course, the course objectives may consist of all four competitive swimming strokes and several recreational swimming strokes; the course SLOs will measure the student's ability to perform all four strokes. The following is an example of a course objective that supports an SLO for a swimming course:

Course objective:

Demonstrate proper breathing techniques and arm position for the backstroke.

SLO:

Swim the backstroke for at least ten yards.

In this example, a student can demonstrate the SLO only after completing the objective.

Another example:

Course objectives:

Demonstrate proper breathing techniques and arm position for the backstroke.

Demonstrate proper breathing techniques and arm position for the front crawl.

Demonstrate proper breathing techniques and arm position for the breaststroke.

Demonstrate proper breathing techniques and arm position for the butterfly.

SLO:

Swim all four strokes of the medley relay for 25 meters each within 3 minutes.

In this example, all four objectives provide the scaffolding of skills the students needs to be able to demonstrate an SLO; the SLO synthesizes the content and skills learned by completing all the objectives.

### Writing Objectives and the COR

When writing objectives for a new course, begin with the end in mind. What is the purpose of the course in terms of what students should be able to do after completing the course? This is expressed in the course SLOs. Once you've determined the outcomes expected, determine what concepts or formative skills must be learned before students can perform the outcome.

Depending on the scope of the outcomes you've written, there are several considerations. First, there may be hundreds of specific learning objectives; however, not every objective must be listed. These can be distilled down to a manageable number, commonly no more than 20 for a typical one- to three-unit course, and often fewer than ten that are based on the major areas of content and most important skills a student should learn. The key is grouping individual items into sets which shared commonalities. For example, a sociology course might have many detailed items for students to learn in the area of cross-cultural comparisons, but the collective statement in the Objectives section might be "...compare and contrast traditions and behaviors in a variety of cultures." Or a chemistry class might take two or three weeks to discuss the properties of states of matter (gas, liquid, solid) but the objective might be summarized as "research and diagram the properties of the states of matter, use appropriate equations to calculate their properties, and explain those properties on the molecular level." Note that in the last example, each statement is really a collection of objectives rather than a single objective, and may be a potential SLO for the course; if it was modified to include how students would apply those objectives, it would be an SLO.

### Critical Thinking in the Course Objectives

Degree-applicable credit courses require students to demonstrate critical thinking. The incorporation of critical thinking must be evident throughout the course outline, but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation elements. It must be clear that students are expected to think critically, are instructed in how to do so, and are held

accountable for their performance. The manner in which the Objectives section reflects critical thinking in the higher cognitive domains is by expressing the objectives using verb rubrics or a taxonomy of thinking and learning skills such as Bloom's Taxonomy. Basically, critical thinking involves active higher cognitive processes which analyze, synthesize and/or evaluate information. This contrasts with the more passive activities such as recognizing, describing, or understanding information; however, not ALL objectives need to reflect critical thinking. Note also that it is not sufficient for such higher skills to be listed only in the Objectives. The course outline must demonstrate that students are taught how to acquire these skills and must master them to pass the class. (See the following sections on Methods of Instruction and Assignments and Methods of Evaluation.)

For nondegree-applicable credit courses the requirement for critical thinking is different, but it still exists, so the above section still applies. The difference is that in these courses students are initially being taught how to think critically. But in degree-applicable courses the expectation is that students are already able to think critically and are now improving their abilities. Because of this difference, the objectives in nondegree-applicable courses may need to cover a narrower scope because students are in the process of learning effective ways to effectively study and think critically.. But, like critical thinking, the objectives should prepare students for studying independently and must "include reading, writing assignments and homework" (see Title 5 §55002(b)2(C) Intensity–below).

### **Regulatory Requirements Reflected in your Objectives**

Each of the standards listed below should be reflected in the group of objectives chosen for the course, but each objective does not need to meet all or any of these standards. For example, every objective need not target the critical thinking requirement. So "list proper safety protocols for handling toxic fluids" may not meet the difficulty standard, but it is still an appropriate objective. However, the group of objectives as a whole should address all the standards. Additionally, the objectives should in some way pair in terms of need with the requisite entry skills if those skills are listed. A course objective that calls for a student to be able to work with differential equations should properly pair with the entry-level skills of Calculus I and Calculus II.

The following are regulatory standards, with their Title 5 citations, that must appear in the course objectives:

#### **Prerequisites and Corequisites §55002(a)2D**

When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.

#### **Intensity §55002(a)2C (Degree-applicable credit)**

The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.



#### Difficulty §55002(a)2F

The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

#### Level §55002(a)2G

The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

#### Intensity §55002(b)2C (Nondegree-applicable credit)

The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

## CONTENT

The format used for the course content (also known as core content at some colleges) section is commonly that of an outline. The content topics are typically arranged with major headings and minor subheadings or bulleted lists of elements that further define the major heading. The outline is detailed enough to fully convey the topics covered, but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. A page or two is fairly typical.

Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

### Major Headings and Sub Headings

Content is subject-based so need not be written in terms of student capabilities or behavior. However, as mentioned in the Standards for Approval contained in Title 5 §55002, the major headings of content should be comparable in number and obviously relevant to the objectives. For example, if a content item major heading for an anthropology course were “Osteology” it might be appropriate to expand upon this in your subheadings in the following way: such as

## COURSE CONTENT

### I. Osteology

- a. Major bones of the human skeleton and their correct positions
- b. Composition and shape classes of bone
- c. Pathologies
- d. Skeletal differences between males and females
- e. Determining age from dental and skeletal cues
- f. Advantages and constraints of bipedalism

## Repeatability and Core Content

Except in very limited circumstances, the content of a course may not be designated as repeatable for credit. Title 5 §55041 states that the content of a course may only be designated as repeatable if the course meets one of the following conditions: repetition of the course is necessary to meet the major requirements of CSU or UC for the completion of a bachelor's degree; for the purposes of intercollegiate athletics, as defined in §55000; and for intercollegiate academic or vocational competition, as defined in §55000, where enrollment in the course and courses that are related in content, as defined in §55000, is limited to no more than four times for semester courses or six times for quarter courses. This enrollment limitation applies even if the student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in §55045.

## Courses Related in Content (Formerly “Course Families”)

Where repeatability is not applicable, local curriculum committees may designate course groupings for “active participatory courses” where appropriate. Active participatory courses are those courses where individual study or group assignments are the basic means by which learning objectives are obtained. Courses that are related in content are courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each variation.

As students can only take each of the specified active participatory courses once (with very limited exceptions), colleges may establish sets of courses related in content. Title 5 allows for no more than four levels or experiences within a set such that each course may only be taken one time. Course sets should provide students with an opportunity to build their knowledge, skills, abilities, and fitness levels in physical activity courses within a set of discreet individual courses. The need to develop leveled or distinct courses should be founded on these principles and should be done to ensure programmatic needs are met, where appropriate.

Course content for each course in a course set must be significantly different in *level*, *intensity*, and other standards, although the courses are related in content, including level-specific course objectives and outcomes.

A variation on leveling is to create courses with a more specific focus within an area of emphasis, which allows students to have similar learning experiences that develop key skills but do so using significantly different content. For example, some colleges may split a “Painting” area of emphasis into oil, acrylic, and watercolor courses or separate out relief printmaking from intaglio, lithography, or screen-printing. There are both curricular and pedagogical justifications for this approach. The primary concern with this approach is that receiving institutions (UC and CSU in particular) typically do not break up the curriculum in this way. Most schools in the CSU or UC systems only require one or two courses in any given medium for major transfer preparation. Local faculty should work closely with their articulation officers to assess the potential impact of this approach on students preparing to transfer.

In regards to using sets of courses related in content, local curriculum committees should be conservative in making such decisions. The definition of “courses that are related in content” is not intended to be so narrow that it becomes inhibiting or useless, but neither is it intended to

allow colleges to proliferate levels and active participatory courses. More information regarding courses related in content can be found in the Chancellor's Office Guidelines on Course Repetition (2013).

## METHODS OF INSTRUCTION

The Title 5 sub-section defining the course outline does not mandate a comprehensive list of instructional methods. Rather, the outline must “specify types or provide examples.” Thus faculty have the academic freedom to select instructional methods to best suit their teaching style. The methodologies used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of instruction should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives. A faculty member may also consider using the course student learning outcomes to identify methods of instruction since those skills and abilities faculty will assess at the end of the course may be modeled through instructional methods.

In many cases, the environment in which the learning occurs may be described by listing potential methods of instruction the faculty have agreed are effective for the specific content, objectives and outcomes. While any course should be crafted to accommodate for differences in setting, many courses such as lab courses rely heavily upon their environment as a critical element of the learning experience. However, this should be framed in the context of types and examples such as “The student will conduct clinical patient evaluations in a hospital environment” versus “The student will evaluate live patients in the emergency room of St Mary's Hospital.”

Describing the methods of instruction tends to imply a description of what the instructor will be doing to facilitate learning. While this may be included, the focus should be about describing the activities the students will be doing and experiencing that lead to learning, not only with respect to the instructor, but in some cases with respect to each other and with their environment. For example, what the student will do in a communication studies course instructional component to interact as a presenter and as an active listener are learning elements that are part of the methods of instruction, and the description of the methods of instruction clearly lays the groundwork for developing or refining the evaluation methods and criteria.

The requirement to “specify types or provide examples” is incorporated into the course outline by some colleges as a list of options to select either by checking a box or choosing from a drop-down list. This approach does not meet all Title 5 requirements because the oversimplification of teaching methods to a menu of options does nothing to illustrate the methods for determining “whether the stated objectives have been met by students” and does not effectively cross validate or integrate the other course outline elements.

When considering the writing style of this section, it is important to keep in mind that the examples of assignments and methods of instruction and evaluation must be appropriate to the stated objectives and are meaningful for assessing Student Learning Outcomes. In particular, because the learning experiences must either include critical thinking, or experiences leading to

this capability, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students' mastery of critical thinking. The themes established by the objectives must be integrated into methods of instruction and evaluation. The following table shows examples of methods of instruction that support specific course objectives:

Examples of Course Objectives	Examples of Methods of Instruction
Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual preference, and historical period).	Performances of selected dramatic texts followed by instructor-guided interpretation and analysis.
Observe and analyze the various components of a theatrical performance.	Readings of dramatic texts by the instructor and students followed by instructor-guided interpretation
Differentiate between the play as literature and the play as performance.	Attendance at required performances preceded by instructor-modeled performance review methods and followed by in-class and small group discussions.
Evaluate the effectiveness of theatrical techniques in performance.	Project group meetings in class to develop play interpretation project and group presentation.
Analyze the artistic, literary, and cultural perspectives of various playwrights, including, North American, South American, African, Asian, and European.	In-class and out-of-class video and audio presentations followed by instructor-guided interpretation, analysis, and comparison to live performances.
Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.	Lecture presentations on the organization of theatrical companies followed by in-rehearsal and backstage visits at required performances.

In these examples, it is clear that choosing a type or example of a method of instruction from a drop-down list misses an opportunity to provide more detailed expectations of instructional rigor for both faculty and students. Instead of a list of prescriptive options, the writing style is quite descriptive of each possible activity. Rather than just checking "lecture," the faculty member has described the complete interaction with the student in terms such as "Readings of dramatic texts by the instructor and students followed by instructor-guided interpretation and analysis." When written this way for degree-applicable credit courses, it is clear that critical thinking and scholarship is expected of students at a collegiate level, taught to them in class, practiced in assignments, and evaluated as the basis for their grade in the class.

## METHODS OF EVALUATION AND COURSE GRADING POLICIES

Title 5 does not mandate a comprehensive list of methods for evaluation. Rather, the outline must "specify types or provide examples." The methods used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of

evaluation should be presented in a manner that reflects integration with the stated objectives and methods of instruction, and demonstrates a likelihood that they will lead to students achieving those objectives.

### Using Multiple Methods of Evaluation

Effective and accurate student evaluation is not a simple task, nor one to be treated as an afterthought to the other outline elements. Given the diverse populations community colleges serve, multiple methods of evaluation are usually preferred. While knowledge of required material constitutes a significant portion of the evaluation, as reflected in assignments and methods of evaluation, different types of courses as well as differing facilities lend themselves to various types of evaluation. For example, lab courses are often great environments for oral interviews or practical demonstrations of skills, whereas a large lecture hall with fixed seating is not, and the availability of both is impacted by available facilities and resources at the college.

### Methods of Evaluation and Critical Thinking

Because the learning experiences must either include critical thinking or experiences leading to this capability, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students' mastery of critical thinking. For this reason, the themes concepts and skills established by the objectives must be integrated into methods of instruction and evaluation, keeping in mind that *Difficulty* standards for degree-applicable credit, nondegree-applicable credit and noncredit courses vary quite a bit, particularly in terms of critical thinking.

The following table shows examples of methods of evaluation that support specific course objectives:

Examples of Course Objectives	Examples of Methods of Evaluation
Define and demonstrate an understanding of general theatre terminology.	Evaluation of written analyses for content, form, and application of dramatic performance review techniques.
Observe and analyze the various components of a theatrical performance.	Evaluation of contributions during class discussion.
Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual preference, and historical period).	Evaluation of participation in and contributions to group projects.
Differentiate between the play as literature and the play as performance.	Evaluation of written criticisms for content, form, and application of critique methodology.
Evaluate the effectiveness of theatrical techniques in performance.	Evaluation of performance reviews for completeness, personal perspective, and application of performance review styles.
Examine the organization of theatrical companies and compare and contrast the roles of theatre personnel, e.g., producer, director,	Evaluation of interpretations of live performances and dramatic texts for cultural context, contrasts in live/textual impact, and

dramaturge, technical director, actors, choreographer, critic, artistic director, development staff, scenographer and designers, and house manager.	performance techniques.
Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.	Evaluation of final written essay examination and occasional tests for content, terminology, knowledge of subject matter, and ability to compare and contrast types, origins, and presentation modes of dramatic material.

### Attendance and Evaluation

Some courses and programs, including programs with outside agency certifications, have very strict attendance requirements. Therefore students who fail to log a stipulated number of hours of attendance may be ineligible to receive certification for program completion. This requirement in turn obliges faculty to include attendance as a necessary component in evaluation.

On the whole, however, Title 5 emphasizes that attendance is not a substantive basis for student evaluation. Title 5 §55002 states, “The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency” and attendance is not a factor. And for most objectives, it would be difficult to demonstrate that attendance is evidence of proficiency. On the other hand, it could be reasonable to argue that non-attendance, particularly during periods of proficiency demonstration, is legitimate grounds for a reduced or failing evaluation.

Additionally, there may occasionally be topics, affects or attitudes which the instructor wants to be certain students learn, but feels cannot be evaluated by typical assessment practices out of class. An example is an aspect of professionalism, such as repeated tardiness or absences, which may need remediation through academic consequences. However, these should be given careful consideration and be well justified. In these cases, it is very important that attendance requirements and the subsequent evaluation thereof be clearly laid out in this section of the syllabus.

## ASSIGNMENTS

Title 5 §55002(a)(3) requires assignments in the course outline but does not mandate a comprehensive list nor does it mandate the way in which those assignments are written. Rather, the outline must “specify types or provide examples.” The assignments used by the instructor of record for a section of a course are to be consistent with but not limited by these types and examples. In all cases, the assignments should be presented in a manner that reflects both integration with the stated objectives, appropriate rigor for the level and difficulty of the course, and a likelihood that they will lead support to students achieving understanding of the those objectives and the ability to perform the Student Learning Outcomes.

Given the multiple audiences for a COR (students, instructors, articulation officers, university faculty), college faculty should discuss how assignments will be presented on a COR. Per Title 5 §55002(a)(3), assignments may be “types or examples” which should prompt curriculum committees to discuss whether a more simplistic list of types of assignments provides the various

audiences of a COR with useful information, or if a more stringent standard for writing examples of assignments is appropriate. For example, examples of assignments could be written similarly to an actual assignment prompt with the intended rigor of the course evident in the sample. When writing is required in a sample assignment, instructors should indicate the mode or type of writing and the length of the assignment. Also, assignments may be written to highlight skills and abilities listed in objectives. For example, a type of assignment could be “written assignments that show development of self-criticism.” In any case, the assignments should be written to show the level of rigor for the course, especially when the course requires college-level work or is a course in a family of courses which are distinguished by a progression of rigor.

When writing an assignment, faculty should include the purpose of each assignment, including articulation and applicability for C-ID.. For example, rather than just stating “group project” the faculty member could add “Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance.”

### Other Considerations for Assignments

In order to best suit the needs of the audiences of your COR, there are a variety of considerations to keep in mind. In some situations, optional and alternate assignment examples should be included to provide options that improve access to coursework for all students. (e.g., an alternate assignment may be allowed in lieu of a required field trip or a cost-bearing assignment such as theatre tickets in order to ensure equitable access to learning experiences among all students.) In addition to examples of alternate assignments, CORs could contain examples of out-of-class assignments. If so, those examples must be sufficient to show independent work equal in rigor to the expected hours of independent study determined in the hours to units formula to meet the minimum study time hours of work per week beyond class time for each unit of credit. In addition, examples of assignments might also include any supplemental reading beyond the required texts if the faculty author of the course believes it is necessary to codify the material on the COR. Finally, while it is not required that the example assignments be so organized in the order they would be used in class within the course outline, giving some thought to this can promote an implementation strategy that leads to a more effective learning experience.

The following table shows examples of assignments that provide appropriate evaluation to support specific course objectives:

Objective	Assignments Written as Types	Assignments Written as Examples
Define and demonstrate an understanding of general theatre terminology.	Participation in class discussions about plays.	Working with several classmates in a group, review a list of theater terms and provide a two-to-three sentence definition of each.
Interpret and compare dramatic texts as both written	Textual analysis in discussion and writing and required study	Read August Wilson’s <i>Fences</i> and write a three-page essay

plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual orientation, and historical period).	of assigned dramatic texts, including works representative of diverse gender, ethnic, and global perspectives.	on the themes of masculinity in the play.
Observe and analyze the various components of a theatrical performance.	Written analysis of several live performances of amateur and professional theatres presented during the academic term.	Write a three-page analysis of a local theater production which focuses on the elements of lighting and blocking.
Observe and analyze the various components of a theatrical performance.	Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance.	The class will be divided up into groups of 4-6 people. As a group you will become a theatre and will perform a series of functions that every theatre must have including choosing a play to produce, and doing all that needs be done in order to produce it.
Differentiate between the play as literature and the play as performance.	Listening and viewing.  Study of plays on videotape (DVD) and audiotape.  Preparation for participation in daily analysis of texts and performances by watching video performances of a play currently being read by the class.	Watch Hamlet's "To Be or Not To Be" soliloquy from the 2000 Ethan Hawke version of <i>Hamlet</i> and write a one-page essay describing how the stage direction found in Shakespeare's text is realized in the film.
Evaluate the effectiveness of theatrical techniques in performance	Interpretive analyses of published critical reviews of performances and plays.	Read the excerpt provided from the "Writing for the Stage" chapter of Vaclav Havel's <i>Disturbing the Peace</i> and discuss his opinions on his own technical achievements and failures.

## REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS

Instructional materials have evolved with technology, including required texts and other materials in the classroom to support the curriculum. It's important to base the process first on the Title 5 requirements for standards of approval and other sections relevant to educational



materials. While Title 5 §55002 does not require that materials be listed on a COR, it does indicate that “resource materials” are a criterion that must be considered by a curriculum committee prior to recommendation for approval. Other Title 5 sections §59400(b-c) specify regulations for electronic materials that should be considered when placing required materials on a COR. Fully electronic materials should comply with all 508 compliance rules for disabled student access.

### **Materials other than Books**

While Title 5 does not directly address other required learning materials beyond the reading assignments, this section should also include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course.

### **Required Materials and Articulation**

Primarily textbooks and resource materials specified on a COR plays a central role in the articulation of a course. Any required materials should be clearly recognized by those in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject. Required texts can also identify the rigor of a course, especially in courses within a program sequence or a family of courses.

The currency of textbooks is an important consideration for articulation and can vary greatly from subject to subject. Some courses may use reference manuals that are long standing icons of their respective fields. On the other end of the spectrum, UC and CSU generally require texts that are no more than five to seven years old. Some C-ID descriptors require certain types of materials or texts as well. Explanations should be provided when texts are more than five years old. In STEM disciplines or any course that uses a required lab manual created by faculty, faculty should include the manual on the COR and they should be encouraged to update it regularly; the same is true for any kind of electronic materials required in either a face to face or online course.

### **Materials for Courses Offered via Distance Education**

For courses that are available for distance education instruction, educational materials appropriate for that teaching modality should also be included on the official COR either as required or as options for instructors. In addition, in both face-to-face courses and distance education courses, faculty may choose to use digital materials that are available at no or low cost to students, often referred to as Open Education Resources (OER). OER are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes. OER materials should be vetted by faculty in the discipline prior to adoption as required materials. Official statements from both the CSU and UC articulation officers are forthcoming regarding the acceptance of OER textbooks for articulation, but faculty should ensure that the materials they choose will allow for transferability.

## DETERMINING LEVELS BELOW GRADUATION/TRANSFER AND CB 21 RUBRICS,

Basic skills status is an important discussion that must take place on your campus and among discipline faculty and administrators. Curriculum committees should work with discipline faculty members to consider the mission and the courses that make up the degrees. The courses must be compliant with Title 5 which indicates anything used for a degree or transfer cannot be coded as basic skills.

### Basic Skills and Title 5

While Title 5 does not allow basic skills courses to be coded as degree-applicable, degree-applicable courses can be below transfer. Title 5 §55062, states that below-transfer courses may be degree-applicable if one of the following items applies when they fall into the following categories:

- All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- Courses that apply to the major or area of emphasis in non-baccalaureate career technical fields.
- English composition or reading courses not more than one level below the first transfer-level course. Each student may count only one such course below transfer level for credit toward the associate degree, (reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit.) English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.”
- All mathematics courses above and including Elementary Algebra.
- Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for the courses specified in subdivisions (c) and (d) above.

Local curriculum committees should be involved with the determination of what constitutes a basic skills course and make recommendations regarding basic skills status. While colleges may approach this conversation differently all around the state depending on their reasoning, alignment with existing degrees and student populations, the decisions about what constitutes basic skills courses and their designation should be under the auspices of the curriculum committee . While there are no simple answers or formulas, a course cannot be considered basic skills if it is degree applicable, even if it is pre-transfer.

### Pre-transfer Courses and Degree Applicability

Some colleges use pre-transfer courses for degrees and certificates that are part of career technical programs or curriculum where transfer-level math or English are not considered standard. In this case, even though a course is considered pre-transfer, it could not be coded as basic skills if it is used to complete degree requirements. Title 5 allows one course below transfer in English and Reading to be degree-applicable and two courses below transfer in math to be considered degree-applicable (Intermediate Algebra and Algebra). Courses outside of the major and general education pattern can also count towards the 60 semester units required for the degree.

Graduation requirements in English are transfer level. If a course in English is credit and one level below transfer, it can be degree-applicable, but it is not adequate for degree completion. The course units can count towards the degree, but a student must complete transfer-level English to meet graduation requirements.

### **Aligning Basic Skills Curriculum with the CB 21 Rubrics**

In determining levels below transfer, whether pre-transfer or basic skills, curriculum committees should work with discipline faculty to align a course with the CB 21 rubrics. The CB 21 rubrics are credit rubrics adopted by California community colleges to provide a matrix for comparing courses across the system and reporting student progress through basic skills. The rubrics are not comprehensive standards nor grading rubrics, but rather outcomes that should be evident at each level described that have been universally defined by community college experts based upon research and nation-wide scans. The noncredit rubrics are defined so as to align with credit outcomes at each level. Importantly, the data element dictionary from the Chancellor's Office for CB 21 does not refer to "basic skills". Courses coded with CB 21 are courses PRIOR to TRANSFER. Some courses prior to transfer are degree-applicable and others are basic skills. The new CB 21 identifies those courses in a sequence that lead to the transferable Reading, ESL, English and Math courses. Assigning a CB 21 level does not always indicate that the course is basic skills.

If there is on-going difficulty in determining the level of a course below transfer, the curriculum committee should work with discipline faculty to analyze existing prerequisites or advisories to aid in the determination of where a course falls on the CB 21 rubric levels. In addition, if the rubrics raise questions about existing prerequisites or advisories, discipline faculty may need to examine data concerning student success along the pathway and re-evaluate the current curricular pathways.

### **Determining College Level Coursework**

Finally, while Title 5 §55062 speaks directly to the courses below transfer that may be included as degree-applicable (one level below in Reading and English/writing and two levels below in math), colleges are permitted to decide what courses they feel are college level. Title 5 §55002(b)(1) lists other types of course that may be nondegree-applicable credit courses: These include the following:

- courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;
- precollegiate career-technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career-technical courses or programs;
- essential career-technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

## ELEMENTS THAT APPLY TO NONCREDIT COURSES

### General Notes

Unlike credit courses which may cover a wide array of disciplines and topics, Education Code Title 5 §84757 stipulates the areas in which noncredit instruction course outlines may be created. Given these restrictions, a faculty member must ask at the onset of creating a course outline of record whether the credit or noncredit option best supports student access and success. One local question that needs to be ascertained is if the Course Outline of Record (COR) is the same for credit and noncredit courses. Some of the elements listed in the previous section “Elements That Apply to Credit Courses”, in part, are repeated in the following pages, although they are not identical. However, for the faculty member, it may be useful to review both sections for additional ideas and to develop a broader context of curriculum development.

There is only one standard for approval mandated by Title 5 for noncredit courses, (§55002(c)1). This standard places the burden of rigor upon the curriculum committee to determine that course elements detailed herein are appropriate for the intended students.

As stated earlier in this paper, SLOs can act as a central component in the development of many elements of both credit and noncredit courses. Per the standards, the assessment data collected by faculty on outcomes, along with other information, must then be reviewed and used to create action plans intended to improve teaching practices and student success at the course and program level. Many colleges use a data mapping process that links Course Student Learning Outcomes (CSLOs) found on the COR to Program Student Learning Outcomes (PSLOs) in order that the data collected at the CSLO level provides data for PSLO assessment. Given the importance of these links between the CLSOs and the PSLOs, it’s imperative that faculty begin course development and review of objectives and other elements of the COR with an analysis of how the CSLOs support student attainment of the PSLOs for those programs that include the course being reviewed. This ensures that students taking the courses and performing the SLOs of those courses will also be able to perform the PSLOs for their programs.

### CONTACT HOURS

For noncredit curriculum, the expected total contact hours (as used in student attendance reporting) must be contained within the Course Outline of Record. While noncredit courses may provide for coursework outside of class time, it is not required; therefore, it is permissible that the contact hours listed on the COR will encompass all of the course activities and learning time.

### CATALOG DESCRIPTION

The purpose of the catalog description is to convey the content of the course in a brief and concise manner. Because the catalog description is the primary way in which course information is disseminated, it is important that it contains all essential information about the course. Noncredit courses are designed to meet the needs of specific groups and/or to achieve a specified objective. While all community colleges courses are open to all students, it is appropriate that a

course designed for a particular population be advertised with that population in mind. “Childcare Skills for Parents”, for example, would be open to all, but would be clearly described in the catalog as a course designed to meet the needs of this specific population.

Noncredit instruction courses can play a prominent role in programs to demonstrate competency and completion, therefore, students are more likely to need information for planning their programs, as do counseling faculty for advising them. Faculty, staff, and students at other colleges use catalog descriptions to evaluate the content of the courses that incoming students have taken at the originating institution. Outside reviewers, who base their assessments on the information printed in the catalog, can include college accreditation visitation teams, matriculation site visits, individual program accreditation reviewers, or credit faculty considering the allowance of a credit-by-exam.

### **Important Course Content and Educational Planning**

The heart of the catalog description is the summary of course content. It should be thorough enough to establish the comparability of the course to those at other colleges and to convey the role of the course in the curriculum as well as to distinguish it from other courses at the college. It should be brief enough to encourage a quick read and avoid confusing students with unnecessary detail. To save space in a catalog, many colleges use phrases rather than complete sentences. For noncredit courses that may act as development or prerequisites to credit courses, it is a good idea to consider the catalog descriptions for the common receiving programs or institutions to clarify a logical pathway for students intending who pursue this route.

In the catalog description of a noncredit course, it is useful for student educational planning to include a statement about the students for which the course is intended. For examples, the description might include the language “first course in the auto collision repair program,” or “intended for students in health and safety education programs,” or “prepares students to successfully qualify for employment in the XYZ industry.” In addition, it is a useful practice to include the course’s ability to articulate or lead to credit coursework if such opportunity exists. In addition, one should list entry advisories and the courses for which this course provides preparation.

### **Schedule Flexibility in the Description**

Noncredit courses are often offered in a short-term or flexible formats such as open entry/open exit. The catalog description should describe term lengths, and any attendance requirements that result from this scheduling. There may be pedagogical, logistical, or scheduling reasons why students would need to repeat a course or take two sections simultaneously. Since this can greatly benefit student success, the faculty member writing the course outline should consider illustrating those options in the catalog description. Finally, many colleges find it useful to include the scheduling parameters or terms in which the course is intended to be offered, for example, “Summer only,” or “Weekend Program.”

### **Course Expenses and Required Materials**

Field trips, required materials for the course, and other probable expenses should be listed in the catalog description. This alerts students to possible expenses that may influence his/her decision to enroll in a course. Under current regulation, it is not permissible to charge a general materials

fee where a student does not walk away with a physical object or permanent access to some body of knowledge as they would with a book, or to require online materials to which the student does not have access for a minimum period after the conclusion of the course.

### Examples of Noncredit Course Descriptions

Several examples follow which illustrate some of the above elements of catalog descriptions.

Example #1: In this first example, there are two courses in a sequence, which are described, as are the intended students and what their expected entry-level skills already should be. It also includes a general note that the students will be using a computer as a part of the course.

#### Beginning Citizenship

##### Advisory ESL: Intermediate 1

This first class focuses on the development of spoken English skills and general knowledge of American History and United States Government. It prepares students for passing the written test to become a citizen of the United States. In this class, you will learn:

- U.S. History and government as they apply to the Citizenship examination process.
- Basic skills and techniques used in oral interview.
- The reading and writing skills required for testing to become a citizen.
- How to complete and submit the application for Citizenship.
- What additional documentation you will need.
- (Note: students will be required to use computer-based testing to practice Citizenship testing in this class. All computers and testing materials will be provided.)

#### Example #2

This second example of a catalog description makes it clear that this is an intermediate course, and describes a required book purchase as well as the basic objectives of the course. When developing a course, refer to the required reading element in the credit section above if a noncredit course includes any required materials or equipment. This catalog description also makes it clear that this is a intermediate course.

#### Citizenship Interview

##### Advisory ESL: Intermediate 2

This class follows the Beginning Citizenship class. It is designed to develop student interview skills for those who are waiting for their oral interview. Students should have at least an intermediate level of English reading, writing and speaking skills. In this class, you will attempt the following:

- Practice interview questions related to the required documentation and forms.
- Practice interview questions related to the history and government of the U.S.
- Develop English dialog skills specific to the testing process.
- (Note: students will be required to use computer-based testing to practice Citizenship testing in this class. All computers and testing materials will be provided.)

### Example #3

This third example is very clear about the expectations on incoming students and what they should expect when taking this class. It specifically describes unusual logistical parameters while specifically encouraging those who might be impacted by this to enroll.

### Basic Math Skills

This beginning course is intended to cover basic arithmetic concepts beginning with the basic operations of addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and percentages. This course may be used for five credits in the High School Diploma program under subject (E) Mathematics. Required textbook may be purchased at the campus bookstore.

### Example #4

The following catalog directions are very clear about going to the preferred campus for placement and registration. This is particularly important in this case, because the intended student probably will not be the primary reader of this information.

### English as a Second Language (ESL) Literacy

Advisory: Literate in native spoken language, semi-literate in native written language.

Students will be oriented to the classroom environment and the ESL learning processes. Class emphasis will be on oral English and development of introductory reading and writing skills. Class will take guided walks around campus to develop vocabulary and beginning conversational skills. Mobility challenged students welcome.

Note: For all ESL students: Please contact the campus counseling office at the following numbers or locations for each site. Plan to schedule an appointment to speak with a counseling representative for placement assessment and class registration. All students may speak directly to a counseling representative by “walking in” to the Counseling Office of any campus during the hours of 9:00 a.m.-4:00 p.m. Monday through Friday.

These examples above illustrate the ability to provide, in the briefest form, the necessary information for students to plan for and meet their educational needs. It is critically important that the catalog be up front about both fiscal and logistical impositions the course may have.

### Requisites

It is also important to note the use of requisites and advisories. These should follow the same rules as those for credit courses, but Title 5 §55002 places no requirements around the establishment of them in noncredit instruction. However, the section on requisites and advisories, §55003, does not differentiate between credit and noncredit courses. The process and need for developing and implementing requisites applies to all courses. In general, the purpose should be to provide either a requisite, or some elementary guidance with a strong recommendation to seek counseling advisory services. The noncredit course faculty author should consult with the curriculum chair or other local resource to determine local policy. If local policy allows for this,

the faculty member should review the prerequisite, corequisites and advisories element in the credit segment above.

### College Catalog Course Description Checklist for Noncredit

The following elements must be included in the catalog course description for noncredit courses.

- Course number and title
- Status (noncredit versus credit or others)
- A content/objective description, as per above
- Course type (lecture, lab, activity, special topics, etc.), and contact hours
- Prerequisites, corequisites, advisories, and other enrollment limitation(s)
- Repeatability
- Fulfills a certificate of completion, competency or high school graduation requirements
- Ability to articulate or prepare for credit coursework
- Field trips or other potential requirements beyond normal class activities

Note that the course description in the class schedule is generally an abbreviated version of that in the catalog and has no specific requirements under Title 5 regulation.

## OBJECTIVES

The purpose of the Objectives section on a noncredit course outline of record is to convey the primary components leading to student achievement of the course's intent and demonstration of the course's Student Learning Outcomes. The objectives should highlight these components to ensure that course delivery causes students to achieve the intended learning results, and bring to the forefront what must be focused upon by any faculty delivering the course. Please review the credit section of this paper for a definition of objectives and the distinction between objectives and Student Learning Outcomes.

The format for each objective typically begins with the phrase "Upon completion of this course, the student will be able to...". These are sometimes referred to as "behavioral objectives." There are several considerations to writing the Objectives section. First, the hundreds of specific learning objectives do not have to be so thoroughly documented such that each one is listed. These can be distilled down to a manageable number, commonly no more than twenty and are often less than ten. The key is grouping individual items into sets which share commonalities. For example, a citizenship course might have many detailed items for students to learn in the area of cross-cultural comparisons, but the collective statement in the Objectives section might be "...become familiar with traditions and behaviors in a variety of cultures." Or an automotive class might take two or three weeks to discuss the processes for servicing fluids on a vehicle, but the combined learning objective might be summarized as "...look up, print out and complete a 3,000 mile service checklist upon a late model automobile." Note that each statement is really a collection of objectives rather than a single objective. And the focus highlights a level of learning that is appropriate to the skills being developed.

Unlike in credit courses, students enrolled in noncredit courses are not required to demonstrate or be assessed on critical thinking or to prepare students for directly using skills in the cognitive levels normally associated with critical thinking. However, in some cases, course objectives and



outcomes may require that students demonstrate higher cognitive levels if the students are to be considered successful. While it would not be expected that a noncredit student would achieve a significant mastery of this skill in one course, the groundwork for future noncredit and credit courses should be laid out such that if they continue to practice, experiment, and learn, they will eventually become such a master. When reviewing the specific learning items and writing collective objective statements, keep in mind the cognitive levels expected of students in each area.

## CONTENT

The format used for the course content section is commonly that of an outline. The topics are typically arranged with major and minor headings. The outline is detailed enough to fully convey the topics covered, but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. A page or two is fairly typical.

Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

Content is subject based, so need not be expressed in terms of student capabilities or behavior. However, as mentioned in the Standards for Approval in Title 5 § 55002, the content should be obviously relevant to the objectives. If, for example, a content item for an auto body and painting course were “Art forms and colors” it might be appropriate to expand upon this such as “Stylistic art forms and color considerations—relative to historical and current automobile designs” to help clarify the actual need for this.

## Career Development and the College Preparation (CDCP)

The enactment of the Community College Funding Legislation established the Career Development and the College Preparation (CDCP) program. Changes to funding in 2014 has allowed for an expansion of this program. Certificates are offered in several areas of study. Colleges may offer noncredit programs of two or more courses to prepare students for employment or to be successful in college-level credit coursework.

Noncredit courses offered in the four distinct categories (instructional domains) of English as a Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation are eligible for "enhanced funding" when sequenced to lead to a Chancellor's Office approved certificate of completion, or certificate of competency, in accordance with the provisions of the California Education Code §84760.5 governing Career Development and College Preparation (CDCP) programs.

## METHODS OF INSTRUCTION

Similar to credit courses, Title 5 §55002(c)(2) sub-section requires defining the course outline to specify instructional methods, but does not mandate a comprehensive list of instructional

methods. Rather, the outline must “specify types or provide examples.” Thus faculty have the freedom to select instructional methods to best suit their teaching style and support student success. The methodologies used by the instructor are to be consistent with, but not limited by, these types and examples of instructional activity included on a COR. In all cases, the methods of instruction should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives and performing the Student Learning Outcomes. Additionally, since noncredit courses focus more on skill building than the accumulation of units toward an award, they enjoy more flexibility in scheduling (variable unit hours of class, open-entry/open-exit scheduling, etc.), and instructional methods on a COR should be equally flexible. Methods of instruction should also reflect an awareness of the various levels of preparedness students bring to the class since many noncredit classes do not have prerequisites and are not part of a sequence of courses.

In many cases, the environment in which the learning occurs needs to be described. While any course should be crafted to be as flexible as possible to accommodate differences in setting, many courses such as lab courses rely very heavily upon their environment as a critical element of the learning experience. However, this should be framed in the context of types and examples such as “The student will learn by demonstration and repetition to select the proper tools needed to complete the assigned task” versus “The student will learn by demonstration and repetition to properly choose a #2 Phillips screwdriver, a 4 oz. ball peen hammer, and a pair of right-cutting tin snips to complete the assigned task.”

Describing the methods of instruction tends to imply a description of what the instructor will be doing to cause learning. While this may be included, the focus should be about describing what the students will be doing and experiencing, not only with respect to the instructor, but in some cases with respect to each other and with their environment. For example, describing what the ESL student will do in an instructional component about verbal dialog, to interact as a presenter and as a listener, are both learning elements that are the methods of instruction, and this description clearly lays the groundwork for developing or refining the evaluation criteria.

The following are examples of instructional methods that might be included on a COR that are indicative of rigor and aware of the various levels of preparedness and the flexible scheduling of a course:

Objective	Method of Instruction
Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.	Instructor will demonstrate the proper techniques of stretching and shrinking sheet metals, for annealing and cold-working sheet metals. Students will practice and develop these skills using common shop-hand tools.
Define and demonstrate an understanding of U.S. History as it pertains to citizenship.	Students will review various in-class videos specific to this objective and will participate in in-class discussions prior to reviewing and completing the course workbook on the segment pertaining to U.S. History.
Define and demonstrate an understanding of	In-class lecture and videos defining in-home

the proper methods to safely secure a household from potential dangers to children under the age of ten.	safety hazards for children after which students will complete in-class participation activities designed to promote a discussion about student experiences growing up around in-home hazards.
Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.	Lecture and reading assignments to develop a general understanding of basic human nutritional requirements, followed by a practical exercise in researching food costs among various food groups and across generic versus named-brand sources.
Develop a vocabulary of words commonly used in the field of child development along with a comprehensive understanding of the word usage and the ability to effectively pronounce and enunciate the learned vocabulary.	Introductory lecture followed by unlimited self-paced use of audio and video recordings coupled with numerous in-class language development practice/participation sessions.
Perform elementary arithmetic calculations within workplace scenarios such as properly counting back change or preparing a service order tabulation for a cost estimate.	Introductory lecture coupled with workbook practice sessions to develop calculation skills, followed by review of scenario videos demonstrating proper customer communication and resolution practices.
Recognize and identify various types of normal and abnormal behavior or symptoms in children and determine a proper course of action, if such is warranted.	In-class review of several international documentaries of pandemic exposure of children to various unchecked health disasters, followed by in-class discussions and further lecture/reading about symptomology of common childhood ailments.

## METHODS OF EVALUATION AND ATTENDANCE

Title 5 does not mandate a comprehensive list of methods for evaluation. Rather, the outline must “specify types or provide examples.” The methodologies used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of evaluation should be presented in a manner that reflects integration with the stated objectives and methods of instruction, and demonstrates a likelihood that they will lead to students achieving those objectives and successfully meeting the course Student Learning Outcomes.

Moreover, it is permissible to provide a grade or element of having satisfactorily completed the learning experience in noncredit courses. Title 5 allows for the awarding of grades in noncredit courses, including courses which are a part of a high school diploma or may be accepted for high school credit by high schools. The grading policy for noncredit courses is defined in Title 5, §55021(c) and allows for grading if local policy allows it. However, in summer of 2016, the Board of Governors approved a change in Title 5, §55023 to allow for another grading option for noncredit courses. This change provides the “Satisfactory Progress” (SP) grade as an option for

colleges with noncredit courses, but its use would not be mandatory. The options for grading then include Pass (P), No Pass (NP), and Satisfactory Progress (SP).

Like credit courses, the requirement for integrated objectives, methods of instruction, and methods of evaluation is no less challenging due to the constraints often perceived by many noncredit students about “not passing.” The fact of having failed is often used not as an excuse to dig in and try harder but rather as a justification for not proceeding any further. So, it could be argued that a primary goal of evaluation in noncredit is to help the student learn how to be successful in spite of a single performance or sequence of performances that may be less than satisfactory.

The following table provides examples of course objectives in a noncredit course and appropriate methods of evaluation:

Objectives	Method of Evaluation
Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.	Evaluation of various practice pieces culminating in a color painting of the final project piece for subsequent evaluation and determination of flaws and their cause.
Define and demonstrate an understanding of U.S. History as it pertains to citizenship.	Students review, restudy and reattempt workbook questions until responding successfully to a certain percentage of the questions.
Define and demonstrate an understanding of the proper methods to safely secure a household from potential dangers to children under the age of ten.	In-class evaluations by instructor and student participation in feedback sessions to provide a diverse spectrum of safety examples, concerns, and solutions.
Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.	Students implement the developed weekly menu for one week and self-evaluate using provided forms to report results in a class-reporting session.
Develop a vocabulary of words commonly used in the field of XXX along with a comprehensive understanding of the word usage and the ability to effectively pronounce and enunciate the learned vocabulary.	Evaluation of in-class participation as discourse becomes more sophisticated throughout the term of the course coupled to scenario practice with audio recordings for feedback and guided self-evaluation.
Perform elementary arithmetic calculations within workplace scenarios such as properly counting back change or preparing a service order tabulation for a cost estimate.	Students successfully complete three differing types of estimate and invoice preparations and transact them with the instructor or aide acting as the customer.
Recognize and identify various types of normal and abnormal behavior or symptoms in children and determine a proper course of action, if such is warranted.	Reviewing videos or scenarios of children in normal settings. Students will correctly identify at least four abnormal conditions.

## Attendance

Since noncredit courses, by definition, do not carry unit amounts, attendance is crucial to determining methods of evaluation. Therefore student attendance requirements should be included in the COR. Title 5 §55002(e)(1)

The number of actual student contact hours must be indicated on a noncredit COR and recorded by the instructor. In regards to attendance for Open Entry/Open Exit Courses, the maximum number of hours a student may be enrolled in an open entry/open exit course shall be determined by the curriculum committee established pursuant to section 55002 based on the maximum time reasonably needed to achieve the educational objectives of the course” and included on the COR. (Title 5, § 58164(e)).

Because some programs with outside agency certifications have very strict attendance requirements, students who fail to log a stipulated number of hours of attendance are ineligible to receive certification for program completion, and this in turn obliges faculty to include attendance as a necessary component in evaluation. In these cases, it is very important that attendance requirements and the subsequent evaluation thereof be clearly laid out in this section.

For most objectives it would be difficult to demonstrate that attendance is evidence of proficiency. On the other hand, it could be reasonable to argue that non-attendance, particularly during periods of proficiency demonstration, is legitimate grounds for a reduced or failing evaluation. Additionally, there may occasionally be topics, affect or attitudes which the instructor wants to be certain students learn but feels cannot be evaluated by typical assessment practices. An example is an aspect of professionalism such as repeated tardiness or absences which may need remediation through academic consequences. However, these should be given careful consideration and be well justified.

## ASSIGNMENTS AND/OR OTHER ACTIVITIES

Title 5 §55002 establishes the requirement for assignments in the course outline, but does not mandate a comprehensive list. Rather, the outline must “specify types or provide examples.” The assignments actually used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives and the course Student Learning Outcomes.

For many areas of study, the organization or sequence of learning is very important. While it is not required that the example assignments be so sequentially organized in the course outline, giving some thought to this can promote an implementation that leads to a more effective learning experience.

There are several key features regarding assignments in an integrated course outline. The purpose of each assignment is connected to one or more objectives. In some cases, particularly at the lower cognitive levels, the objective and assignment appear identical or very similar. For example, the integrated outline is one where the objective of being able to child-proof a house is in part learned by doing just that, i.e., making a house safe for children. It is clear that there are

student performance expectations, and that these are emphasized in class, practiced through various assignments, and evaluated as the basis for any feedback or potential certification.

The following table provides examples of courses objectives and appropriate assignments:

Objectives	Assignments
Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.	Using common shop-hand tools, the student will repair at least three different types and/or grades of damaged sheet metal back to paint grade quality.
Define and demonstrate an understanding of U.S. History as it pertains to citizenship.	The student will read and properly respond to questions in a course workbook in the subject area of U.S. History.
Define and demonstrate an understanding of the proper methods to safely secure a household from potential dangers to children under the age of ten.	Using a simulation scenario, the student will properly secure a household from potential dangers to children under the age of ten.
Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.	The student will develop a balanced and nutritious weekly menu within a specific budget that will include predefined nutrition parameters as assigned.
Develop a vocabulary of words commonly used in the field of XXX along with a comprehensive understanding of the word usage and the ability to effectively pronounce and enunciate the learned vocabulary.	Using the XXX vocabulary workbook, the student will participate in in-class narrations of words, sentences and paragraphs contained within the lesson workbook.
Perform elementary arithmetic calculations within workplace scenarios such as properly counting back change or preparing a service order tabulation for a cost estimate.	Utilizing in-class scenarios, the students will prepare an invoice and estimate, properly tabulated, and will transact payment and correctly provide change to a customer.
Recognize and identify various types of normal and abnormal behavior or symptoms in children and determine a proper course of action, if such is warranted.	Utilizing online research materials, the student will produce written descriptions of the symptoms of five common childhood ailments to include the flu, mumps and the measles.

## RELEVANT ADDITIONAL COURSE OUTLINE ELEMENTS AND CONSIDERATIONS

### MODALITY OF INSTRUCTION DISTANCE EDUCATION

Per Title 5 § 55206, in order to offer a section of a course fully online or in a hybrid format, separate review process is required to ensure that a course taught at a distance is taught to the Course Outline of Record and to ensure quality through regular and effective instructor-student contact as established in Title 5 § 55204. Although this requirement exists, there is no

requirement that documentation of the separate approval appear on the Course Outline of Record. Typically, this separate review is achieved through the use of a “distance education addendum” which establishes local criteria for authorizing a course to be taught using a distance education modality. However, an option for a college that wishes to note approval of an addendum on the official Course Outline of Record may be to include distance education as an option among the methods of instruction on the COR. Including this note on a COR may be important, as the Course Outline of Record is the basis for articulation, and it is imperative that all sections of a given course achieve the same objectives regardless of instructional modality.

## **COURSE CALENDAR AND MAXIMUM CLASS SIZE ENROLLMENTS**

Title 5 is somewhat silent about both session or term lengths (calendar) and maximum class enrollments class sizes. Both are considered to be academic and professional matters; however, both are often issues that are negotiated elements between faculty collective bargaining units and the college administration.

### **Determining Appropriateness of Short-Term Offerings**

Discipline expertise is the single most qualified source to appropriately determine if offering a course in a shorter term or session is feasible. While in most bargaining agreements, the administration has the right of assignment and creates the schedule, faculty should take the time to make a determination if a course can be offered responsibly during a short session or term and make that determination known to the bargaining unit as academic calendars and terms/sessions are negotiated. Faculty are obligated to monitor these practices, and to be diligent in maintaining high standards of rigor and quality; one way to do so would be to create policies on short-term course offerings at the college.

If a course is to be offered in a five or fewer week format such as in a summer session, or an even shorter time frame in a winter intersession, faculty should determine if the course can be offered in a way to uphold standards and rigor, it can be mathematically worked out into terms of traditional semester or quarter loads for both faculty and students. Faculty can consider the impact on a typical term’s workload or a student’s course load to determine if teaching the course in a shortened time frame is feasible. For example, a five-unit course taught in a four-week format is equal to 133% of a faculty’s full-time load in most districts where a full load equals 15 class time hours per week in a traditional semester, and would represent anywhere from a 133% to 150% load for the student. Under those terms, faculty can ascertain if instructional quality is maintained for each and every student within that class, regardless of any delivery constraints, including the viability of the total number of student learning hours during the shortened term. When making the determination, faculty should ask if this affects the opportunity for student success and the pedagogy of the course irrespective of who teaches the course or what types of services may or may not be available given the drastically shorter term.

It is also important to note that in many districts the calendar itself is a negotiated item. Given the impact of course quality and the parameters set in a COR to ensure that quality, the senate representatives and bargaining unit representatives leading into such negotiations should engage in discussions related to the length of terms that include sound pedagogical parameters. These

discussions should be based on legitimate research that demonstrates the fiscal or other pedagogical benefits of such adjustments.

### **Determining Appropriateness of Class Maximums**

The presence of a maximum class enrollment number on the Course Outline of Record, though not required by Title 5, is also an area of shared purview between the senate and the collective bargaining unit. The extent to which the class' maximum enrollment is included on the Course Outline of Record and the role of the curriculum committee in determining that class maximum varies with every bargaining agreement, and curriculum chairs and senate leaders should have wide-ranging and honest discussions with representatives of the bargaining unit to develop a process for setting class maximums that places the interests of students as well as the integrity of the pedagogy of the course at the forefront. The ASCCC paper *Setting Course Enrollment Maximums: Process, Roles, and Principles*, adopted in spring 2012, provides more detailed information on criteria for setting class maximums and examples of effective practice from the field. Title 5 does make the recommendation in §55208 to consider curriculum committee review of class size for distance education courses. In some districts the determination of class size by the curriculum committee has been negotiated by collective bargaining units in conjunction with local academic senates. However, before any discussion is held and decision is made for setting class maximums, proper documentation of that agreement for each course is crucial to maintaining the integrity of the standard during the life of the course outline.

### **Areas for Discussion Between Senate and the Bargaining Unit**

If bargaining language or district policy language on either the calendar and length of terms and maximum class enrollments is not satisfactory or is leading to scheduling or enrollment situations which do not seem pedagogically sound, it is critically important for the curriculum committee chair to initiate discussions between the local senate president and bargaining agent. In cases where district policy and contract language calls for a committee review and various signatures, there needs to be clear policy for how to proceed when a disagreement occurs.

## **OTHER LOCAL ELEMENTS**

During the process used to develop or revise a Course Outline of Record, there may need to be review by other disciplines. Departments or colleges in a district may need to be aware of pending changes to mitigate unintended consequences. Many colleges have the practice of requesting discussion between disciplines or departments if a course might be seen as encroaching on more than one discipline (e.g. both the Theater Arts and Mass Communications departments might be consulted before a Film Studies course is approved). Colleges in a multi-college district might have a process for discussion of courses that are common or similar between colleges in the district to provide broader academic opportunities for students.

In addition, it has been considered "good practice" by the Chancellor's Office for there to be discussion with the college library faculty and staff to check if appropriate and adequate library materials and services are available to support the course.



There may be some other locally required data elements that are needed for the local curriculum management/tracking system that aren't normally included in the outline itself, such as the course's active or inactive status, multi-college district curriculum approval elements, GE area requirements (CSU Breadth, IGETC, local patterns), and inclusion of C-ID Numbering.

## GENERAL CURRICULUM CONSIDERATIONS

### Local Processes and Autonomy

Education Code §70902 authorizes academic senates as the primary recommending faculty body in the area of curriculum, while Title 5 §55002 requires the creation of local curriculum committees, which are charged with approving courses and programs. Credit courses are certified by the curriculum chair and the CIO. However, district governing boards are the final approving body, and the California Community College Chancellor's Office is tasked with ensuring compliance and chaptering locally approved credit curriculum.

### Course and Program Approval

For individual credit course approvals, including stand alone courses, the Chancellor's Office can waive the requirement for statewide approval through a certification process which attests to the fact that college curriculum committees, and their parent senates and governing boards, are in compliance with standards set forth in the *Program and Course Approval Handbook*, (CCCCO, 6<sup>th</sup> edition). As a result, these courses can be locally approved.

Because the Chancellor's Office maintains the authority to approve new programs for degrees and certificates, Course Outlines of Record must be submitted with program approval requests. The Chancellor's Office is also required, according to Title 5 §55150 (a), to approve all noncredit courses.

For more information about the development of certificates and degrees, as well as the requirements for Chancellor's Office program approval, refer to the *Program and Course Approval Handbook*.

### Program Review and the Course Outline

The course outline plays a critical role in the on-going process of program review, which is how a college keeps its curriculum relevant and allocates its resources appropriately. For the most part, when a college has an effective comprehensive planning process in place, the results of program reviews drive most other college decision-making. The Course Outline of Record is a critical element of any program review process because it lays the foundation for all learning needs such as facilities, equipment, supplies, and staff. Additional guidance on the broader subject of program review can be found in the ASCCC publications *Program Review: Developing a Faculty Driven Process* (ASCCC, 1996) and *Program Review: Setting a Standard* (2009). It is important to remember that the requirement for cyclical program and course assessment and review does not come solely from Title 5 or the Education Code. It is also a central requirement for remaining an accredited institution by the Accrediting Commission for Community and Junior Colleges. The presence of effective program review processes can ensure that Course Outlines of Record and other materials are kept up to date and relevant.

To streamline the course approval process, it should be recognized that not all changes in the Course Outline of Record are of equal impact. Full curriculum committee review should apply only to those changes which require re-evaluation of criteria to assure that standards in Title 5 and the *Program and Course Approval Handbook* continue to be met. To that end, the Academic Senate suggests the following guidelines for curriculum committee action on proposed course changes.

**Full Review by the Curriculum Committee: Substantive Substantial Changes**  
Full review means a complete analysis of the entire Course Outline of Record by the complete curriculum committee and a motion for approval by the full committee. The following substantive substantial changes should trigger a full review:

- A major change in Catalog Description, Objectives, or Content which alters the need or justification for the course or calls into question the ability of the course to meet standards in Title 5 or the *Program and Course Approval Handbook*
- A change in units and hours
- A change in number of repetitions
- A change in credit/noncredit status
- A change in prerequisites, corequisites and advisories
- A change in modality, e.g. distance education (requires a separate review process)
- Course delivery in a highly compressed time frame
- Offering a course in experimental status
- Determination of imminent need to initiate expedited approval
- Placement of a course in a GE pattern
- Basic skills status

All proposals should be submitted with the written rationale for the change.

#### **Approved on the Consent Agenda: Minor Changes**

Changes which do not affect statutory or regulatory curriculum standards, but require judgment of the extent to which this is true, can be placed on the consent agenda for full committee vote. It is recommended that a prior review of these items should take place to ensure that the course changes are such that standards are not affected. At most colleges, this review can be done by division faculty or a technical review subcommittee of the curriculum committee, but should not be just an administrative review. Members of the full curriculum committee are expected to read the revised and previous course outlines and the accompanying rationale. They may pull the item from the consent agenda for discussion if necessary. Otherwise, no comment is needed prior to a full committee vote.

It is recommended that the following minor changes to the Course Outline of Record be approved on the consent agenda as recommended either by vote of the division faculty or the technical review subcommittee, or whatever vetting process is agreed upon by the committee:

- A minor, non-substantive changes in Catalog Description, Objectives, or Content (see above)

- A change in course number (within college policy)
- A change in course title
- Add/drop from an associate degree or certificate program (must continue to be of two year or less duration)

Again, a written rationale should accompany all proposed changes.

#### Information Item Only/No Action: Technical Changes

Some changes are technical in nature and require no review other than that of curriculum specialist and technicians who assist faculty to make the changes in the official Course Outline of Record. Others are within the areas of the course outline for which a variety of methods are permissible, provided that the course objectives are met and the course content covered.

It is recommended that the following changes be accepted as information items only, with no action required, upon the advice of the division/departmental faculty or technical review committee. Revised course outlines should be transmitted so that the course file can be kept up to date.

- Non-substantial changes in term length (as long as the Carnegie relationship is maintained)
- Changes in the Text and/or Instructional Materials
- Changes in the sections on Methods of Instruction, Assignments, or Methods of Evaluation (as long as these changes are minor, they continue to enable students to meet objectives, they fully cover the stated content, and they would not trigger the need for a separate review re-evaluation such as is required for ensuring regular effective contact in distance education)
- Addition of a focus area to a special topics course

## CALIFORNIA'S EDUCATION SEGMENTS, ROLES AND STUDENTS

Articulation between the segments is an important consideration in the development of curriculum and especially the Course Outline of Record, since this is the document most heavily relied on to establish articulation agreements. The process of articulation means to transition, or step from one rung of the learning ladder to another in what is hoped to be an organized manner. This can be from high school directly to a university or it can be a many-staged process such as high school – work – noncredit – community college – four-year university – post-graduate university..

#### Course Identification Numbering (C-ID) System and Associate Degrees for Transfer

With the mandate established by AB 1440 in 2010 for associate degrees for transfer (AA-T and AS-T degrees), the Course Identification Numbering system (C-ID) has provided course descriptors and numbers for all of the courses that currently are used in the Transfer Model Curricula (TMC). C-ID identifies comparable courses and provides an independent number,

different from the control number assigned by the CCCCCO, to those community college courses that are commonly transferred to universities. That number is based on a course description called a “descriptor” developed by faculty from the discipline in the CSU and community college system. Colleges are required to submit their Course Outlines of Record for approval if a course is to be included in an Associate Degree for Transfer. Faculty should consider this system when developing courses or revising them, and should review the course descriptor to ensure that the course meets the requirements to qualify as a C-ID course. Additional information can be found on the C-ID website.

## CSU/GE Breadth and IGETC

The California State University General Education-Breadth and the Intersegmental General Education Transfer Curriculum are general education standards by which community college students can fulfill the lower division general education requirements of these segments prior to transfer. Individual courses are submitted for consideration by community colleges and reviewed by committees consisting primarily of CSU and UC faculty. Faculty must be aware of which features of this outline can assist in conveying the essential depth, breadth, quality, and appropriateness of a course as they relate to these general education standards. Communication with the college’s articulation officer is crucial in these areas.

Courses can fail to receive approval for certification in a general education area in both systems for a variety of reasons. These include a failure to meet subject matter requirements, a narrowness of focus, or simply a failure to demonstrate sufficient quality, currency, and completeness.

Detailed explanations for qualifying courses for CSU-GE or IGETC along with the IGETC Standards can be found on the ASSIST website ([www.assist.org](http://www.assist.org)). In addition, the college articulation officer will be familiar with these requirements and will be able to assist the faculty member writing or updating the Course Outline of Record.

## Conclusion

[Title 5 Section 55002](#) gives curriculum committees the responsibility for recommending to the governing board in areas regarding curriculum, including new or modified course approval, grading policies, prerequisites, and others. Title 5 Section 55002 states that the curriculum committee “shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.”. Course outlines of record are central to what is being taught in the classroom, regardless of modality or discipline, and it is imperative that the creation and vetting of course outlines of record be done by faculty members. While others may be involved in the process, including curriculum specialists and administrators, it is the faculty that must take the professional responsibility as well as primary leadership to ensure that course outlines of record are pedagogically sound. Ultimately, the creation and approval of course outlines of record must be for the benefit of students, must be a collaborative process involving faculty and staff, and must ensure that the highest standards for curricular quality and rigor are met.

## **APPENDIX 1: GLOSSARY**

### **Advisories**

A course, courses, or skill that a student ought to have taken or possess (but which is not required) prior to taking the course with the advisory.

### **Articulation**

A process of establishing pathways for students to connect courses or programs from one learning segment to another, usually higher, segment.

### **Assignment**

A structured set of tasks or accomplishments, usually with a defined work product to be turned in for review or grading.

### **Associate Degree for Transfer (ADT)**

A degree which guarantees students admission into the California State University system upon completion of the degree at a California community college.

### **Career Technical Education (CTE)**

Formerly known as vocational or occupational education. CTE courses and programs are designed to provide students an pathway to immediate employment. Programs within CTE can vary but are coded as CTE at the Chancellor's Office.

### **Catalog Description**

A Title 5 requirement that should contain all the relevant information about a course that students, counselors, and reviewers will need for planning and review. (See Course Description)\

#### CDCP or Enhanced Funding

A special tier of funding for noncredit courses designed to attain short term occupational goals or to prepare a student for the workforce, workforce education or college education.

#### Certificate of Achievement

A reserved name for specific types of certificates granted to students and entered onto their transcripts for credit programs.

#### Certificate of Completion or Competency

A reserved name for specific types of certificates granted to students in some noncredit programs.

#### Chancellor's Office (CO)

Formerly known as the System Office. The California Community Colleges Chancellor's Office oversees the implementation of Title 5 and Education Code, as well as provides support and training to colleges in the CCC system.

#### Course Identification Numbering System (C-ID)

A supra-numbering system developed to allow for greater ease of transfer and articulation, both between California community college campuses and between the CCCs and California State University system schools.

#### Class time

A legal definition of time actually in the classroom, lab, activity area, or engaged in synchronous and asynchronous activities in a distance education course.

#### Community Service Offering

A course offering where the full cost of the course is paid for by the students taking the course. Such courses cannot be offered for credit and are not required to go through local curriculum processes.

#### Contact Hours

The actual hours a student is engaged in class time activities.

## **Content**

Detailed items of a course outline that are focused on the subject area. They are typically organized in a taxonomy of groups and sub groups. They should be relevant to one or more of the course objectives.

### **Contract Education Courses**

Courses offered by a college through a contract with another entity. Generally, the courses are funded by that entity and may or may not result in the awarding of college credit. Contract education courses that are offered for college credit must meet all of the requirements for credit courses.

### **Cooperative Work Experience Courses**

Courses with variable units designed to get students into the workplace while earning college credit. Students earn units based upon hours of work.

### **Corequisites**

A course, or courses, that must be taken in conjunction with the course containing the corequisite. One example is a lab course to be taken with a corequisite lecture course. In the case of a corequisite the two must be taken together if the lab is to be taken. If it is to be allowed that the lecture can be taken prior or concurrently with the lab, then the lab should have both a corequisite and prerequisite on the lecture.

### **Course Description**

Information about a course that is to be contained within the catalog description, the course outline of record, and the syllabus. (See Catalog Description)

### **Course Outline of Record**

A document that districts must keep, per Title 5, describing the elements of a course. It is also considered to be the binding contract among faculty, students, and a district defining the terms and conditions for learning and evaluating performance.

### Credit Courses

Courses that districts are authorized to deliver which, when taken by a student, will cause a permanent record of credit to be made in the student's transcript of record. Course credit status can also affect financial aid and fees.

### Critical Thinking

A quality and intensity of thinking that is commonly described in terms of the taxonomy of verbs developed by Benjamin Bloom in 1956. It is commonly associated with the top three levels—analysis, synthesis, and evaluation. Title 5 §55002(a) and (b) require learning components of critical thinking in their respective standards for approval.

### (CSU/GE) Breadth

A pattern of courses which, if completed by a student in community colleges, allows that student to transfer to a CSU campus and fulfills lower division general education requirements.

### Degree-applicable Credit Courses

A type of credit course that is transcribed in the student's record and can be counted towards transfer, a degree, or certificate.

### Delivery

The method by which a course is conducted.

### Discipline

A discipline, or subject area, of courses, which is usually as broad as or broader than a program area and defined the required areas of expertise of faculty teaching courses.

### Distance Learning (Distance Education)

Learning that is designed to have the regular face-to-face class time replaced by learning time where the student and instructor are separated.



### Educational Program

A sequence of courses that leads to a defined goal which meets the mission criteria for California community colleges, as established in the Education Code.

### Evaluation (Student Evaluation)

The act of determining that student learning has occurred for an individual student. It can be formative (to inform for the purposes of tailoring the learning experience) or summative (for the purpose of a final determination of the student's mastery of the subject materials).

### Experimental Course

A course that is being delivered, usually for the first time, to determine a host of course factors, including student interest in the subject matter. Experimental courses must be approved through the regular curriculum process and are given temporary latitude in one or more areas where course outline of record components are not fully discernable, such as student interest.

### Field Trip

A planned learning experience that requires students to relocate to a place appropriate to the learning experience being implemented. Field trips are generally expected to require travel beyond typical walking distances and can be out of state. There are regulatory requirements and Districts will have notification forms and may have insurance or other local requirements.

### General Education

A designed compilation of courses that broaden the student's thinking capacity and capabilities beyond the major's area of focus. Such coursework should inspire in students curiosity in the wider world, self-reflection, and an increased engagement in the civic and social structures in which they live. Multiple general education pathways exist, including CSU Breadth, IGETC, and local patterns; local patterns must fulfill the requirements spelled out in Title 5.

### Homework

Coursework designed into the course to be accomplished outside of class time.

### Independent study course

A course packaging option that is designed to offer one-on-one instruction with one or a few students to achieve specific goals beyond the current scope of existing courses. Such a course should be fairly specific, can collect apportionment, and has clear rules about faculty and student activities and interaction required.

### Intensity

A quality or characteristic that defines the level of thinking being sought by the curriculum. With respect to the Standards for Approval in Title 5 §55002, intensity also refers to the student's capacity to study independently.

### Intersegmental General Education Transfer Curriculum (IGETC).

A pattern of courses which, if completed by a student in community colleges, allows that student to transfer to a CSU or UC campus and fulfills lower division general education requirements.

### Lower Division

Generally understood as the first two years of a four-year degree. Community college degree-applicable courses are generally considered lower division courses.

### Matriculation

The intentional processes or pathways by which students move from course to course or program to program and/or service within one college.

### Methods of Instruction

An element in the course outline of record that describes the techniques that may be used to cause learning. These include lecture, group discussion, and synchronous or asynchronous interaction.

### Mission

The mission for California's community colleges as defined in Education Code. The

current mission focuses on transfer education, Career Technical Education, and basic skills education,

### Modality

The primary instructional delivery method which describes the general relationship that exists between the students and the learning environment (which includes the faculty). Several modality examples are: face-to-face in a lecture, lab or activity; field trips, work experience, internships, or other real time immersion experiences; at a distance using real time interconnectivity such as the Internet or telephones; or, at a distance using one way interconnectivity such as recorded television, audio, or correspondence. The regulations differentiate the modalities into two groups—in-person and at-a-distance—with respect to the instructor and student, so the common usage of the term is to differentiate between these two groups (face-to-face (F2F) and distance education (DE)).

### Noncredit

Courses that districts are authorized to deliver, which when taken by a student do not result in a permanent record of credit to be made in the student's transcript of record unless local policy allows for letter grades and/or satisfactory progress indicators. Noncredit courses are delimited in regulation and can only be offered in specified areas, some of which overlap with credit instruction.

### Nondegree-applicable Credit Courses

A type of credit course that is transcribed in the student's record, but does not count towards a degree. These courses commonly address pre-collegiate level basic skills and workforce preparation.

### Not-for-credit Courses

Another term for both “community service offerings” and those “contract education courses” that do not earn credit. These courses are often confused with noncredit courses, however the term “noncredit” is specifically reserved for use as defined in Title 5 §55002(c).

### Objectives

The key elements that must be taught every time the course is delivered.

### Open-entry/Open-exit Courses

Courses that allow for students to enroll in or drop out of a course at any time without penalty. These courses are positive attendance courses.

### Open Educational Resources (OER)

Materials that are available to students at little or no cost for anyone to use.

### Prerequisites

Coursework or skills that have been demonstrated to be necessary for most students to be successful in a course.

### Program Review

A process of review, assessment, analysis and planning at the program level that, when integrated effectively into institutional decision-making, drives most institutional decisions.

### Scope

In Title 5 under Standards for Approval. “Scope”, along with “intensity”, describes the breadth of domain a college level course should cover.

### Special Topics Course

A course that is designed to change an auxiliary focus each time it is offered such that it allows for students to retake it because it is offering new and unique learning.

### Student Learning Outcomes (SLO).

Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student’s ability to synthesize many discrete skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass a gathering together of smaller discrete objectives (see definition on

previous page) through analysis, evaluation and synthesis into more sophisticated skills and abilities.

### Study (Independently)

Implies that most students would not be able to master the material without additional effort outside of the normal course activities, whether in or outside of class time. It also implies that the student is capable of self-directed study and research, meaning the student must be able to operate at some higher cognitive l

### Syllabus

A document that faculty distribute to every student at the beginning of a course which includes the relevant information about the course necessary for the student to develop an understanding of the requirements needed for them to be successful in the course. Syllabi usually also include required textbooks and a schedule of assignments. Such a document often contains many elements from the course outline of record, the college catalog, references to student codes of conduct, student learning outcomes, and course objectives.

### Textbooks/Instructional Materials

Materials used in a course. A specific textbook used can be a factor in the ability for a course to articulate to other colleges or to receive C-ID designation. Materials other than textbooks are typically known as “other instructional materials.”

### Title 5 Regulations

A part of the California Code of Regulations that specifically covers the K-12, the California Community Colleges, and the CSU sectors.

### Transferability

Refers to a whether or not a course is accepted for credit towards an educational goal at the receiving institution.

### Units

A “unit” is a credit per hour scale. California Community Colleges use two scales, the quarter and the semester, where the former is 2/3 of the latter. Forty eight semester hours generally equals one semester unit of credit being transcribed in a student’s record. Thirty-

three quarter hours generally equals one quarter unit of credit. Since noncredit does not record any credit in a student's record, this does not apply to noncredit courses.

### Upper Division

Generally advanced undergraduate coursework that is taken in the last two years of a four-year Bachelor's degree.

### Variable Unit Courses

A course with the units earned by the student based upon their capacity to complete time on task. This is commonly used for work experience courses and independent study courses.

## **APPENDIX 2: COURSE OUTLINE OF RECORD TITLE 5 REQUIREMENTS**

Title 5 §55002 does much to establish many elements of a course outline of record, but it does not paint the complete picture of what the course outline of record must accommodate. The following list is meant to provide a broader snapshot of these additional factors.

### **Alternative Course Formats**

Cooperative Work Experience Education .....	§55250-§55257
Independent Study .....	§55230-§55240
Open Entry/Open Exit .....	§58164
Special Topics/Activity Courses .....	§55041, §58161
Supplemental Instruction .....	§58168-§58172
Certificates of Achievement .....	§55070
Degrees/Area of Emphasis .....	§55063
Distance Education .....	§55200-§55210
Excursions and Field Trips .....	§55220, §58166
Grading policies .....	§55021-§55023
Noncredit Programs .....	§55150-§55155
Enhanced funding .....	§55151-§55154
Requisites .....	§55003

### **APPENDIX 3: RELEVANT PUBLICATION SOURCES**

(All ASCCC publications can be found at: <http://asccc.org/publications>)

#### **ACCREDITATION**

*Accreditation Standards* (Accrediting Commission for Community and Junior Colleges - ACCJC, 2014) <http://www.accjc.org/>

*Effective Practices in Accreditation: A Guide for Faculty* (ASCCC, 2015)

*SLO Terminology Glossary – A Resource for Local Senates* (ASCCC, 2009)

#### **ARTICULATION**

*A Transfer Discussion Document* (Intersegmental Committee of the Academic Senates - ICAS, 2006) <http://www.asccc.org/icas.html>

*California Articulation Policies and Procedures Handbook* (California Intersegmental Articulation Council - CIAC, 2013) <http://ciac.csusb.edu/ciac/>

#### **CHANCELLOR’S OFFICE GUIDELINES**

*Budget and Accounting Manual*

<http://www.cccco.edu/AboutUs/Divisions/FinanceFacilities/FiscalServices/ManualsPublications/tabid/331/Default.aspx>

*California Community Colleges Taxonomy of Programs*

<http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ReferenceMaterials/tabid/412/Default.aspx> (see “Taxonomy of Programs”)

*Distance Education Guidelines*

<http://extranet.cccco.edu/Divisions/AcademicAffairs/EducationalProgramsandProfessionalDevelopment/DistanceEducation.aspx>

*Guidelines on Course Repetition*

<http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/CreditCourseRepetitionGuidelinesFinal.pdf>



*Guidelines on Prerequisites (Title 5 Section 55003)*

[http://extranet.cccco.edu/Portals/1/AA/Prerequisites/Prerequisites\\_Guidelines\\_55003%20Final.pdf](http://extranet.cccco.edu/Portals/1/AA/Prerequisites/Prerequisites_Guidelines_55003%20Final.pdf)

*Program and Course Approval Handbook*

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum.aspx>

*Student Attendance Accounting Manual*

<http://extranet.cccco.edu/Divisions/FinanceFacilities.aspx>

## **CURRICULUM AND CURRICULUM GUIDELINES**

*Critical Thinking Skills in the College Curriculum* (ASCCC, 1988)

*Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* (ASCCC, 2016)

*Information Competency in the California Community Colleges* (ASCCC, 1998) and *Information Competency: Challenges and Strategies for Development* (ASCCC, 2002)

## **MISCELLANEOUS**

*Minimum Qualifications for Faculty and Administrators in the California Community Colleges* (California Community Colleges Chancellor's Office - CCCCO, 2014)

*Program Review: Setting A Standard* (ASCCC, 2009)

*Promoting and Sustaining an Institutional Climate of Academic Integrity* (ASCCC, 2007)

*Setting Course Enrollment Maximums: Process, Roles, and Principles* (ASCCC, 2012)

*Standards of Practice for California Community College Library Faculty and Programs*  
(ASCCC, 2012)

### PREREQUISITES, COREQUISITES, AND ADVISORIES

*Good Practices for the Implementation of Prerequisites* (ASCCC, 1997)

*Implementing Content Review for Communication and Computation*  
*Prerequisites* (ASCCC, 2011)

*Student Success: The Case for Establishing Prerequisites through Content*  
*Review* (ASCCC, 2010)

## **APPENDIX 4: RESOURCES LINKS**

Academic Senate for California Community Colleges (ASCCC)

[www.asccc.org](http://www.asccc.org)

Accrediting Commission for Community and Junior Colleges (ACCJC)

<http://www.accjc.org/>

California Department of Education (K-12)

<http://www.cde.ca.gov/>

California Community Colleges Chancellor's Office (CCCCO)

<http://www.cccco.edu>

California State University (CSU)

<http://www.calstate.edu/>

Course Identification Numbering System (C-ID)

<https://c-id.net/>

Intersegmental Committee of the Academic Senates (ICAS)

<http://www.asccc.org/icas.html>

United States Department of Education (USDE)

<http://www.ed.gov/index.jhtml>

University of California (UC)

<http://www.universityofcalifornia.edu>

Western Association of Schools and Colleges (WASC)

<http://www.wascweb.org/>

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