

THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE

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CURRICULUM COMMITTEE 2007-2008

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ABSTRACT

Curriculum is at the core of any educational endeavor, and the course outline of record plays a central role both internal and external to the California Community College System. This update to the original Academic Senate paper *Components of a Model Course Outline of Record* also incorporates material from the previously published Academic Senate papers *Stylistic Considerations in Writing Course Outlines of Record* and *Good Practices for Course Approvals*.

In spite of the fact that internal and external standards for courses regularly evolve, this paper offers the curriculum developer a clear framework for the writing of a course outline of record. The paper begins with a broad overview of the development process and then moves to an element by element explanation of the course outline of record itself. For each element, stylistic and practical considerations are provided along with the appropriate citations where such inclusion helps to clarify the regulatory intent to ensure quality. The paper also includes discussion of related topics such as discipline assignment and the potential effects of compressed calendars.

The paper concludes with curricular considerations beyond the course outline of record, a detailed glossary of terms, and a list of useful references.

INTRODUCTION

The course outline 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 and plays a central role in the curriculum of the California community colleges. The course outline has both internal and external influences.

Standards for the course outline of record appear in Title 5 Regulation (see Appendix 2), in the Chancellor's Office *Program and Course Approval Handbook*, 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) may also place requirements upon the course outline such as specific content or currency of learning materials.

Course outlines of record are also used as the basis for articulation agreements, providing a document with which to determine how community college courses will be counted upon transfer to baccalaureate granting institutions. Course outlines are reviewed as part of a college's Program Review process, a process of central importance to accrediting agencies. 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 course outline of record is evidence of meeting these guidelines.

The course outline of record plays a particularly important role in the California community colleges because it clearly lays out the expected content and learning 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 not uncommon for community college courses to be taught by several, and sometimes dozens, of faculty members. In order to ensure that core components are covered in all sections of a course, the California Community College System relies on the course outline of record to specify those elements that will be covered by all faculty who teach the course.

While the standards for a course outline of record have been revised many times and are subject to ongoing revision, numerous resolutions have directed the Academic Senate for California Community Colleges to provide guidance in the development of course outlines. This paper is part of the effort to provide that guidance so that faculty might have reasonable assurance that the requirements for a course outline, both internal and external to their college, are met. This paper is an update of the original 1995 document, and to better meet the typical user's needs, this revision has incorporated the relevant portions of two additional Academic Senate papers, *Stylistic Considerations in Writing Course Outlines of Record* (1998), and *Good Practices for Course Approvals* (1998).

It is important to note that this paper does NOT discuss the inclusion of student learning outcomes in the course outline of record. While currently there is no consensus about this matter across the state, the issues surrounding this discussion are extremely complex and merit significant comprehensive research that is beyond the scope of this paper. In a survey conducted by the Academic Senate in 2007, 50% of the colleges responding have chosen to include learning outcomes in the course outline of record and the other half of the colleges have chosen to not do so. Therefore, this paper will not use the term "outcome" or "SLO"; some colleges may find that this paper's definition of course objectives is similar to their definition of outcomes. The Academic Senate is collecting research on the pros and cons of including student learning outcomes in the course outline and will report back on its findings.

We also recommend that this paper be used in the context of two additional documents, *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice* (ASCCC, 1996) and the current edition of the Chancellor's Office *Program and Course Approval Handbook*. 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 them, 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, the purpose of this paper is not to force standardization of curriculum but rather to assist faculty in presenting their courses in a format which will accurately reflect the quality of instruction they are providing. 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 scrutiny of the Chancellor's Office, transfer institutions, industry and other external entities.

HOW TO USE THIS PAPER

This paper is intended to serve the needs of both the neophyte and experienced curriculum developer in writing a course outline of record. While one can treat the paper as a narrative and read it from cover to cover, in actuality the paper is designed so that one can simply go to the section of particular interest, reference what one needs, and go back to writing the course outline of record. In addition, credit and noncredit course outlines are treated separately, not because the differences between the two are significant, but because in all likelihood the writer of 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 about the development of programs leading to degrees and certificates. While the context of programs 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* (CCCCO, 2008).

For the new course outline writer and for those who need a refresher, the first section "Planning the Course Outline of Record" discusses some major planning considerations for developing a course outline of record, including the need for consideration of how the course outline integrates with numerous curriculum processes and the resources that should be collected as one embarks on the writing.

This is followed by the reference section of the document, "Components of a Course Outline of Record." This section details each element required for a course outline of record and provides four types of information: Summary of Key Points, Overview and Principles of Effective Practices, Regulatory Requirements—Title 5, and References. The elements are presented in the order typically found in many course outlines of record. This pattern is very similar to the order they are introduced in Title 5 §55002 Standards and Criteria for Courses.

The final section "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 detailed glossary of the terms commonly used in curriculum development, as well as a list of references organized by curriculum topic, and references to Title 5 regulatory language.

It should also be noted that in some cases nomenclature may be unclear because of words with multiple meanings. One example is the term "assessment." In the California community colleges, this term is used to mean one of three things: assessment of a student to determine placement within a sequence of courses; assessment of a student's performance for assignment of a grade; or assessment of both of these to determine the effectiveness of the course curriculum and delivery. For the purposes of this paper, the terms *placement assessment*, *student evaluation* and *course assessment* are used respectively. Another usage clarification important to this paper is the distinction between *course* and *class*. A *course* is a learning experience described in a course outline of record. A *class* is a single implementation of a *course*. A *course* can be offered in one or more sections of *classes*. Finally, *catalog description* is used to mean all the information used to describe a course in a college catalog, and *course description* is used to reference the descriptive paragraph found in a *catalog description*.

PLANNING THE COURSE OUTLINE OF RECORD

INITIAL CONSIDERATIONS

Where does one start? What comes first? Typically the developer will initiate this effort based upon some identified need or idea, such as a course needed for a program being developed or one that is needed for transfer into a particular major. Regardless of the primary motivation, the course developer should begin with a holistic vision of the course to be proposed. Upon determining that there is a need and a rationale for a course the next consideration will be 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 the course outline of record.

While each required course element must be written discretely, each element should also be developed in light of the other elements, in other words, integrated. For example, there is an interwoven relationship between what the student should be able to do (course objectives) and how this is going to be evaluated (methods of evaluation). Furthermore the objectives 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.

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. To do this the outline first must be complete, that is, 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 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.

There are also stylistic concerns. Many essays on curriculum and instructional design suggest that the developer be very specific in articulating what the student will be able to accomplish by the end of the course (objectives) and defining how one will evaluate the student's progress. After this, the content items, the conditions of learning, 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.

Irrespective of how the course outline is structured and written, the developer 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 he/she can build upon that to develop the other elements as they become apparent. For many developers, the initial drafting might be in the content areas. From there, a developer 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.

WRITING AN INTEGRATED COURSE OUTLINE

A course outline of record needs to be integrated. At the most fundamental level "integration" occurs when each element of the course outline of record reinforces 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.

At the onset, every course should be developed with a purpose or goal in mind. The course must have sufficient and appropriate learning objectives such that any student achieving these objectives will fulfill 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. Also note that content is the only subject-based element; the others specifically focus on what the student will be doing.

The following samples show integrated relationships that can exist within the primary elements of a course outline of record for a course in engine systems.

Students will be able to evaluate and diagnose most common fuel system problems safely (COURSE PURPOSE) if they master the following OBJECTIVES:

- be able to research, assess and determine the proper handling of fuels and combustible materials,
- be able to research and apply testing techniques and data to familiar and unfamiliar diagnosis scenarios.

Which are composed of the following CONTENT elements:

- proper tool usage,
- characteristics of petroleum products,
- technical reading,
- interpolating data in diagnostic process charts and schematics.

Students will master these objectives by the following METHODS OF INSTRUCTION:

- engage in activities using laboratory simulators and test equipment,
- participate in classroom demonstrations of fuel flammability,
- conduct research on computer based repair and service information,
- complete various in-class practice exercises to develop student diagnostic and analytical skills.

Students will complete the following types or examples of homework ASSIGNMENTS:

- read assignments from the course primary textbook to become familiar with basic tools and common test equipment,
- research National Fire Protection Agency combustible liquids data sheets to determine flash and flame points, and fire suppression techniques for selected fuel oils and solvents,
- review and complete responses in course workbooks to develop student troubleshooting skills.

And this will be EVALUATED by:

- practical assessments where the student safely operates various test equipment and hand tools,
- oral and practical assessments where the student safely handles various fuels and other hazardous materials,
- written assessments in which the student completes research questionnaires,
- practical assessments in which the student successfully completes several diagnostic scenarios.

This example DOES NOT model the format for a course outline of record but merely provides a model of overall integration to illustrate how each element reinforces the others.

RESOURCES FOR THE DEVELOPER

Based upon the previously mentioned planning, the developer will need to identify a variety of resources. Some of the following resources may also prove useful in the earlier planning stages.

While all course outline development must comply with Title 5 §55002 (see Appendix 2), almost every college has developed a template for the course outline that includes all of the required elements as well as many local elements. A college may use a curriculum management system for tracking their curriculum approval process and as its repository for course outlines. An effective template will help the developer pull all the required information together before submission, whether on paper or electronically. It is also important to note that the responsibility for completing every outline element may not fall upon the developer. For example numerical course identifiers or transferability will likely be addressed much later in the approval process. However, in the “transferability” example, local practice may provide for the developer to indicate their intent for the course to eventually be transferable.

Useful documents to have at hand are: the *college catalog*, some recently approved *course outlines* to serve as examples, any *supplemental addenda/forms* dictated by the instructional modality, the discipline or external regulators, and any special *district policies* that may apply. Often local curriculum committees have created their own *curriculum development handbooks* which contain much of this information.

Making use of human resources is also important. Consulting with the faculty in your discipline is essential. It is also highly recommended that you identify someone who is familiar with your local process to assist you. Your Curriculum Committee Chair may be available to provide guidance, as well as members of your curriculum committee.

Obviously the final and equally critical tools are those references relevant to the *subject matter* being taught. From a planning perspective, the developer should acquire these resources and then examine what are the most effective and reliable methods to promote learning within the environment available for the delivery of this subject. For example, planning for interactive computer-based simulation modules will be problematic if there are no computer labs available to deliver the course.

With resources at hand, we now turn to the heart of the process, an examination of the elements of the course outline of record.

COMPONENTS OF A COURSE OUTLINE OF RECORD

ELEMENTS THAT APPLY TO ALL CREDIT AND NONCREDIT COURSES

The following elements of a course outline of record are items that reflect requirements from sources other than §55002, including other parts of Title 5, Chancellor's Office guidelines, and/or accreditation standards. However, they may not apply to all types of courses.

NEED/JUSTIFICATION/GOALS

Summary of Key Points

- All courses should be appropriate to the mission of the California Community College System, as defined in California Education Code § 66010.4.
- The outline must clearly state the course's role in the fulfillment of a degree, certificate, transfer, or other need.
- How the course relates to, or differs from, similar courses should be distinguished.
- The primary course purpose must be clearly stated to allow evaluation of objectives.
- New career technical and transfer programs place external research requirements on demonstrating need for these programs and courses.

Overview and Principles of Effective Practices

The purpose of this section is to meet the need criteria spelled out in the *Program and Course Approval Handbook* (CCCCO, 2008) that "There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program."

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 is significantly more challenging to establish and must rely on such things as researching labor market data, potential employer needs, advisory committee input, and job advertising information, to name a few. Some districts have research capabilities that can assist with this research and know where to access the data.

The need statement should establish the role of the course in the major programs or general education areas in which it is designed to serve. If it is a stand-alone course, not part of a program, its role in the college's curriculum should be explained. In particular, this rationale should point out the reason that existing courses do not meet this identified need and clearly distinguishes the role of the proposed course from that of similar courses.

Sample need statements are:

This course is designed to meet the AA degree rationality requirement and CSU-GE and IGETC requirements in quantitative reasoning. This Liberal Arts Mathematics course provides a way for the general transfer student to meet these requirements without taking those courses designed to meet major preparation requirements in science and engineering (Pre-calculus and Calculus) or in biological, business, or social sciences (Bio/Bus/SS Calculus and Statistics).

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 will free 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 reflects a new requirement in hazardous materials technology which is now required for certification in fire science.

This course in Jazz and Blues Music grew out of increasing student demand for more on this subject than was 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.

References

- Local Academic Master Planning documents
- Local Strategic Planning documents
- CCC Chancellor's Office Management Information System (app. 5)
- CCC Chancellor's Office Economic Workforce and Development Unit (<http://www.cccco.edu/AboutUs/Divisions/EconDevWorkPrep/tabid/230/Default.aspx>)
- U.S. Dept of Labor (<http://www.dol.gov/>)
- California Department of Industrial Relations (<http://www.dir.ca.gov/>)
- California Workforce and Development Agency (<http://www.labor.ca.gov/>)
- California Employment Development Department (<http://www.edd.ca.gov/>)
- University of California (<http://www.universityofcalifornia.edu/>)
- California State University (<http://www.calstate.edu/>)
- A Learner-Centered Curriculum for All Students—The Report of the Noncredit Alignment Project* (CCCCO, 2006)
- A Transfer Discussion Document* (Intersegmental Committee of the Academic Senates, 2006)
- California Articulation Policies and Procedures Handbook* (California Intersegmental Articulation Council, 2006)
- California Community Colleges Taxonomy of Programs* (CCCCO)
- Distance Education Guidelines* (CCCCO, 2007)
- Distance Learning Manual* (WASC, ACCJC, 2006)
- Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* (ASCCC, 2008)
- Establishing Prerequisites* (ASCCC, 1992)
- Evidence of Quality in Distance Education* (U.S. Department of Education, 2006)
- Good Practices for the Implementation of Prerequisites* (ASCCC, 1997)
- Prerequisites, Corequisites, Advisories, and Limitations on Enrollment* (CCCCO, 1997)
- Good Practices for Course Approval Processes* (ASCCC, 1998)
- Implementing Title 5 and DSP&S Guidelines* (CCCCO)
- Model District Policy for Prerequisites, Corequisites, Advisories on Recommended Preparation, and Other Limitations on Enrollment* (CCC Board of Governors, 1993)
- Noncredit at a Glance* (CCCCO, 2006)

CHANCELLOR'S OFFICE DATA ELEMENTS

Summary of Key Points

- The course must be designated as stand-alone, or designated as part of one or more programs and the course outline should indicate if it is (they are) a new program(s).
- The course title must be listed.
- The course curriculum must be current.
- The course requisites are reviewed every two (vocational) or six years (all other courses), mandated by Title 5 §55003.
- The curriculum committee or district must apply for and receive a course identification number from the Chancellor's Office.
- The Chancellor's Office MIS (Management Information System) tracking elements are included as described below.

Overview and Principles of Effective Practices

Curriculum must be current to be relevant. While Title 5 requires review for credit courses with pre and corequisites, 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.

New to this process in 2007, the curriculum committee or district must apply to the Chancellor's Office for, and receive, a unique course identification number for every course. This effort will lead to improvements in data accuracy that are 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 developer'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 recommends that credit courses in some manner also provide information on the proper values for course data elements that will be reported to the Management Information System. These data element samples are from the Chancellor's Office website and Data Element Dictionary:

- *Taxonomy of Programs (TOP)* code,
- Credit status,
- Transfer status,
- Basic skills status,
- SAM code (occupational status)
- Course classification code (CB11 – required by SB361 and AB1943),
- Special class status (CB13 – for disabled students Title 5 §56029),
- Prior to college level (CB21 – English/ESL courses prior to college level),
- Funding agency category (CB23 – funding for course development was an Economic Development Grant),
- Program status (CB24 – stand alone or in a program, AB1943)

References

For more information about the data elements, refer to the Data Element Dictionary available on the Chancellor's Office Technology Division web site. <http://www.cccco.edu/AboutUs/Divisions/TechResearchInfo/MIS/DED/tabid/266/Default.aspx>

TITLE 5—STANDARDS FOR APPROVAL

Summary of Key Points

- Standards for Approval as defined in Title 5 §55002 may apply to one or more of the required course outline of record elements.
- Standards of Approval for degree-applicable and nondegree-applicable courses vary for each element.
- There is only one Standard of Approval for noncredit courses which applies as is appropriate to the required course outline of record elements.

Overview and Principles of Effective Practices

There are seven standards for approval that apply to degree-applicable credit courses, of which four 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 developer'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 these standards are met within the totality of the course outline.

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 course developer 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.

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 also 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 do meet these two standards.

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."

DISCIPLINE ASSIGNMENT

Summary of Key Points

- The discipline(s) to which this course will be assigned to must be determined.
- Proper assignment of a course to discipline(s) ensures that faculty with the appropriate expertise will teach the course.

Overview and Principles of Effective Practices

Each course must be assigned by the curriculum committee to the appropriate discipline(s). This assignment helps describe the course by classifying it in a discipline (e.g., History 103 is clearly a history course and would be assigned to the History discipline) and also indicates what academic and occupational (if it is for a non-master's degree discipline) preparation is needed to teach the course. These disciplines are those that appear in *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*, also known as the "Disciplines List." Generally a course is assigned to a single discipline. However, some courses are cross-listed, i.e. placed in two or more disciplines. For example, a course on the Sociology of Aging may be appropriately assigned to both the disciplines of sociology and psychology, meaning a faculty member meeting the minimum qualifications of either discipline would be able to teach the course. Some courses can also be listed in the *interdisciplinary* 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 upper division or graduate courses in at least one of the other disciplines listed for the interdisciplinary discipline.

Noncredit minimum qualifications are also discussed in the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*. However the noncredit instructional areas are defined in Title 5 versus in this list of disciplines, and are sometimes referred to as Noncredit Instructional Areas. The assignment of noncredit courses to these areas should be similarly accomplished by curriculum committees just as it is done in credit instruction. Again, this is to ensure that faculty with the appropriate expertise will teach the course.

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 Academic Senate 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 Page 8).

References

- California Community Colleges Taxonomy of Programs* (CCCCO, 2007)
- Good Practices for Course Approval Processes* (ASCCC, 1998)
- Minimum Qualifications for Faculty and Administrators in the California Community Colleges* (CCCCO, 2006)
- Placement Of Courses Within Disciplines* (ASCCC, 1994)
- Program and Course Approval Handbook* (CCCCO, 2008)
- Qualifications For Faculty Service In The California Community Colleges: Minimum Qualifications, Placement of Courses Within Disciplines, and Faculty Service Areas* (ASCCC, 2004)
- The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice* (ASCCC, 1996)

ELEMENTS THAT APPLY TO CREDIT COURSES

UNITS

Summary of Key Points

- One credit hour or unit should encompass no fewer than 48 hours of coursework (course time in or out of class).
- The course outline of record should justify or validate these hours relative to the units being listed.
- Articulation agreements and other external factors may need to be considered.
- While examples often rely upon using the traditional 3 hours per week to determine a unit, the credit hour or unit is more appropriately defined by hours per course, which more easily allows for alternative term lengths.

Overview and Principles of Effective Practices

A course outline of record that is well integrated will have built a solid case for the number of units being granted for the learning being achieved by the successful student. The definition of a Credit Hour requires 48 hours of lecture, laboratory/activity, study time, or any combination thereof. 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.

The regulations also provide for variable unit courses. Such courses include work experience, activity courses where the number of units can vary from semester to semester, and skill courses where a student registers for the number of units he/she anticipates completing.

Because of the unique nature of these courses, the variety of approaches for how they are implemented locally, and issues of repeatability, the developer who is unfamiliar with variable-unit courses should seek guidance from his/her curriculum committee chair, or other appropriate college personnel.

Regulatory Requirements—Title 5

Units §55002(a)2B

The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.

This standard sets a minimum of hours per unit relationship. This can be exceeded within reason and sets a base time standard for which all students will need at least this amount of time per week to achieve the intended learning goals. It is important to note that this is a ratio and the actual per week values may vary if the course is offered during terms of differing length.

References

A Transfer Discussion Document (Intersegmental Committee of the Academic Senates, 2006)

Budget and Accounting Manual (CCCCO, 2000)

California Articulation Policies and Procedures Handbook (California Intersegmental Articulation Council, 2006)

Implementing Title 5 and DSP&S Guidelines (CCCCO)

Program and Course Approval Handbook (CCCCO, 2008)

Student Attendance Accounting Manual (CCCCO, 2001)

CONTACT HOURS

Summary of Key Points

- The expected number of contact hours for the course as a whole should be listed.
- Like units, the need for these hours should be substantiated by the other elements of the course outline of record.

Overview and Principles of Effective Practices

Title 5 requires that the expected contact hours (as used in student attendance reporting) must be contained within the course outline of record. For the traditional lab course where the students attend each of the 48 hours per credit hour in class, this value would simply be 48 times the number of unit credit hours. For a one-unit lab, this is listed as 48 contact hours; or for two units, it would be 96 contact hours. In the case of a traditional lecture course where the student is expected to spend 16 hours per unit in class and 32 hours per unit in study time, the contact hours would be 16, 32 or 48 hours for a one-, two-, or three-unit course, respectively.

There is no Title 5 requirement that courses be so traditionally scheduled. For example a three-unit lecture course could meet four hours per week, and the students would be expected to study and do homework the other five hours per week. Combined lecture, lab, and activity courses are not uncommon in the career technical fields. An example would be a course which earns three units, with two hours of lecture, four hours of homework, and three hours of lab activities per week. This would generate a total of five contact hours per week. However, contracts between districts and collective bargaining agents may place limitations or parameters upon these practices. Some districts may require listing lecture and laboratory/activity hours separately for courses containing both.

References

Budget and Accounting Manual (CCCCO, 2000)

Student Attendance Accounting Manual (CCCCO, 2001)

PREREQUISITE SKILLS AND LIMITATIONS ON ENROLLMENT

Summary of Key Points

- Any course requiring another course as a requisite must demonstrate the need through one of several methods.
- Validation, when required, at a minimum must include a content review described below.
- For pre- and corequisites, the course outline must document entry skills without which student success is highly unlikely.
- For advisories, the course outline must document entry skills which are either necessary but are likely to be obtained by other means or, while not necessary, would broaden or enhance student learning but are not fundamental to student success.
- Requisites may have implications for articulated courses.
- Limitations on enrollment should be fair and reasonable and should produce consistent evaluation results.

Overview and Principles of Effective Practices

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. So content review 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 Bloom’s taxonomy (see below, pg 22). In its simplest form a content review consists of comparing the entry skills list with the exiting skills of one or more courses to identify courses which 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.

Although it is not required, if a course has more than one requisite course, 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.

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.” A simple method for achieving this is to retain the content skills scrutiny documents for each requisite course.

Title 5 §55003(b) and (e) require requisites be based upon “data collected using sound research practices” for the skills of communication and computation when they are being required outside of those respective programs. This requirement does not affect the general requisite “content review” requirement for those programs specializing in communication and computation. 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.”

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 one minute would be extreme.

Regulatory Requirements—Title 5

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.

Title 5 provides the rules for requisites to be implemented and enforced in any credit courses, degree applicable or nondegree applicable, and specifically gives the determination for this need to the college curriculum committee. In integrating an outline, the objectives, content, learning materials, methods of instruction and evaluation should all reflect the need for the required entry skills. The relationship is one-way in that an objective may or may not have an entry requirement, but every entry requirement must be reflected by at least one of the objectives, content, learning materials, methods of instruction or methods of evaluation.

Basic Skills Requirements §55002(a)2E

If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

This standard mandates the requisites of communication and computation skills if the likelihood for success is dependant upon them. It sets the level at that which is required for eligibility into degree-applicable credit courses. This does not, however, eliminate the need for requisite validation as provided for in §55003 in the communication and computation areas.

References

- Articulation System Stimulating Interinstitutional Student Transfer* (<http://www.assist.org/web-assist/welcome.htm>)
- A Transfer Discussion Document* (Intersegmental Committee of the Academic Senates, 2006)
- California Articulation Policies and Procedures Handbook* (California Intersegmental Articulation Council, 2006)
- Establishing Prerequisites* (ASCCC, 1992)
- Good Practices for the Implementation of Prerequisites* (ASCCC, 1997)
- Prerequisites, Corequisites, Advisories, and Limitations on Enrollment* (CCCCO, 1997)
- Model District Policy for Prerequisites, Corequisites, Advisories on Recommended Preparation, and Other Limitations on Enrollment* (CCC Board of Governors, 1993)
- Program and Course Approval Handbook* (CCCCO, 2008)
- The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice* (ASCCC, 1996)

CATALOG DESCRIPTION

Summary of Key Points

- The catalog description often begins with a short paragraph (course description) that provides a well-developed overview of topics covered.
- Identification of the target audience depending on whether the course is required for the major, degree or certificate, transfer, etc., will assist students in their educational planning.
- Prerequisites, corequisites, advisories and/or limitations on enrollments must be listed.
- Designation of course repeatability must be listed.
- Lecture/lab/activity/studio hours and units are included.
- Field trip potential or other requirements that may impose a logistical or fiscal burden upon the students should be included along with an option for alternatives.

Overview and Principles of Effective Practices

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 major way in which course information is disseminated it is important that it contains all essential information about the course and be written to meet the needs of varied audiences. Students need information to plan their programs, as do counseling faculty advising them. Faculty, staff and students at other colleges use catalog descriptions to evaluate the content of the courses transfer students have taken at the originating institution. Outside reviewers, such as accreditors and compliance monitors, base their assessments on the information printed in the catalog.

There is likely to be catalog description elements that the developer will not know during the initial development and approval processes, but as the course development progresses these parts will become clear or known.

The heart of the catalog description is the summary of course content (course description). It 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. It should be brief enough to encourage a quick read. To save space, many colleges use phrases rather than complete sentences. For transfer courses, it is a good idea to consider the catalog descriptions for the major receiving institutions and assure that the college's corresponding course is presented comparably.

It is helpful to students to include a statement about the students for whom the course is intended. Examples include "first course in the graphic arts major" or "intended for students in allied health majors."

The catalog description contains the units, hours, prerequisites, repeatability, 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 on a weekly basis and are broken down by type: "3 hours lecture, 3 hours lab, 1 hour discussion." Variable unit courses should show the hours as variable, for example: "1-3 hours lecture, 1-3 units." Some colleges show the total semester hours of instruction 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, weekly hours serve the primary audience (students) much more directly.

Courses regularly offered on a short-term basis may be specified as well: "9-week course" or "Saturday course; see page 42 for more information." Be sure to follow unit and credit hour requirements of Title 5 §55002.5. 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. (See also *Good Practices for the Implementation of Prerequisites*, ASCCC, (1997))

- 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. Those courses will need to be designated by the district as repeatable. This is expressed in the catalog description as "May be taken N times for credit." 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 just by including "UC, CSU" (as appropriate) to the end of the catalog description. There are several things to note: 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 developer to indicate this intent, but catalog descriptions should only be so modified when course transferability has been determined through formal articulation processes.

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). Note: Use of the terms "credit/no-credit" expires beginning Fall 2009 to be replaced in Title 5 by the terms "pass/no-pass." Generally, courses are assumed to be 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.

Some colleges find it useful to include the terms in which the course will be offered, for example, "summer only."

The importance of conveying the unique role of each course is shown by the following examples from an actual college catalog. (Read and analyze these from the point of view of a student trying to select a course. Attempt to identify the differences.)

History 25

UNITED STATES HISTORY

3 units

History 25 is an interpretation of the more meaningful and significant issues, events, and ideas which have played a major role in shaping present-day America. Main attention is focused upon political and economic

aspects with some treatment of social and cultural developments. This course meets the California State requirement in American History. Lecture 3 hours. Prerequisite: Eligibility for English 100 or ESL 100. Note: This course allows only 1 unit of credit for students who have completed History 30, 31, or Social Science 31. Transfer Credit: CSU, UC.

History 30

HISTORY OF THE UNITED STATES

3 Units

History 30 is a survey course that looks in depth at United States history from the colonial period to Reconstruction. The English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery, Civil War, and Reconstruction will all be examined. This course (if both semesters are completed) meets the California State requirements in United States history. Lecture 3 hours. Prerequisite: Eligibility for English 1A. Note: History 30 allows only 1½ units of credit for students who have completed History 25. Transfer credit: CSU, UC.

The major difference between these examples is that U.S. History is covered in one semester with History 25 and over two semesters with History 30 (plus the unnamed History 31). Both are transferable to UC and CSU and both meet the CSU "United States History, Constitution, and American Ideals" requirement. History 30 has a slightly higher English prerequisite (English 1A is freshman composition and English 100 is the "Analytical Writing Placement Exam" formerly known as "Subject A").

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. While this listing can be fairly generic in the course description, it should be more specific in the overall course outline and, in particular, should be detailed in the syllabus.

- College Catalog Course Description - checklist
- 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)
- Repeatability
- If course fulfills a major, area of emphasis or GE requirement
- Transferability (intentions)
- 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. Also note that a course outline of record is recognized as a contract between the college and the student containing the requirements and components of the course, whereas a syllabus describes how the individual instructor will carry out the terms of that contract through specific assignments.

References

- A Transfer Discussion Document* (Intersegmental Committee of the Academic Senates, 2006)
- California Articulation Policies and Procedures Handbook* (California Intersegmental Articulation Council, 2006)
- California Community Colleges Taxonomy of Programs* (CCCCO)
- Good Practices for Course Approval Processes* (ASCCC, 1998)
- Placement Of Courses Within Disciplines, And Faculty Service Areas* (ASCCC, 2004)
- Program and Course Approval Handbook* (CCCCO, 2008)
- The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice* (ASCCC, 1996)

OBJECTIVES

Summary of Key Points

- Objectives should be stated in terms of what students will be able to do.
- Objectives should clearly connect to achievement of the course goals.
- Objectives should be concise but complete: ten objectives might be too many; one is not enough.
- Objectives should use verbs showing active learning.
- Theory, principles, and concepts must be adequately covered. Skills and applications are used to reinforce and develop concepts.
- Each objective should be broad in scope, not too detailed, narrow, or specific.

Overview and Principles of Effective Practices

The purpose of this section is to convey the primary components leading to student achievement of the course's intent. The objectives should highlight these components to ensure that course delivery causes students to achieve the intended learning. They bring to the forefront what must be focused upon by any faculty delivering the course.

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 20 for a typical one- to three-unit course, and are often fewer than ten. The key is grouping individual items into sets which share 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 each statement is really a collection of objectives rather than a single objective. And the focus highlights a level of learning that is much more than merely memorizing the Periodic Table and the Properties of Fluids and Solids.

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 such as Bloom's Taxonomy, a summary of which appears below. 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. Note that 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.)

Bloom's Taxonomy

| Verbs Demonstrating Cognitive Activity | | | | | |
|--|--|---|---|--|---|
| | | | Critical Thinking | | |
| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
| know identify relate list define recall memorize repeat record name recognize acquire | restate locate report recognize explain express identify discuss describe discuss review infer illustrate interpret draw represent differentiate conclude | apply relate develop translate use operate organize employ restructure interpret demonstrate illustrate practice calculate show exhibit dramatize | analyze compare probe inquire examine contrast categorize differentiate contrast investigate detect survey classify deduce experiment scrutinize discover inspect dissect discriminate separate | compose produce design assemble create prepare predict modify tell plan invent formulate collect set up generalize document combine relate propose develop arrange construct organize originate derive write propose | judge assess compare evaluate conclude measure deduce argue decide choose rate select estimate validate consider appraise value criticize infer |

Many existing course outlines have objectives which do not reflect the "active verbs" conveying critical thinking. It is usually the case that the course itself is taught in a way that incorporates critical thinking, but the course outline itself does not reflect those objectives and methodologies. Bringing the objectives into line is primarily a matter of reflecting upon those objectives which require analysis, synthesis, and evaluation. Some "before and after" examples are shown below.

FIRST EXAMPLE:

BEFORE: Know the significant art achievements of Renaissance through Modern Europe.

AFTER: Compare and contrast the art works in the same historical period with art works from other historical periods to ascertain their stylistic aesthetic and historical relationships.

SECOND EXAMPLE:

BEFORE: Have learned skills in performing and in working with others to create a theatrical event for children.

AFTER: Analyze a text in preparation for rehearsals, including the choice of style, language, and pace.

Critique their own performances and rehearsals using a collectively decided upon matrix.

Share these critiques with members of the ensemble in appropriate, culturally sensitive ways.

In the second example above, a single broad objective was not well described, but it consists of several, more specific objectives, of which some involve critical thinking and some do not. In this case, separating these did much to delineate the critical thinking components therein. With objectives one must be ever cognizant of the need to not be overly broad and therefore failing to highlight the area of importance, and to not be so specific that delivery of the course might be marginalized due to unforeseen circumstances such as a change in equipment or facilities.

In determining that the course meets the standards for level and intensity, it is also important to note that these are elements of both quantity and effort. The developer needs to assess what is a reasonable time frame for most students entering at the requisite levels to acquire capabilities defined by each objective. While there is no requirement to describe this assessment or detail it in any way, the presentation of the objectives as a whole should demonstrate obvious evidence of the need for the units, contact hours and other elements being approved.

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 learning how to become better at it. In nondegree-applicable courses the objectives may need to cover a narrower scope because students are in the process of learning to effectively study independently on their own. But, like critical thinking, the objectives should prepare students for studying independently and must *"include reading, writing assignments and homework"* (Title 5 §55002(b)2(C) Intensity—below)

Regulatory Requirements—Title 5

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.

Each of these standards 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 higher levels of critical thinking as defined in Bloom's chart above. 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 such 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.

References

- A Learner-Centered Curriculum for All Students—The Report of the Noncredit Alignment Project* (CCCCO, 2006)
- A Transfer Discussion Document* (Intersegmental Committee of the Academic Senates, 2006)
- California Articulation Policies and Procedures Handbook* (California Intersegmental Articulation Council, 2006)
- Critical Thinking Skills in the College Curriculum* (ASCCC, 1988)
- Establishing Prerequisites* (ASCCC, 1992)
- Evidence of Quality in Distance Education* (U.S. Department of Education, 2006)
- Good Practices for the Implementation of Prerequisites* (ASCCC, 1997)
- Prerequisites, Corequisites, Advisories, and Limitations on Enrollment* (CCCCO, 1997)
- Information Competency in the California Community Colleges* (ASCCC, 1998)
- Information Competency: Challenges and Strategies for Development* (ASCCC, 2002)
- Integrated Approach to Multicultural Education* (ASCCC, 1995)
- Program and Course Approval Handbook* (CCCCO, 2008)
- Promoting and Sustaining an Institutional Climate of Academic Integrity* (ASCCC, 2007)
- The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice* (ASCCC, 1996)

CONTENT

Summary of Key Points

- The content element contains a complete list of all topics to be taught in the course.
- The list should be arranged by topic with sub-headings.
- Content items should be subject based.

Overview and Principles of Effective Practices

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 contained in §55002, the content should be obviously relevant to the objectives. If, for example, a content item for an anthropology course were “Art forms and colors,” it might be appropriate to expand upon this such as “Stylistic art forms and color considerations—relative to the development of sapience” to help clarify the actual need for this.

Regulatory Requirements—Title 5

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

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.

While these standards are more aptly met in the objectives section, a well-integrated course outline will also reflect some or all of these within the scope of content items. For example, the content item of “research

techniques” may reflect all three standards of intensity, difficulty, and level, whereas “vocabulary building” may only reflect the standard of intensity.

The content items should as a whole also somewhat match or pair with any requisite entry skills if such are listed/required. In the above case of the content item “research techniques,” it would be reasonable to expect a reading requisite or advisory for this course.

References

Course subject matter references—in particular course textbook(s) including those related to the course subject material but not necessarily chosen for the course.

A Transfer Discussion Document (Intersegmental Committee of the Academic Senates, 2006)

California Articulation Policies and Procedures Handbook (California Intersegmental Articulation Council, 2006)

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

Information Competency in the California Community Colleges (ASCCC, 1998)

Information Competency: Challenges and Strategies for Development (ASCCC, 2002)

METHODS OF INSTRUCTION

Summary of Key Points

- The proposed learning environment is realistic to the needs of the learning experience.
- The methods of instruction appropriately ensure that quality occurs in an equal and consistent manner irrespective of any delivery constraints.
- Methods of instruction should be appropriate to the objectives.
- Types or examples of methods of instruction are required. If all instructors agree, the course outline may show just one teaching pattern. However, instructors have the freedom to choose how they will achieve course objectives. If other methods are used, options should be described fully.
- The difficulty standard for degree-applicable credit courses requires that instruction elicit college-level effort, particularly in terms of critical thinking.

Overview and Principles of Effective Practices

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 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.

In many cases, the environment in which the learning occurs needs to be described. 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 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. What the communication student will do in an instructional component to interact as a presenter and as an active 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 requirement to “specify types or provide examples” has, unfortunately, been incorporated into the course outline by some colleges as a check-box type list. An example is shown below.

| Assignments | Teaching methods and techniques | Methods of evaluation |
|--|--|--|
| <input checked="" type="checkbox"/> Homework | <input type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Essay Exam |
| <input checked="" type="checkbox"/> Lab Reports | <input type="checkbox"/> Projects | <input checked="" type="checkbox"/> Reports |
| <input type="checkbox"/> Term Papers | <input checked="" type="checkbox"/> Laboratory | <input checked="" type="checkbox"/> Objective Exam |
| <input checked="" type="checkbox"/> Reading from Text | <input type="checkbox"/> Demonstration | <input checked="" type="checkbox"/> Problem-Solving Exam |
| <input checked="" type="checkbox"/> Reading from Other Materials | <input checked="" type="checkbox"/> Discussions | <input type="checkbox"/> Projects |
| <input type="checkbox"/> Other (specify): | <input checked="" type="checkbox"/> Other (specify): Lab Guide | <input checked="" type="checkbox"/> Skill Demonstration |
| | | <input type="checkbox"/> Classroom Discussion |

This approach does not meet all Title 5 requirements because it does nothing to illustrate the methods for determining “whether the stated objectives have been met by students” and does little to cross validate (integrate) some of the other course outline elements.

When considering the writing style of this section, it is important to keep in mind that the assignments and methods of instruction and evaluation must be appropriate to the stated objectives. 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.

| Example of Course Objectives | Methods of Instruction |
|--|---|
| <p>The student will be able to:</p> <p>Define and demonstrate an understanding of general theatre terminology.</p> | <p>Lecture presentations and classroom discussion using the language of theatre.</p> |
| <p>Observe and analyze the various components of a theatrical performance.</p> | <p>In-class reading of dramatic texts by the instructor and students followed by instructor-guided interpretation and analysis.</p> |
| <p>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).</p> | <p>Follow-up in-class performances of selected dramatic texts followed by instructor-guided interpretation and analysis.</p> |
| <p>Differentiate between the play as literature and the play as performance.</p> | <p>Attendance at required performances preceded by instructor-modeled performance review methods and followed by in-class and small group discussions.</p> |
| <p>Evaluate the effectiveness of theatrical techniques in performance.</p> | <p>Project group meetings in class to develop play interpretation project and group presentation.</p> |
| <p>Examine the organization of theatrical companies and compare and contrast the roles of theatre personnel, e.g., producer, director, dramaturge, technical director, actors, choreographer, critic, artistic director, development staff, scenographer and designers, and house manager.</p> | <p>Group presentations of major projects followed by in-class discussion and evaluation.</p> |
| <p>Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.</p> | <p>Lecture presentations on the organization of theatrical companies followed by in-rehearsal and backstage visits at required performances</p> |
| <p>Analyze the artistic, literary, and cultural perspectives of various playwrights, including, North American, South American, African, Asian, and European.</p> | <p>In-class and out-of-class video and audio presentations followed by instructor-guided interpretation, analysis, and comparison to live performances.</p> |

There are several key features to describing the methods of instruction in the integrated course outline.

- The writing style is quite descriptive of each possible activity. Rather than just checking “lecture,” the course developer has described the complete interaction with the student in terms such as “In-class reading of dramatic texts by the instructor and students followed by instructor-guided interpretation and analysis.”
- For degree-applicable credit courses, it is clear that critical thinking is expected of students, taught to them in class, practiced in outside assignments, and evaluated as the basis for their grade in the class.

Regulatory Requirements—Title 5

Units §55002(a)2B

The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended-term, laboratory and/or activity courses.

Intensity §55002(a)2C

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.

The quality and quantity of time spent by a student preparing for and receiving instruction should reflect these standards at levels that would be appropriate for most students. While Title 5 specifically suggests the use of examples, these should reflect sufficient yet reasonable amounts of coursework appropriate to these standards. The choice of methods should vary with the level of the students, with the subject being delivered, and with the type of course, be it lecture, laboratory, open entry/open exit, etc.

References

- A Learner-Centered Curriculum for All Students—The Report of the Noncredit Alignment Project* (CCCCO, 2006)
- A Transfer Discussion Document* (Intersegmental Committee of the Academic Senates, 2006)
- California Articulation Policies and Procedures Handbook* (California Intersegmental Articulation Council, 2006)
- Critical Thinking Skills in the College Curriculum* (ASCCC, 1988)
- Distance Education Guidelines* (CCCCO, 2007)
- Distance Learning Manual* (WASC, ACCJC, 2006)

Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates (ASCCC, 2008)

Establishing Prerequisites (ASCCC, 1992)

Evidence of Quality in Distance Education (U.S. Department of Education, 2006)

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

Prerequisites, Corequisites, Advisories, and Limitations on Enrollment (CCCCO, 1997)

Implementing Title 5 and DSP&S Guidelines (CCCCO)

Information Competency in the California Community Colleges (ASCCC, 1998)

Integrated Approach to Multicultural Education (ASCCC, 1995)

Information Competency: Challenges and Strategies for Development (ASCCC, 2002)

Noncredit at a Glance (CCCCO, 2006)

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

METHODS OF EVALUATION

Summary of Key Points

- In addition to listing graded assignments, the course outline should describe the basis for grading or other evaluations, and relate the methods of evaluation to skills and abilities in objectives.
- Be sure that knowledge of required material constitutes a significant portion of the grade as reflected in assignments and methods of evaluation.
- The difficulty standards for degree-applicable credit, nondegree-applicable credit and noncredit courses vary quite a bit, particularly in terms of critical thinking, and this should be reflected in the methods of evaluation.

Overview and Principles of Effective Practices

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.

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. 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.

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.

| Example of Course Objectives | Methods of Evaluation |
|---|--|
| The student will be able to: 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, dramaturge, technical director, actors, choreographer, critic, artistic director, development staff, scenographer and designers, and house manager. | Evaluation of interpretations of live performances and dramatic texts for cultural context, contrasts in live/textual impact, and 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. |

Many 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.

On the whole, however, Title 5 emphasizes that attendance is not a substantive basis for student evaluation: "The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency." 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, which may need remediation through academic consequences. However, these should be given careful consideration and be well justified.

Regulatory Requirements—Title 5

Grading Policy

The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem-solving exercises or skills demonstrations by students.

Units §55002(a)2B

The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended-term, laboratory and/or activity courses.

Intensity §55002(a)2C

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.

The quality and quantity of time spent by a student preparing for and participating in the learning experiences, and being evaluated, should reflect these standards as appropriate to the developmental level of the intended students. In other words, the scope of learning, with respect to quality and time on task for a given range of learning will vary greatly if the course material is intended for lower level studies versus more advanced coursework. While a three-unit introductory course and a three-unit advanced course might have similar expectations for classroom and study time, the amount the students will learn, and at what level of sophistication, should vary between these two courses, and the types of evaluation methods ought to reflect these variances.

It is important to note that the grading standard requires some level of essay-writing or problem-solving skills while allowing for other types of skill demonstration if appropriate. Title 5 specifically suggests the use of examples, and these should reflect sufficient yet reasonable amounts of coursework appropriate to these standards and the "essays" or "skills" should be somehow recognized as a required evaluation element.

References

- A Transfer Discussion Document* (Intersegmental Committee of the Academic Senates, 2006)
- California Articulation Policies and Procedures Handbook* (California Intersegmental Articulation Council, 2006)
- Critical Thinking Skills in the College Curriculum* (ASCCC, 1988)
- Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* (ASCCC, 2008)
- Evidence of Quality in Distance Education* (U.S. Department of Education, 2006)
- Good Practices for the Implementation of Prerequisites* (ASCCC, 1997)
- Prerequisites, Corequisites, Advisories, and Limitations on Enrollment* (CCCCO, 1997)
- Implementing Title 5 and DSP&S Guidelines* (CCCCO)
- Promoting and Sustaining an Institutional Climate of Academic Integrity* (ASCCC, 2007)

ASSIGNMENTS

Summary of Key Points

- Assignment examples, if provided, should reflect coverage of all objectives and content.
- Assignment examples can include supplemental reading materials beyond the required text(s).
- Optional and alternate assignment examples can and in some cases should be included. (e.g. an alternate assignment allowed in lieu of a required field trip or a cost-bearing assignment such as theatre tickets).
- In addition to listing graded assignments, the developer of the course outline should give the basis for grading, and relate assignments to skills and abilities in objectives. For example, say “written assignments that show development of self-criticism.” Attach examples if needed.
- Out-of-class assignments must be sufficient to show independent work.
- The difficulty standard for degree-applicable credit courses requires that assignments must reflect college-level effort, particularly in terms of critical thinking.

Overview and Principles of Effective Practices

Title 5 §55002(a)(3) requires assignments in the course outline but does not mandate a comprehensive list. Rather, the outline must “specify types or provide examples.” The assignments 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.

| Example of Course Objectives | Assignments |
|--|--|
| <p>The student will be able to:</p> <p>Define and demonstrate an understanding of general theatre terminology.</p> | <p>Textual analysis in discussion and writing: required study of assigned dramatic texts, including works representative of diverse gender, ethnic, and global perspectives.</p> <ol style="list-style-type: none"> 1. Participation in class discussions about plays 2. Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance 3. Presentation of written criticism around assigned topics 4. Written reviews of live performance |
| <p>Observe and analyze the various components of a theatrical performance.</p> | <p>Analyses of several live performances of amateur and professional theatres presented during the academic quarter</p> <ol style="list-style-type: none"> 1. Attendance at required performances 2. Participation in discussions of performances |

| | |
|--|--|
| 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 orientation, and historical period). | <p>Readings from class text on theatre appreciation</p> <ol style="list-style-type: none"> 1. Application of terms and theories in class discussion 2. Application of concepts in written analyses |
| Differentiate between the play as literature and the play as performance. | <p>Listening and viewing</p> <ol style="list-style-type: none"> 1. Study of plays on videotape (DVD) and audiotape 2. Preparation for participation in daily analyses of texts and performances |
| Evaluate the effectiveness of theatrical techniques in performance. | Interpretative analyses of published critical reviews of performances and plays |

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 organized in the course outline, giving some thought to this can promote an implementation strategy 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 included. Rather than just stating “group project” the course developer goes on to 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.”
- The out-of-class assignments are clearly sufficient to meet the minimum study time hours of work per week beyond class time for each unit of credit.
- For degree-applicable credit courses, it is clear that critical thinking is expected of students, taught to them in class, practiced in outside assignments, and evaluated as the basis for their grade in the class.

Regulatory Requirements—Title 5

Units §55002(a)2B

The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended-term, laboratory and/or activity courses.

Intensity §55002(a)2C

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.

The quality and quantity of time spent by a student in completing various assignments should reflect these standards at levels that would be appropriate for most students. While Title 5 specifically suggests the use of examples, these should reflect sufficient yet reasonable amounts of coursework assignments appropriate to these standards. The writing skills of students vary relative to their developmental level. For example, lower level courses would typically require fewer or less difficult writing assignments than would an advanced course of equal units. This also applies to other types of assignments.

References

A Transfer Discussion Document (Intersegmental Committee of the Academic Senates, 2006)

California Articulation Policies and Procedures Handbook (California Intersegmental Articulation Council, 2006)

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

Information Competency in the California Community Colleges (ASCCC, 1998)

Information Competency: Challenges and Strategies for Development (ASCCC, 2002)

Joint Review for Library/Learning Resources by Classroom and Library Faculty for New Courses and Programs (ASCCC, 1995)

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS

Summary of Key Points

- This element includes the text (if required; with date of publication) and other instructional material.
- Text and other learning materials may have external requirements due to articulation requirements or certification requirements found in many programs.
- This section only contains that which is required for the student to be able to effectively participate in and successfully pass the course.
- Assignments specific to required reading and instructional materials should be given in the form of examples, where possible.

Overview and Principles of Effective Practices

Texts and instructional materials should be completely referenced: author, title, publisher, and date.

The primary text plays a central role in the articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject.

The currency of textbooks is an important consideration 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 years old. Explanations should be provided when texts are more than five years old.

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.

Regulatory Requirements—Title 5

Units §55002(a)2B

The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.

Intensity §55002(a)2C

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 555002(a)2G

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

The quality and quantity of required reading assignments and instructional materials need to reflect these standards. The overall breadth of required reading must be appropriate to the units being assigned for most students. Units are a time-based factor and most people read at varying speeds, which is somewhat dependent upon the student's current development level, so a pre-collegiate level course could expect to serve slower readers than a transfer-level course. Therefore, the volume of reading assignments can vary as can the difficulty level with the same number of units being applied.

There will be many cases where required instructional materials in and of themselves do not meet these standards, but a well-integrated outline will demonstrate how these materials will lead to learning that meets the standards. For example, an integrated course objective will clearly define learning when and how to properly use safety equipment such as eye goggles, but the required goggles outside of this context do not address these standards.

References

- A Transfer Discussion Document* (Intersegmental Committee of the Academic Senates, 2006)
- California Articulation Policies and Procedures Handbook* (California Intersegmental Articulation Council, 2006)
- Critical Thinking Skills in the College Curriculum* (ASCCC, 1988)
- Information Competency in the California Community Colleges* (ASCCC, 1998)
- Information Competency: Challenges and Strategies for Development* (ASCCC, 2002)
- Joint Review for Library/Learning Resources by Classroom and Library Faculty for New Courses and Programs* (ASCCC, 1995)

ELEMENTS THAT APPLY TO NONCREDIT COURSES

General Notes

- One local question that needs to be ascertained is if the course outline of record is the same for credit and noncredit courses.
- Some of the elements listed in the previous section on Credit Courses, in part, are repeated in the following pages, although they are not identical. However, for the developer, 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 to the intended students.

CONTACT HOURS

Summary of Key Points

- The expected number of contact hours for the course as a whole is listed.
- The need for these hours should be substantiated by the other portions of the course outline of record.

Overview and Principles of Effective Practices

This requires the expected total contact hours (as used in student attendance reporting) to be contained within the course outline of record. While noncredit courses may provide for coursework outside of class time, this is not required as it is in credit courses. So it is entirely possible that the contact hours will encompass all of the course activities and learning time.

References

Budget and Accounting Manual (CCCCO, 2000)

Student Attendance Accounting Manual (CCCCO, 2001)

CATALOG DESCRIPTION

Summary of Key Points

- The catalog description includes a short paragraph (course description) that provides a well-developed overview of topics covered.
- Identification of the target audience is useful for student planning, particularly for programs leading to certificates of completion or competency, or those courses leading to credit programs.
- Requisites, advisories, and/or limitations on enrollments must be listed.
- Lecture/lab/activity/studio hours are included.

Field trip potential or other requirements that may impose a logistical or fiscal burden upon the students should be included along with an option for alternatives.

Overview and Principles of Effective Practices

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 major 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 thusly. "Childcare skills for parents", for example, would be open to all, but would be clearly described as a course designed to meet the needs of this specific population.

Because noncredit instruction can now be offered in programs due to recent regulatory changes, 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 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.

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. To save space, many colleges use phrases rather than complete sentences. For noncredit courses that may lead to credit courses, it is a good idea to consider the catalog descriptions for the common receiving programs or institutions to promote a logical pathway for students intending this route.

It is useful for student educational planning to include a statement about the students for which the course is intended. Examples include "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."

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. 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 developer should consider illustrating those options in the catalog description.

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 courses that this course prepares for.

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."

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.

Several examples follow which illustrate some of the above elements.

In this first example there are two courses in a sequence, which is 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 2

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.

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:

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 both classes. All computers and testing materials will be provided.)

This second example describes a required book purchase as well as the basic objectives of the course. Refer to the required reading element in the credit section above if course includes any required materials or equipment. This catalog description also makes it clear that this is a beginning course.

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 percents. This course may be used for 5 credits in the High School Diploma program under subject (E) Mathematics. Required textbook may be purchased at the campus bookstore.

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.

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.

In addition to this latter example, 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.

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 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.

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 developer should consult with the curriculum chair or other local resource to determine local policy. If local policy allows for this the developer should review the *prerequisite*, *corequisites* and *advisories* element in the credit segment above.

College Catalog Course Description checklist

- 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.

References

A Learner-Centered Curriculum for All Students—The Report of the Noncredit Alignment Project (CCCCO, 2006)

California Community Colleges Taxonomy of Programs (CCCCO)

Good Practices for Course Approval Processes (ASCCC, 1998)

Implementing Title 5 and DSP&S Guidelines (CCCCO)

Noncredit at a Glance (CCCCO, 2006)

OBJECTIVES

Summary of Key Points

- Objectives should be stated in terms of what students will be able to do.
- Objectives should clearly connect to achievement of the course goals.
- Objectives should be concise but complete: ten objectives might be too many; one is not enough.
- Objectives should use verbs showing active learning.
- Theory, principles, and concepts must be adequately covered. Skills and applications are used to reinforce and develop concepts.
- Each objective should be broad in scope, not too detailed, narrow, or specific.

Overview and Principles of Effective Practices

The purpose of this section is to convey the primary components leading to student achievement of the course's intent. The objectives should highlight these components to ensure that course delivery causes students to achieve the intended learning results. They bring to the forefront what must be focused upon by any faculty delivering the course.

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.

Noncredit courses are not required to demonstrate critical thinking or to prepare students for directly using skills in the cognitive levels normally associated with critical thinking. However, in some cases the higher cognitive levels will need to be achieved 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 should be laid 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.

Bloom’s Taxonomy

Verbs Demonstrating Cognitive Activity

| | | | Critical Thinking | | |
|--|--|---|---|--|---|
| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
| know identify relate list define recall memorize repeat record name recognize acquire | restate locate report recognize explain express identify discuss describe discuss review infer illustrate interpret draw represent differentiate conclude | apply relate develop translate use operate organize employ restructure interpret demonstrate illustrate practice calculate show exhibit dramatize | analyze compare probe inquire examine contrast categorize differentiate contrast investigate detect survey classify deduce experiment scrutinize discover inspect dissect discriminate separate | compose produce design assemble create prepare predict modify tell plan invent formulate collect set up generalize document combine relate propose develop arrange construct organize originate derive write propose | judge assess compare evaluate conclude measure deduce argue decide choose rate select estimate validate consider appraise value criticize infer |

Example objective statements are included below in the methods sections.

Regulatory Requirements—Title 5

§55002(c)1 The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students.

References

A Learner-Centered Curriculum for All Students—The Report of the Noncredit Alignment Project (CCCCO, 2006)

Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates (ASCCC, 2008)

Evidence of Quality in Distance Education (U.S. Department of Education, 2006)

Implementing Title 5 and DSP&S Guidelines (CCCCO)

Integrated Approach to Multicultural Education (ASCCC, 1995)

Noncredit at a Glance (CCCCO, 2006)

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

CONTENT

Summary of Key Points

- The content element contains a complete list of all topics to be taught in the course.
- The list should be arranged by topic with sub-headings.
- Content items should be subject based.

Overview and Principles of Effective Practices

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 section 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.

Regulatory Requirements—Title 5

§55002(c)1 The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students.

References

Subject matter references—in particular course textbook(s) if used:

A Learner-Centered Curriculum for All Students—The Report of the Noncredit Alignment Project (CCCCO, 2006)

Noncredit at a Glance (CCCCO, 2006)

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

METHODS OF INSTRUCTION

Summary of Key Points

- The proposed learning environment is realistic to the needs of the learning experience.
- The methods of instruction appropriately ensure that quality occurs in an equal and consistent manner irrespective of any delivery constraints.
- The methods of instruction used are appropriate to the objectives. If an objective is to “physically perform,” then lecture as the sole method for learning is not enough.
- Types or examples of methods of instruction are required. If all instructors agree, the course outline may show just one teaching pattern.

Overview and Principles of Effective Practices

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 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.

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. 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 requirement to “specify types or provide examples” has, unfortunately, been incorporated into the course outline by some colleges as a check-box type list. An example is shown below.

| Assignments | Teaching methods and techniques | Methods of evaluation |
|---|--|--|
| <input checked="" type="checkbox"/> Homework | <input type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Essay Exam |
| <input checked="" type="checkbox"/> Lab Reports | <input type="checkbox"/> Projects | <input checked="" type="checkbox"/> Reports |
| <input type="checkbox"/> Term Papers | <input checked="" type="checkbox"/> Laboratory | <input checked="" type="checkbox"/> Objective Exam |
| <input checked="" type="checkbox"/> Reading from Text | <input type="checkbox"/> Demonstration | <input checked="" type="checkbox"/> Problem-Solving Exam |
| <input checked="" type="checkbox"/> Reading from | <input checked="" type="checkbox"/> Discussions | <input type="checkbox"/> Projects |
| <input type="checkbox"/> Other Materials | <input checked="" type="checkbox"/> Other (specify): Lab Guide | <input checked="" type="checkbox"/> Skill Demonstration |
| <input type="checkbox"/> Other (specify): | | <input type="checkbox"/> Classroom Discussion |

This approach does not meet all Title 5 requirements, because it does nothing to illustrate the methods for determining “whether the stated objectives have been met by students” and does little to cross validate (integrate) some of the other course outline elements.

When considering the writing style of this section, it is important to keep in mind that the assignments and methods of instruction and evaluation must be appropriate to the stated objectives. In particular, because the learning experiences may include critical thinking, the methods of instruction can promote learning at all levels including that of critical thinking. The methods of evaluation ought to reflect students’ mastery of learning at the intended levels. In other words, the themes established by the objectives must be integrated into methods of instruction and evaluation.

| Examples of Course Objectives | Methods of Instruction |
|---|---|
| <p>The student will be able to:</p> <p>Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.</p> | <p>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.</p> |
| <p>Define and demonstrate an understanding of U.S. History as it pertains to citizenship.</p> | <p>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 in the segment pertaining to U.S. History.</p> |
| <p>Define and demonstrate an understanding of the proper methods to safely secure a household from potential dangers to children under the age of ten.</p> | <p>In-class lecture and videos defining in-home 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.</p> |
| <p>Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.</p> | <p>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 name-brand sources.</p> |
| <p>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 announce the learned vocabulary.</p> | <p>Introductory lecture followed by unlimited self-paced use of audio and video recordings coupled with numerous in-class language development practice/participation sessions.</p> |
| <p>Perform elementary arithmetic calculations within workplace scenarios such as properly counting back change or preparing a service order tabulation for a cost estimate.</p> | <p>Introductory lecture coupled with workbook practice sessions to develop calculation skills, followed by review of scenario videos demonstrating proper customer communication and resolution practices.</p> |

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.

Regulatory Requirements—Title 5

§55002(c)1 The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students.

References

A Learner-Centered Curriculum for All Students—The Report of the Noncredit Alignment Project (CCCCO, 2006)

Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates (ASCCC, 2008)

Evidence of Quality in Distance Education (U.S. Department of Education, 2006)

Implementing Title 5 and DSP&S Guidelines (CCCCO)

Integrated Approach to Multicultural Education (ASCCC, 1995)

Noncredit at a Glance (CCCCO, 2006)

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

METHODS OF EVALUATION

Summary of Key Points

- The bases for evaluating assignments are given, and relate to skills and abilities in objectives.
- Knowledge of required material should constitute a significant portion of the evaluation as reflected in assignments and methods of evaluation.

Overview and Principles of Effective Practices

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.

It is important to note that while noncredit courses do not produce grades that would be “credited” into a student record, this in no way obviates the critical need for the course design to comprehensively include student evaluation and feedback. It is permissible to provide a grade or element of having satisfactorily completed the learning experience in noncredit courses.

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, or sequence of performances, that may be less than satisfactory.

| Examples of Course Objectives | Methods of Evaluation |
|---|---|
| <p>The student will be able to:</p> <p>Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.</p> | <p>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.</p> |
| <p>Define and demonstrate an understanding of U.S. History as it pertains to citizenship.</p> | <p>Students review, restudy and reattempt workbook questions until responding successfully to at least 90 percent of the questions.</p> |
| <p>Define and demonstrate an understanding of the proper methods to safely secure a household from potential dangers to children under the age of ten.</p> | <p>In-class evaluations by instructor and student participation in feedback sessions to provide a diverse spectrum of safety examples, concerns, and solutions.</p> |
| <p>Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.</p> | <p>Students implement the developed weekly menu for one week and self-evaluate using provided forms to report results in a class-reporting session.</p> |

| | |
|--|--|
| 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 annunciate 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 that would be of a nature appropriate for seeking assistance beyond normal home remedies. |

While many 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 term 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 which may need remediation through academic consequences. However, these should be given careful consideration and be well justified.

Regulatory Requirements—Title 5

§55002(c)1 The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students.

References

- A Learner-Centered Curriculum for All Students—The Report of the Noncredit Alignment Project (CCCCO, 2006)*
- Implementing Title 5 and DSP&S Guidelines (CCCCO)*
- Promoting and Sustaining an Institutional Climate of Academic Integrity (ASCCC, 2007)*

ASSIGNMENTS AND/OR OTHER ACTIVITIES

Summary of Key Points

- Assignment and activity examples reflect coverage of all the objectives and content.
- Optional and alternate assignment examples can and in some cases should be included. (e.g. an alternate assignment allowed in lieu of a required field trip or a cost-bearing assignment such as theatre tickets).
- In addition to listing evaluated assignments, the author of the course outline should give the basis for grading, and relate assignments to skills and abilities in objectives. For example, say “written assignments which show development of self-awareness.” Attach examples if needed.
- Out-of-class assignments are not required but are allowed.

Overview and Principles of Effective Practices

The Title 5 sub-section defining assignments in the course outline does not mandate a comprehensive list. Rather, the outline must “specify types or provide examples.” The assignments 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.

| Examples of Course Objectives | Assignments |
|---|--|
| <p>The student will be able to:</p> <p>Define and demonstrate an understanding of general theatre terminology.</p> | <p>Review the playbills of several classical plays and participate in class discussions about the various elements commonly found with the theatre environs.</p> |
| <p>Observe and analyze the various components of a theatrical performance.</p> | <p>Attend and present an in-class summary describing various assigned plays covering both the general storyline of the play and other specific factors as assigned, such as audience reaction and participation. An alternate to this will be to review previously recorded plays as assigned by the instructor.</p> |
| <p>The student will be able to:</p> <p>Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.</p> | <p>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.</p> |
| <p>Define and demonstrate an understanding of U.S. History as it pertains to citizenship.</p> | <p>The student will read and properly respond to questions in a course workbook in the subject area of U.S. History.</p> |
| <p>Define and demonstrate an understanding of the proper methods to safely secure a household from potential dangers to children under the age of ten.</p> | <p>Using a simulation scenario, the student will properly secure a household from potential dangers to children under the age of ten.</p> |

| | |
|--|---|
| 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 announce 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. |

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 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 assignment 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. The integrated outline is one where the objective of being able to child-safe-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, that these are taught in class, practiced through various assignments, and evaluated as the basis for any feedback or potential certification.

Regulatory Requirements—Title 5

§55002(c)1 The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students.

References

A Learner-Centered Curriculum for All Students—The Report of the Noncredit Alignment Project (CCCCO, 2006)

Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates (ASCCC, 2008)

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

RELEVENT COURSE OUTLINE ELEMENTS

MODALITY OF INSTRUCTION

Summary of Key Points

- A separate review process is required if instructional modality will include any portion of the course being conducted at a distance, by design.
- The Title 5 mandate for a separate review process (§55206) does not require any documentation in the course outline of record.

Overview and Principles of Effective Practices

Distance education requirements call for a separate review process to ensure that a course taught at a distance is taught to the course outline of record and to ensure quality through regular effective instructor-student contact. As the course outline of record is the basis for articulation, it is imperative that all sections of a given course achieve the same objectives regardless of instructional modality. Typically, this separate review is achieved through the use of a “distance education addendum.”

References

Distance Education Guidelines (CCCCO, 2008)

Distance Learning Manual (WASC, ACCJC, 2006)

Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates (ASCCC, 2008)

Evidence of Quality in Distance Education (U.S. Department of Education, 2006)

COURSE CALENDAR AND CLASS SIZE

Summary of Key Points

- Based upon the goals, objectives and content of the course, determine the calendar parameters from which the course delivery should not depart if appropriate.
- This is one area in which academic senate and bargaining agent purviews overlap and some portions of the issues may need to be negotiated.
- Some faculty/district contracts include language which requires the designation of class size by the Curriculum Committee and documented within the course outline of record.
- Title 5 §55208 specifically emphasizes that class size in distance education courses “may” be determined by curriculum committees, but it does not require this.

Overview and Principles of Effective Practices

Title 5 is somewhat silent about both session lengths (calendar) and class sizes, but both are considered to be academic and professional matters and are commonly negotiated elements.

If bargaining language or district policy language is not satisfactory or is leading to 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.

Discipline expertise is the single most qualified source to appropriately determine limitations on calendar/scheduling and class sizes. Inherent to this though, is the potential conflict of interest from being able to teach a profitable number of courses in a fairly shortened term. This in no manner implies that there are not faculty who possess the skills and capabilities to remain highly effective under these conditions. It does, however, mean that faculty are obligated to monitor these practices, and to be diligent in maintaining our excellent reputation through high standards of rigor and quality.

To describe within this document a specific set of parameters which define either good or bad calendar/scheduling specifications is really not feasible given the large variety of courses and methods used to deliver them. But there already exist some metrics that are relatively common across the state. These are faculty full-time load equivalency, and maximum course-load limitations for students. These two are pointed out because many of the more egregious cases of abuse seem to be reflected in these areas.

If a course is to be offered in a five or fewer week format, it can be mathematically worked out into terms of traditional semester loads for both faculty and students. 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, is instructional quality occurring for each and every student within that class, regardless of any delivery constraints? Would this affect the quality of student success irrespective of who teaches the course or what types of services may or may not be available within any given four-week window? What happens to regular effective contact and student success if that faculty is teaching three-, five-unit, distance education courses during this short term, thereby sustaining a 400% load?

It is also important to note that in many districts the calendar itself is a negotiated item. Do the senate/bargaining agent discussions leading into such negotiations include sound pedagogical parameters? Is legitimate research done to demonstrate the fiscal or other benefits of such adjustments?

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.

References

Local bargaining/negotiation contracts

Local curriculum handbook

Local district policies

OTHER LOCAL ELEMENTS

Summary of Key Points

- Other disciplines or departments or colleges in the same district may need to review the proposed course outline.
- Library services may need to review the course outline to ensure that library resources are sufficient.
- Other college or district processes such as a distance education or program review, student learning outcomes, academic master planning or accreditation committee may need to review outline.
- Other college or district requirements for course outline elements may exist such as a local program prefix or course number, AA/AS general education qualification, maximum class size, review/revision dates, approval signatures, in-development, active or inactive status.

Overview and Principles of Effective Practices

There may need to be review by other disciplines, departments or colleges in a district. 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.

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 locally required data elements that are needed for the local curriculum management/tracking system that aren’t normally included in the outline itself. Course active or inactive status, or multi-college district curriculum approval elements are examples of this.

References

Local district policies

Local curriculum handbook

Local academic master planning documents

Joint Review for Library/Learning Resources by Classroom and Library Faculty for New Courses and Programs
(ASCCC, 1995)

GENERAL CURRICULUM CONSIDERATIONS

LOCAL PROCESSES AND AUTONOMY

Education Code §70902 and Title 5 §55002 authorize the primary recommendatory power of academic senates in the area of curriculum. However, district Boards of Trustees are the primary approving body, and the California Community College Chancellor's Office is tasked with ensuring compliance.

COURSE AND PROGRAM APPROVAL

For individual course approvals, 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 Boards, are in compliance with standards set forth in the *Program and Course Approval Handbook*, (CCCCO, current revision).

The Chancellor's Office maintains the authority to approve new programs for degrees and certificates, and course outlines of record must be submitted with program approval requests.

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 REVISING 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, staff. Additional guidance on the broader subject of Program Review can be found in *Program Review: Developing a Faculty Driven Process* (ASCCC, 1996).

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.

CHANGES WHICH TRIGGER COURSE OUTLINE REVIEW

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 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 changes should trigger a full review:

- major change in Catalog Description, Objectives, or Content which
 - alters the need or justification for the course

- calls into question the ability of the course to meet standards in Title 5 or the *Program and Course Approval Handbook*
- change in units and hours
- change in number of repetitions
- change in credit/noncredit status
- change in prerequisites, corequisites and advisories
- change in modality, e.g. distance education (requires a separate review process)
- delivery in a highly compressed time frame
- offering a course in experimental status
- determination of imminent need to initiate expedited approval

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 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:

- minor, non-substantive changes in Catalog Description, Objectives, or Content (see above)
- change in course number (within college policy)
- change in course title
- add/drop from an associate degree or certificate program (must continue to be of two year or less duration)
- add/drop from the associate degree general education list.¹

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. 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. Technical changes include:

¹ The expectation is that the change in general education status would be based on well-established criteria for each general education area, reviewed and recommended either by divisional faculty or a general education subcommittee.

- non-substantial changes in term length (as long as the Carnegie relationship is maintained)²
- 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), and
- addition of a focus area to a special topics course.

CALIFORNIA’S EDUCATION SEGMENTS, ROLES AND STUDENTS

The major public components of California’s educational segments provide a “ladder” of educational opportunities for California’s citizens, which is not a simple task. Not only do the segments provide many differing types of connection points between each other, but they also have a very wide variety of missions, some of which align and some of which do not.

Articulation between the segments is an important consideration in the development of curriculum. 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/apost-graduate university.

The five segments of education in California include:

- K-12: Elementary, Junior/Middle School, High School, and Adult Education
- Community Colleges
- California State University
- University of California
- Private schools and universities

Examples of articulation efforts include Tech Prep, Career Pathways, and the CSU Lower Division Transfer Pattern.

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. Course developers 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.

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).

² In some cases, term length changes may affect pedagogy. For example, condensing a semester-length course to four weeks or an exclusive Saturday format could trigger the need for a more significant review of course structure.

CONTRACT EDUCATION AND COMMUNITY SERVICE OFFERINGS

Contract education and community service offerings do not collect state apportionment. Contract education courses are funded by an employer or other contractor, while community service offerings are sometimes fully paid for by the students taking the course. Title 5 makes provision for these types of courses to be offered; they often do not come through local curriculum processes and do not require Chancellor's Office approval. The one exception is Contract Education courses where students receive college credit. If the students receive credit for the course on their transcripts, regardless of the fact that the course is offered through contract education, the course must be treated like any other credit course in terms of content, rigor and approval of the course outline of record by the local curriculum committee. The term "noncredit" is specifically reserved for those courses and programs defined in Title 5 §55002(c), and §55150-§55155. Therefore the term "not-for-credit" is used to describe contract education and community service offerings.

APPENDICES

APPENDIX 1: GLOSSARY

Advisories

A course, courses or skill that a student ought to have taken (but 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.

California Postsecondary Education Commission (CPEC)

A commission created by California legislation to ensure accountability within public education.

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)

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.

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.

Cooperative Work Experience Courses

These courses are variable unit courses designed to get students into the workplace while earning college credit. Students earn units based upon hours of work, and these can be paid or unpaid.

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

The course description is a paragraph of 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 Title 5 requires districts must keep, describing the elements of a course. It is also considered to be the binding contract between a faculty, a student 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. In the community colleges, course credit status also affects financial aid and fees.

Critical Thinking

A quality and intensity of thinking that is commonly described in terms of a taxonomy of verbs developed by Benjamin Bloom in 1956 describing intellectual levels of behavior. 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

The common general education courses and coursework required by the California State Universities.

Curriculum

A formal definition of a set of experiences and activities that are logically related and occur in an appropriate manner that will likely cause most students to achieve the desired learning results.

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 act of conducting the course by the instructor. The point from where students are taking the course to where they have completed the course. In general the placing of a course in a catalog and slotting a time for it in a class schedule do not mean the course is being delivered.

Discipline

A discipline, or subject area is usually as broad as or broader than a program area. For example the discipline of English could include the program areas of reading, writing, communication, English as a second language, etc.

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

Any sequence of courses that lead to some defined goal that meets the mission criteria for California Community Colleges as established in the Education Code.

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.

Evaluation (Student Evaluation)

The act of determining the student learning which 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. This could be a brief initial offering, such as an eight-week or one-unit course to see if the subject area will attract sufficient students to commit to further program development. Experimental courses must be approved by the same process as any other, but they are given temporary latitude in one or more areas where course outline of record components are not fully discernable, such as student interest.

Faculty Originator or Course Developer

The faculty member(s) who developed the course outline of record. They are often the point of contact for questions that may arise during the approval processes.

Field Trip

A planned learning experience that requires students to relocate to a place appropriate to the learning experience being implemented. These are generally expected to require travel beyond typical walking distances and can be to other states or countries. 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 their 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.

Homework

Coursework designed into the course, that can be structured or not and have a defined work product or not, 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 some 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. An example of a low level of intensity would be where students are to memorize words in a language course; a higher level would be where they are to discern, through multiple measures, how specific nuances of word combinations and tonal qualities of delivery are offensive to a specific cohort or population. With respect to the Standards for Approval in §55002, intensity also refers to the student's capacity to study independently. This calls for a reasonable level of self-direction and motivation on the part of the student.

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, 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 process or pathways by which students move from course to course or program to program and/or service within one college. A student finishing pre-college preparation courses would matriculate into college level courses.

Methods of Instruction

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

Mission

The mission for California's community colleges is defined in Education Code and has several primary goals. These can be summarized into two groups: either providing learning pathways for those seeking career opportunities through two, four, or more, year institutions; or those within the community who are seeking short term learning opportunities related to life or career development or service to the community.

Modality

Modality speaks to the primary instructional delivery method and 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 emersion 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), or (DL) for distance learning).

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. 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

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

Open-entry/Open-exit Courses

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

Open-source

Open-source is the term often used for informational materials that are typically NOT copyrighted and available at low or no cost. Such materials include software, textbooks, and artistic products.

Prerequisites

Coursework or skills that have been demonstrated to be necessary for most students to be successful in a course. The prerequisite description is always contained in the course making the requirement even though the required course may be marketed as a prerequisite for the more advanced offering.

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.

Quality

"Quality" has several meanings as used throughout this document. The use in Title 5 of the term "quality" in course standards refers to distance education being equally effective at causing learning as its face-to-face counterpart; it is used in Title 5 with respect to making changes in configuration of the college calendar terms such as compressing it, where these changes must be "consistent with the continued delivery of quality education" and it is used with respect to instruction to refer to the caliber of materials, resources and effort put into causing comprehensive effective learning.

Scope

With respect to Title 5 in Standards for Approval, "scope" goes along with "intensity" in describing 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.

Study (Independently)

With respect to scope and intensity it means that most students would not be able to master the material without some 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 which means they must be able to operate at some higher cognitive levels as well as sustaining the appropriate attitude(s) for self-guided learning.

Supplemental Instruction

Supplemental instruction is commonly known as tutoring. While the tutoring generally supports credit courses, supplemental instruction is offered as noncredit courses.

Syllabus

A document that faculty hand out to every student at the beginning of a course which includes the relevant information about the course necessary for the student to develop a sound understanding of the many requirements needed for them to be successful in the course including 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, and course objectives.

Textbooks

Many courses are structured around the use of a primary bound publication called a textbook. The specific textbook used can be a factor in the ability for a course to articulate to other colleges. Typically written materials beyond the primary textbooks are known as "other instructional materials."

Title 5 Regulations

A part of the California Code of Regulations that specifically covers the K-12, the CCC, 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. For California Community Colleges we use two scales, the quarter and the semester, where the former is $\frac{2}{3}$ 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 under-graduate coursework that is taken in the last two years of a four-year Bachelor's degree. These courses are not offered by California's community colleges.

Variable Unit Courses

This type of course will vary the units earned by the student based upon their capacity to complete time on task. This is commonly for work experience courses, independent study courses and some repeatable courses where they may be scheduled for a different amount of units each semester.

APPENDIX 2: § 55002

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The 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.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.

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

(D) Prerequisites and Corequisites. 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.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

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

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify

the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.

(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.

(1) Types of Courses. Nondegree-applicable credit courses are:

(A) nondegree-applicable basic skills courses as defined in subdivision (j) of section 55000;

(B) 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;

(C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;

(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses.

(C) Intensity. 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.

(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.

(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of section 58161.

(d) Community Services Offering. A community services offering must meet the following minimum requirements:

- (1) is approved by the district governing board;
- (2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;
- (3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;
- (4) is conducted in accordance with a predetermined strategy or plan;
- (5) is open to all members of the community willing to pay fees to cover the cost of the offering; and
- (6) may not be claimed for apportionment purposes.

APPENDIX 3: COURSE OUTLINE OF RECORD ADDITIONAL REQUIREMENTS

(Note: printing 4 may be a useful quick reference for the developer)

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.

Title 5, Division 6, Chapter 6. \$55000-\$55800

 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 4: RELEVANT PUBLICATION SOURCES

As retrieved on June 11, 2008

ACCREDITATION

Accreditation Standards (Accrediting Commission for Community and Junior Colleges - ACCJC, 2002)
<http://www.accjc.org/>

The 2002 Accreditation Standards: Implementation (Academic Senate for California Community Colleges - ASCCC, 2004) <http://www.asccc.org/Publications/Papers/AccreditationStandards.html>

Working with the 2002 Accreditation Standards: The Faculty's Role (ASCCC, 2005)
<http://www.asccc.org/Publications/Papers/AccreditationStandards2005.html>

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, 2006) <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://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/DistanceEducation/RegulationsandGuidelines/tabid/767/Default.aspx>

Implementing Title 5 and DSP&S Guidelines
<http://www.cccco.edu/AboutUs/Divisions/StudentServices/DSPS/DSPSTitle5ImplementingGuidelines/tabid/667/Default.aspx>

Program and Course Approval Handbook
<http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ReferenceMaterials/tabid/412/Default.aspx>

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

CURRICULUM AND CURRICULUM PROCESSES

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

<http://www.asccc.org/Publications/Papers/CriticalThinkingSkills.htm>

Good Practices for Course Approval Processes (ASCCC, 1998)

<http://www.asccc.org/Publications/Papers/CoursApp.htm>

Information Competency in the California Community Colleges (ASCCC, 1998)

http://www.ccccurriculum.info/Curriculum/DevelopCurOutline/Info_competency.htm

Information Competency: Challenges and Strategies for Development (ASCCC, 2002)

<http://www.asccc.org/Publications/Papers/InfoCompetency2002.htm>

Integrated Approach to Multicultural Education (ASCCC, 1995)

http://www.asccc.org/Publications/Papers/integrated_multieducation.html

The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice (ASCCC, 1996)

<http://www.asccc.org/Publications/Papers/CURRCOM.htm>

DISTANCE EDUCATION

Distance Learning Manual (ACCJC, 2006)

http://www.accjc.org/ACCJC_Publications.htm

Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates (ASCCC, 2008)

<http://www.asccc.org/Publications/Papers/EnsuringAppropriateUseTechnology.html>

Evidence of Quality in Distance Education (U.S. Department of Education, 2006)

<http://www.asccc.org/Events/Curriculum/Presentations2006/BinderTOC2006.htm>

MISCELLANEOUS

Joint Review for Library/Learning Resources by Classroom and Library Faculty for New Courses and Programs (ASCCC, 1995)

http://www.asccc.org/Publications/Papers/joint_review_library.html

Program Review: Developing a Faculty Driven Process (ASCCC, 1996)

http://www.asccc.org/Publications/Papers/Program_review.html

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

<http://www.asccc.org/Publications/Papers/AcademicIntegrity.html>

MINIMUM QUALIFICATIONS

Minimum Qualifications for Faculty and Administrators in the California Community Colleges (California Community Colleges Chancellor's Office - CCCCCO, 2006)

<http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/MinimumQualifications/tabid/735/Default.aspx>

Placement Of Courses Within Disciplines (ASCCC, 1994)

http://www.asccc.org/Publications/Papers/Discipline_placement.htm

Qualifications For Faculty Service In The California Community Colleges: Minimum Qualifications, Placement Of Courses Within Disciplines, And Faculty Service Areas (ASCCC, 2004)

<http://www.asccc.org/Publications/Papers/QualificationsFacultyService.htm>

NONCREDIT

A Learner-Centered Curriculum for All Students—The Report of the Noncredit Alignment Project (CCCCO, 2006)

<http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/Noncredit/tabid/531/Default.aspx>

Noncredit at a Glance (CCCCO, 2006)

<http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/Noncredit/tabid/531/Default.aspx>

PREREQUISITES, COREQUISITES, AND ADVISORIES

Establishing Prerequisites (ASCCC, 1992)

http://www.asccc.org/Publications/Papers/Establishing_prerequisites.html

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

http://www.asccc.org/Publications/Papers/good_practice_prerequis.html

Prerequisites, Corequisites, Advisories, and Limitations on Enrollment (CCCCO, 1997)

<http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/Prerequisites.doc>

Model District Policy for Prerequisites, Corequisites, Advisories on Recommended Preparation, and Other Limitations on Enrollment (California Community College Board of Governors, 1993)

<http://www.ccccriculum.info/Curriculum/RegulationsGuidelines/ModelDistrictPolicy.htm>

APPENDIX 5: RESOURCE LINKS

Academic Senate for California Community Colleges (ASCCC)

www.asccc.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/>

University of California (UC)

<http://www.universityofcalifornia.edu>

Western Association of Schools and Colleges (WASC)

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

Accrediting Commission for Community and Junior Colleges (ACCJC)

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

United States Department of Education (USDE)

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

Intersegmental Committee of the Academic Senates (ICAS)

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

California Intersegmental Articulation Council (CIAC)

<http://ciac.csusb.edu/ciac/index.html>

CCC Regional Consortia

<http://www.cccco.edu/divisions/esed/cte/advisories/consortia/consortia.htm>

Articulation System Stimulating Interinstitutional Student Transfer (ASSIST)

<http://www.assist.org>

CSU Lower Division Transfer Pattern (LDTP)

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

APPENDIX 6: COURSE OUTLINE EXAMPLES

This example is not intended for actual use. Elements listed are composite samples from outlines used within the state. These are not recommendations.
Note: Bold = requirements may exist, Italics = notes

OPTION 1 Detailed Format

Example Community College Course Outline of Record

Curriculum Committee Use:
 Minor Revision
 Consent Revision
 Major Revision

Data Elements *(course outlines commonly lead with data elements and course information)*

Originator: _____ **Course Identifier:** _____

Status: Development Active Inactive *(element may not print with official outline)*

Revision Date: _____ New **Effective/Catalog Date:** _____

Course Title and Number: _____

Program Title: _____ Stand Alone

Subject Code: _____ Catalog No: _____ School/Dept Code: _____

Course type: Credit – degree-applicable Credit non degree-applicable Noncredit

Units: Lec: _____ Lab: _____ **Contact Hours:** Lec: _____ Lab: _____

Pass/No Pass Only Optional Letter grade only

Maximum Enrollment: _____ Materials Fee: _____

Repeatable: No 1 2 3 4 times

Need/Purpose/Rationale *(all courses must meet one or more CCC missions)*

AA/AS General Education Pattern Course: _____ / _____

Local Meets IGETC Meets CSU G.E. Breadth (See ECC Curriculum Handbook)

Transfers: _____ *(Fulfills coursework taught at another college)*
(List 3 similar courses/institutions)

Articulates: _____ *(Prepares for or fulfills coursework taught at another college)*
(Articulation letters on file, list institutions)

Modifies or New Career Technical Program: _____
(May Require Regional Consortia Review)

Field Trips *(Integration: Elements should validate parallel course outline elements)*

In-class Field Trip(s): _____ *(class will meet at industry facility for tour)*

Self-Study External Activities: _____ *(students attend theatre, sports, job-shadow, etc.)*

Signatures

Originator: _____ CC Chair: _____

Board of Trustees: _____ **Date:** ____/____/____

This example is not intended for actual use. Elements listed are composite samples from outlines used within the state. These are not recommendations.
 Note: Bold = requirements may exist, Italics = notes

Course Catalog Description: *(college may have word count or size limitation)* _____

Prerequisite(s): *(may be specific course or skills as acquired by other means)* _____
Corequisite(s): *(if co-course can be taken before or with primary course then list as coreq. or prereq.)* _____
Recommended preparation: *(also called "Advisory")* _____

 Communication/Computational Validation: Attach data/research materials/plan.
 (For all requisites see Example Community College requisite scrutiny forms 1A and 1B and ECC Curriculum Handbook)
Limitations on Enrollment: _____

Revision: Course is new
 Revision Purpose: _____
 Program Impact: Original No. of Units: _____ New No. of Units: _____
 List elements to be revised: _____

 List revisions to requisites:
 New: _____
 Old: _____

Objectives *(Integration: Elements should validate parallel course outline elements)*
 Upon completion of the following the student will be able to: _____

Content *(Integration: Elements should validate parallel course outline elements)*

- 1) Heading One
 - a) Item A
 - b) Item B
 - i) Sub-item i
 - ii) Sub-item ii
- 2) Heading Two
 - a) Item A
 - b) Item B
 - i) Sub-item i
 - ii) Sub-item ii
 - (1) Part 1
 - (2) Part 2
 - c) Item C

This example is not intended for actual use. Elements listed are composite samples from outlines used within the state. These are not recommendations.
 Note: Bold = requirements may exist, Italics = notes

Examples of Methods of Instruction *(Integration: Elements should validate parallel course outline elements)*
 During periods of instruction the student will be: _____

Examples of Assignments and Activities *(Integration: Elements should validate parallel course outline elements)*
(Reading and writing assignments are required for all ECC degree-applicable credit courses)
 In Class: _____
 Home Study: _____
 Optional: _____

Examples of Methods of Evaluation *(Integration: Elements should validate parallel course outline elements)*
 The student will demonstrate proficiency by: _____

Representative Reading Materials *(Integration: Elements should validate parallel course outline elements)*
Textbooks: _____ **Date:** _____
 Supplemental Learning Materials: _____
Required Course Supplies: _____ *(test forms, blue books, study guides, shop materials, tools, implements)*

College/District Planning and Review *(elements may or may not be tracked within official outline)*
 Academic/Educational Master Plan/Program Review Goal: _____ *(describes course role in existing college or program planning)*
 Library: _____ *(review for instructional library support materials)*
 Technology: _____ *(review for technology/audio visual needs for course delivery)*
 Facilities: _____ *(review for facilities needs and availability for course delivery)*
 Course Alignment: _____ *(multi-college district alignment agreement for student portability)*

This example is not intended for actual use. Elements listed are composite samples from outlines used within the state. These are not recommendations.

Note: Bold = requirements may exist, Italics = notes

OPTION 2
Simple Format

**Example Community College
Course Outline of Record**

Originator: _____

Course Title and Number: _____

Program Title: _____

Units: Lec: _____ Lab: _____ **Contact Hours:** Lec: _____ Lab: _____

Pass/No Pass Only Optional Letter grade only

Repeatable: No 1 2 3 4 times

Need/Purpose/Rationale

Course transfers/articulates: _____

Career Technical Certificate: _____

Field Trips

In-class Field Trip(s): _____

Course Catalog Description: _____

Prerequisite(s): _____

Corequisite(s): _____

Recommended preparation: _____

Limitations on Enrollment: _____

Objectives

Upon completion of the following the student will be able to: _____

Content

3) Heading One

- a) Item A
- b) Item B
 - i) Sub-item i
 - ii) Sub-item ii
- (1) Part 1
- c) Item C

Examples of Methods of Instruction

During periods of instruction the student will be: _____

This example is not intended for actual use. Elements listed are composite samples from outlines used within the state. These are not recommendations.
Note: **Bold** = requirements may exist, *Italics* = notes

| |
|---|
| <p>Examples of Assignments and Activities</p> <p>In Class: _____</p> <p>Home Study: _____</p> <p>Optional: _____</p> |
|---|

| |
|--|
| <p>Examples of Methods of Evaluation</p> <p>The student will demonstrate proficiency by: _____</p> <p>_____</p> |
|--|

| |
|--|
| <p>Representative Reading Materials</p> <p>Textbooks: _____ Date: _____</p> <p>Supplemental Learning Materials: _____</p> <p>Required Course Supplies: _____</p> |
|--|

APPENDIX 7: DESCRIPTIVE TERMS

While these descriptors provide ideas for framing course outline elements the narrative form is generally preferred over listed single-word bullet items. The latter form normally does not illustrate course quality and course outline integration adequately. Local requirements will vary.

| Instruction | Assignments | Evaluation |
|-------------------------------------|---|---|
| lecture, | College level or pre-collegiate essays, | College level or pre-collegiate essays, |
| demonstration, repetition/practice, | written homework, | written homework, |
| laboratory, | critiques, | critiques, |
| activity, | guided/unguided journals, | guided/unguided journals, |
| clinical, | portfolios, | portfolios, |
| discussion, | term or research papers, | term or research papers, |
| video/computer based, | textbooks, | reading reports, |
| collaborative/team, | articles, | self-paced testing, |
| tutorial, | reference materials, | laboratory projects, |
| supplemental/external activity, | manuals, | field/physical activity observations, |
| individualized study, | periodicals, | computational/problem solving evaluations, |
| self-exploration, | self-paced activities (real-time/computer/video), | presentations/student demonstration observations, |
| journal, | laboratory projects, | group activity participation/observation, |
| experiential, | field activities and reports, | product/project development evaluation, |
| role-playing, | physical activities and assessments, | self/peer assessment and portfolio evaluation, |
| observation, | computational/problem solving activities, | true/false/multiple choice, |
| participation | presentations, | daily quizzes, |
| | student demonstrations, | mid-term and final evaluations, |
| | group activities, | poor attendance/repetitive tardiness, |
| | product/project development, | student participation/ contribution, |
| | self and peer assessments | student preparation, |
| | | oral and practical examination, |
| | | behavioral assessment, |
| | | organizational/timeliness assessment |

