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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 that Pracs



The course outline has evolved considerably from its origins as a list of topics covered in a course. Today, the
FRXUVH RXWOLQH RI UHFRUG LV D GRFXPHQW ZLWK GHÀQHG OHJDO VWD
WKH & DOLIRUQLD FRPPXQLW\ FROOHJHV 7KH FRXUVH RXWOLQH KDV ERW

Standards for the course outline of record appear in Title 5 Regulation (see Appendix 2), in the Chancellor's
21 À P 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
XSRQ WKH FRXUVH RXWOLQH VXFK DV VSHFLÀF FRQWHQW RU FXUUHQF\ F

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 & KDQFHOO 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 ERDUGV LQ DSSURYLQJ WKHP DQG WKH UROH RI WKH & KDQFHOO RU ·V 2IÀF 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 UHÁHFW WKH TXDOLW\ RI LQVWUXFWLRQ WKH\ DUH SURYLGLQJ :KLOH WKH 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 RI WKH & KDQFHOO RU ·V 2IÀFH WUDQVIHU LQVWLWXWLRQV LQGXVWU\ DQG F



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 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 and Course Approval Handbook (CCCCO, 2008).

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\$W WKH RQVHW HYHU\ FRXUVH VKRXOG EH GHYHORSHG ZLWK D SXUSRVH
DQG DSSURSULDWH OHDUQLQJ REMHFWLYHV VXFK WKDW DQ\ VWXGHQW
SXUSRVH RI WKH FRXUVH 7KH FRXUVH FRQWHQW LWHPV WKHQ GHÀQH W
ELOLWLHV IRU HDFK REMHFWLYH WR EH PDVWHUHG (DFK FRQWHQW LWH
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 mas-
tery of each content item and the attainment of each objective. Also note that content is the only subject-based
HOHPHQW WKH RWKHUV VSHFLÀFDOO\ IRFXV RQ ZKDW WKH VWXGHQW ZL

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.

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.

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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

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Summary of Key Points

; 6WDQGDUGV IRU \$SSURYDO DV GHÂQHG LQ 7LWOH † PD\ DSSO\ WR



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 the "Minimum 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 Sociology and Gerontology discipline. Some courses can also be listed in the Interdisciplinary discipline, where the faculty of one of the disciplines listed for that Interdisciplinary discipline and have preparation in each of the other disciplines listed for the Interdisciplinary discipline.

in the California Community Colleges

e` 6fU`0 ;6 fU V N Qj`e` P pQbEQ` 0 ð GáÜ ð6e P` `e P V;6# Z P` e ð JV° VfQ6fQ6 Z Q6 P j l l` Ãfe` eà ðV° l ð l o Õl Õe a6 nfP V l



Summary of Key Points

- ; 2QH FUHGLW KRXU RU XQLW VKRXOG HQFRPSDVV QR IHZHU WKDQ 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 KRXU RU XQLW LV PRUH DSSURSULDWHO\ GHÀQHG E\ KRXUV SHU FR



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



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.

-XVWLÀFDWLRQ RI SUHUHTXLVLWHV UHTXLUHV GRFXPHQWDWLRQ DQG FRO
 ous 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.

VSHFLÀF SK\VLFD O FDSDELWLHV :KLOH WKH VSHFLÀF FULWHULD RI WKH C
RI UHFRUG VXFV VKRXOG EH ZHOH GHÀQHG DQG EH DV PHDVXUDEO\ REMHF
PLJKW LQFOXGH VSHFLÀF YLVLQR SDUDPHWHUV DQG OLVW DQ\ PHGLFDO FRQ
, I LW LV D WU\RXW IRU DWKOHWLFV WKH FULWHULD VKRXOG EH YHU\ VSHFL

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

:KHQ WKH FROOHJH DQG RU GLVWULFW FXUULFXOXP FRPPLWWHH GHWHUPLQH
WKDW D VWXGHQW ZRXOG EH KLJKO\ XQOLNHO\ WR UHFHLYH D VDWLVIDFWRU
WDXJKW LQ WKH FRXUVH WKHQ WKH FRXUVH VKDOO UHTXLUH SUHUHTXLVLW

>10I b05C>10for03e2>1052>64<04>F05>10<05>10b203e2>impk4+00e03e2>48>P3e2>4e1052Pced03e2>in03e2>48y03e2>c

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&RXUVHV UHJXODUO\ RIIHUG RQ D VKRUW WHUP EDVLV PD\ EH VSHFLÀHG D
 VHH SDJH IRU PRUH LQIRUPDWLRQ μ %H VXUH WR IROORZ XQLW DQG FUF

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
- ; 3 UHUHTXLVLWH 0DWK ZLWK D ¶&· RU KLJKHU RU DSSURSULDWH VN 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
 EH VR PRGLÀHG ZKHQ FRXUVH WUDQVIHUDELOLW\ KDV EHHQ GHWHUPLQHG V

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 ap-

DVSHFWV ZLWK VRPH WUHDWPHQW RI VRFLDO DQG FXOWXUDO GHYHO
requirement in American History. Lecture 3 hours. Prerequisite: Eligibility for English 100 or ESL 100. Note:
7KLV FRXUVH DOORZV RQO\ XQLW RI FUHGLW IRU VWXGHQWV ZKR K
31. Transfer Credit: CSU, UC.

History 30

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3 Units

History 30 is a survey course that looks in depth at United States history from the colonial period to
5HFRQVWUXFWLRQ 7KH (QJOLVK FRORQLHV WKH 5HYROXWLRQDU\ :DU
DQG -DFNVRQLDQ GHPRFUDF\ VODYHU\ &LYLO :DU DQG 5HFRQVWUXF
semesters are completed) meets the California State requirements in United States history. Lecture 3 hours.
3UHUHTXLVVLWH (OLJLELOLW\ IRU (QJOLVK \$ 1RWH +LVWRU\ DOOF
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
GHVFULSWLRQ 7KLV DOHUWV VWXGHQWV WR SRVVLEOH H[SHQVHV WKDW
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 >i0cess to 1 it is>-18<21 terwa6004C00570048001D00 2hoTf 0 -1.tlais>

References

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



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.
- ; (DFK REMHFWLYH VKRXOG EH EURDG LQ VFRSH QRW WRR GHWDLOH

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 WR ZULWLQJ WKH 2EMHFWLYHV VHFWRQ)LUVW WKH KXQGUGV RI V 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

Bloom's Taxonomy

Verbs Demonstrating Cognitive Activity					
			Critical Thinking		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
know identify relate list G H À Q H 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

0DQ\ H[LVWLQJ FRXUVH RXWOLQHV KDYH REMHFWLYHV ZKLFK GR QRW UHÁH ing. It is usually the case that the course itself is taught in a way that incorporates critical thinking, but the FRXUVH RXWOLQH LWVHOI GRHV QRW UHÁHFW WKRVH REMHFWLYHV DQG PH SULPDULO\ D PDWWHU RI UHÁHFWLQJ XSRQ WKRVH REMHFWLYHV ZKLFK UHT “before and after” examples are shown below.

FIRST EXAMPLE:

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 VSHFLÀF REMHFWLYHV RI ZKLFK VRPH LQYROYH FULWLFDO WKLQNLQJ D 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 VSHFLÀF WKDW GHOLYHU\ RI WKH FRXUVH PLJKW EH PDUJLQDOLJHG GXH 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 IRU PRVW VWXGHQWV HQWHULQJ DW WKH UHTXLVLRU OHYHOV WR DFTXL 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.

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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)

7KH FRXUVH SURYLGHV LQVWUXFWLRQ LQ FULWLFDO WKLQNLQJ DQG JHQHU
WKDW SUHSDUHV VWXGHQWV WR VWXG\ LQGHHSHQGHQWO\ RXWVLGH RI FODV
DQG KRPHZRUN ,Q SDUWLFXODU WKH DVVLJQPHQWV ZLOO EH VXIÀFLHQWO
HDFK VXFK FRXUVH RU VHTXHQFH RI UHTXLUHG FRXUVHV ZLOO KDYH DFTXL
GHJUHH DSSOLFDEOH ZRUN

(DFK RI WKHVH VWDQGDUGV VKRXOG EH UHÁHFWHG LQ WKH JURXS RI REMHF
does not need to meet all or any of these standards. For example, every objective need not target the higher
OHYHOV RI FULWLFDO WKLQNLQJ DV GHÀQHG LQ %ORRP·V FKDUW DERYH 6F
ÁXLGVµ PD\ QRW PHHW WKH GLIÀFXOW\ VWDQGDUG EXW LW LV VWLOO DQ DS
tives 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(Califor)-1(nia Ar)-TemC-na64 Tes, 2006)



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

: KHQ WKH FROOHJH DQG RU GLVWULFW FXUULFXOXP FRPPLWWHH GHWHU
 UHFRUG WKDW D VWXGHQW ZRXOG EH KLJKO\ XQOLNHO\ WR UHFHLYH D
 or skills not taught in the course, then the course shall require prerequisites or corequisites that are established,
 UHYLHZHG DQG DSSOLHG LQ DFFRUGDQFH ZLWK WKH UHTXLUHPHQWV RI

Intensity §55002(a)2C

WHFKQLTXHVµ PD\ UHÁHFW DOO WKUHH VWDQGDUGV RI LQWHQVLW\ GLIÀFX
RQO\ UHÁHFW WKH VWDQGDUG RI LQWHQVLW\

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



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.
- ; 7KH GLIÀFXOW\ VWDQGDUG IRU GHJUHH DSSOLFDEOH FUHGLW FRXUV effort, particularly in terms of critical thinking.

Overview and Principles of Effective Practices

7KH 7LWOH VXE VHFWRQRU GHÀQLQJ WKH FRXUVH RXWOLQH GRHV QRW PD ods. 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 D PDQQHU WKDW UHÁHFVW ERWK LQWHJUDWRU ZLWK WKH VWDWHG REM 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 FOHDUO\ OD\V WKH JURXQGZRUN IRU GHYHORSQJ RU UHÀQLQJ WKH HYDO

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
; Homework	† Lecture	; Essay Exam
; Lab Reports	† Projects	; Reports
† Term Papers	; Laboratory	; Objective Exam
; Reading from Text	† Demonstration	; Problem-Solving Exam
; Reading from Other Materials	; Discussions	† Projects
† Other (specify):	; Other (specify): Lab Guide	; Skill Demonstration
		† 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>Use the language of theatre terminology.</p>	<p>Use the language of theatre. Lecture, Presentation and Class Discussion</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 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>Attendance at required performance review methods</p>	<p>Attendance at required performances preceded by instructor-modeled performance review methods and followed by in-class and small group discussions.</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

7KH FRXUVH JUDQWV XQLWV RI FUHGLW EDVHG XSRQ D UHODWLRQVKLS V of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria speci- ÀHG LQ WKH FRXUVH RXWOLQH 7KH FRXUVH DOVR UHTXLUHV D PLQLPXP class time for each unit of credit, prorated for short-term, extended-term, laboratory and/or activity courses.

Intensity §55002(a)2C

7KH FRXUVH WUHDWV VXEMHFW PDWWHU ZLWK D VFRSH DQG LQWHQVLW of class time.

'LIÀFXOW\ † D)

7KH FRXUVHZRUN FDOOV IRU FULWLFDO WKLQNLQJ DQG WKH XQGHUVWD 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.

7KH TXDOLW\ DQG TXDQWLW\ RI WLPH VSHQW E\ D VWXGHQW SUHSDULQJ VWDQGDUGV DW OHYHOV WKDW ZRXOG EH DSSURSULDWH IRU PRVW VWX H[DPSOHV WKHVH VKRXOG UHÁHFW VXIÀFLHQW \HW UHDVRQDEOH DPRXQ 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)



Summary of Key Points

In addition to listing graded assignments, the course outline should describe the basis for grading or

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 LQ FRPSDULVRQ WR UHFRUGHG SHUI	(YDOXDWLRQ RI ÀQDO ZULWWHQ HVVD\ H[DPLG RCCSDQFH for Content, Performance, and subject matter, and ability to compare and contrast types, origins, and presentation modes of dramatic material.

0DQ\ SURJUDPV ZLWK RXWVLGH DJHQF\ FHUWLÀFDWLRQV KDYH YHU\ VWULFWR ORJ D VWLSXODWHG QXPEHU RI KRUV RI DWWHQGDQFH DUH LQHOLJLEQ tion, 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: '7KH JUDGH LV EDVHG RQ GHPRQVWUDWHG SURÀFLHQF\ LQ VXEMHFW PDWWFLHQF\ μ)RU PRVW REMHFWLYHV LW ZRXOG EH GLIÀFXOW WR GHPRQVWUDW WKH RWKHU KDQG LW FRXOG EH UHVRQDEOH WR DUJXH WKDW QRQ DWWHQQ 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 (be)T] 3>1j2r(gr)13(ghon2)5aca[(dicon2)5cemobseqtices.2however,2these2tar

Units §55002(a)2B

7KH FRXUVH JUDQWV XQLWV RI FUHGLW EDVHG XSRQ D UHODWLRQVKLS V of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria speci- ÅHG LQ WKH FRXUVH RXWOLQH 7KH FRXUVH DOVR UHTXLUHV D PLQLXP class time for each unit of credit, prorated for short-term, extended-term, laboratory and/or activity courses.

Intensity §55002(a)2C

7KH FRXUVH WUHDWV VXEMHFW PDWWHU ZLWK D VFRSH DQG LQWHQVLW of class time.

'LIÀFXOW\ † D)

7KH FRXUVHZRUN FDOOV IRU FULWLFDO WKLQNLQJ DQG WKH XQGHUVD 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, DQG EHLQJ HYDOXDWHG VKRXOG UHÁHFH WKHVVH VWDQGDUGV DV DSSUR 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 course-work. 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 YDU\ EHWZHHQ WKHVVH WZR FRXUVHV DQG WKH W\SHV RI HYDOXDWLRQ F

It is important to note that the grading standard requires some level of essay-writing or problem-solving VNLOOV ZKLOH DOORZLQJ IRU RWKHU W\SHV RI VNLOO GHPRQVUDWLRQ RI H[DPSOHV DQG WKHVVH VKRXOG UHÁHFH VXIÀFLHQW \HW UHDVQRDEO 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)



Summary of Key Points

- ; \$VVLJQPHQW H[DPSOHV LI SURYLGHG VKRXOG UHÁHFW FRYHUDJH RI D
- ; 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 DOWHUQDWH DVVLJQPHQW DOORZHG LQ OLHX RI D UHTXLUHG ÁHOG WU 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.
- ; 2XW RI FODVV DVVLJQPHQWV PXVW EH VXIÀFLHQW WR VKRZ LQGSHQG
- ; 7KH GLIÀFXOW\ VWDQGDUG IRU GHJUHH DSSOLFDEOH FUHGLW FRXUVHV 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

Level §55002(a)2G

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

7KH TXDOLW\ DQG TXDQWLW\ RI WLPH VSHQW E\ D VWXGHQW LQ FRPSOHWL
VWDQGDUGV DW OHYHOV WKDW ZRXOG EH DSSURSULDWH IRU PRVW VWXGHQW
H[DPSOHV WKHVH VKRXOG UHÁHFW VXIÁFLHQW \HW UHDVQRQDEOH DPRXQW



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
RU FHUWLÀFDWLRQ UHTXLUHPHQWV IRXQG LQ PDQ\ SURJUDP V
- ; This section only contains that which is required for the student to be able to effectively participate in and successfully pass the course.
- ; \$VVLJQPHQWV VSHFLÀF WR UHTXLUHG UHDGLQJ DQG LQVWUXFWLRQ 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 FRXUVHV PD\ XVH UHIHUHQFH PDQXDOV WKDW DUH ORQJ VWDQGLQJ LFR WKH VSHFWUXP 8& DQG &68 JHQHUDOO\ UHTXLUH WH[WV WKDW DUH QR SURYLGHG ZKHQ WH[WV DUH PRUH WKDQ ÀYH \HDUV ROG

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

7KH FRXUVH JUDQWV XQLWV RI FUHGLW EDVHG XSRQ D UHODWLRQVKLS V of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria speci- ÀHG LQ WKH FRXUVH RXWOLQH 7KH FRXUVH DOVR UHTXLUHV D PLQLXP class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.

Intensity §55002(a)2C

7KH FRXUVH WUHDWV VXEMHFW PDWWHU ZLWK D VFRSH DQG LQWHQVLW\

Level §55002(a)2G

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

7KH TXDOLW\ DQG TXDQWLW\ RI UHTXLUHG UHDGLQJ DVVLJQPHQWV DQG L 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 UHDGHUV WKDQ D WUDQVIHU OHYHO FRXUVH 7KHUHIRUH WKH YROXPH RI U 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 VWDQGDUGV)RU H[DP SOH DQ LQWHJUDWHG FRXUVH REMHFWLYH ZLOO FO 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)

-RLQW 5HYLHZ IRU /LEUDU\ /HDUQLQJ 5HVRXUFHV E\ &ODVVURRP DQG /LEU (ASCCC, 1995)



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.



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



Summary of Key Points

- ; The catalog description includes a short paragraph (course description) that provides a well-developed overview of topics covered.
- ; , GHQWLÀFDWLRQ RI WKH WDUJHW DXGLHQFH LV XVHIXO IRU VWXGHQWR FHUWLÀFDWHV RI FRPSOHWLRQ RU FRPSHWHQF\ RU WKRVH FRXQ
- ; Requisites, advisories, and/or limitations on enrollments must be listed.
- ; Lecture/lab/activity/studio hours are included.

)LHOG WULS SRWHQWLDO RU RWKHU UHTXLUHPHQWV WKDW PD\ LPSRVH 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 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 parents. PHHW WKH QHGV RI WKLW VSHFLÀF SRSXODWLRQ

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 designed. For example, "prepares students for health and safety education programs," or "prepares students to successfully qualify for employment in the XYZ industry."

1RQFUHGLW FRXUVHV DUH RIWHQ RIIHUG LQ DVKRUW WHUP RU ÁH[LDO. 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. RXVO\ 6LQFH WKLW FDQ JUHDWO\ EHGHÀW VWXGHQW V\FFHVV WKH GHY 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.

0DQ\ FROOHJHV ÀQG LW XVHIXO WR LQFOXGH WKH VFKHGXOLQJ SDUDPHWHU 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 GHVFULSWLRQ 7KLV DOHUWV VWXGHQWV WR SRVVLEOH H[SHQVHV WKDW PD 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.

,Q WKLV ÀUVW H[DPSON WKHUH DUH WZR FRXUVHV LQ D VHTXHQFH ZKLFK L 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

7KLV ÀUVW FODVV IRFXVHV RQ WKH GHYHORSHPHQW RI VSRNHQ (QJOLVK +LVWRU\ DQG 8QLWHG 6WDWHV *RYHUQPHQW ,W SUHSDUHV VWXGHQWV RI WKH 8QLWHG 6WDWHV ,Q WKLV FODVV \RX ZLOO OHDUQ

U.S. history and government as they apply to the Citizenship examination process.

%DVLF VNLOOV DQG WHFKQLTXHV XVHG LQ RUDO LQWHUYLHZ 7KH UHGLQJ DQG ZULWLQJ VNLOOV UHTXLUHG IRU WHVWLQJ WR EHFRPH +RZ WR FRPSOHWH DQG VXEPLW WKH DSSOLFDWLRQ IRU &LWL]HQVKLS :KDW DGGLWLRQDO GRFXPHQDWLRQ \RX ZLOO QHHG

&LWL]HQVKLS ,QWHUYLHZ

Advisory ESL: Intermediate 2

7KLV FODVV IROORZV WKH %HJLQQLQJ &LWL]HQVKLS FODVV ,W LV GHVL ZKR DUH ZDLWLQJ IRU WKHLU RUDO LQWHUYLHZ 6WXGHQWV VKRXOG KDY LQJ ZULWLQJ DQG VSHDNLQJ VNLOOV ,Q WKLV FODVV \RX ZLOO

3UDFWLFH LQWHUYLHZ TXHVWLRQV UHODWHG WR WKH UHTXLUHG GRFXPH 3UDFWLFH LQWHUYLHZ TXHVWLRQV UHODWHG WR WKH KLVWRU\ DQG JRY 'HYHORS (QJOLVK GLDORJ VNLOOV VSHFLÀF WR WKH WHVWLQJ SURFHVV

1RWH VWXGHQWV ZLOO EH UHTXLUHG WR XVH FRPSXWHU EDVHG WHVWL \$OO FRPSXWHUV DQG WHVWLQJ PDWHULDOV ZLOO EH SURYLGHG

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.

- ;)XOÀOOV D FHUWLÀFDWH RI FRPSOHWLRQ FRPSHWHQF\ RU KLJK VFKRF
- ; Ability to articulate or prepare for credit coursework

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)



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



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

7KH 7LWOH VXE VHFWRQ GHÀQLQJ WKH FRXUVH RXWOLQH GRHV QRW 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 SUHVHQWHG LQ D PDQQHU WKDW UHÁHFVV ERWK LQWHJUDWRQ ZLWK W lead to students achieving those objectives.

In many cases, the environment in which the learning occurs needs to be described. While any course should EH FUDIWHG WR EH DV ÁH[LEOH DV SRVVLEOH WR DFFRPPRGDWH GLIHH 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 GHPRQVUDWRQ DQG UHSHWLWRQ WR SURSHU\ FKRRVH D 3KLOOLS 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

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

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: A3 c 2.gTpde Usr AI(UsLoc)2(T)Acamic ex(T)Setio



Summary of Key Points

- ; The bases for evaluating assignments are given, and ~~late~~ to skills and abilities in objectives.
- ; .QRZOHGJH RI UHTXLUHG PDWHULDO VKRXOG FRQVWLWXWH D VLJQLÀFD
in assignments and methods of evaluation.

Overview and Principles of Effective Practices

<p>'HYHORS D YRFDEXODU\ RI ZRUGV FR Evaluation of X-class participation becomes more sophisticated throughout the term of the course coupled to scenario practice with audio recordings for feedback and guided self-evaluation.</p>	<p>of XXX along with a comprehensive understanding of the word usage and the ability to effectively pronounce and annunciate the learned vocabulary.</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>Students successfully complete three differing types of estimate and invoice preparations and transact them with the instructor or aide acting as the customer.</p>
<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.</p>	<p>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.</p>

:KLOH PDQ\ SURJUDPV ZLWK RXWVLGH DJHQF\ FHUWLÀFDWLRQV KDYH Y ZKR IDLO WR ORJ D VWLSXODWHG QXPEHU RI KRXUV RI DWWHQGDQFH D 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.

)RU PRVW REMHFWLYHV LW ZRXOG EH GLIÀFXOW WR GHPRQVUDWH WKDV KDQG LW FRXOG EH UHDVRQDEOH WR DUJXH WKDW QRQ DWWHQGDQFH onstration, 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 DQG EH ZHOO MXVWLÀHG

Regulatory Requirements—Title 5

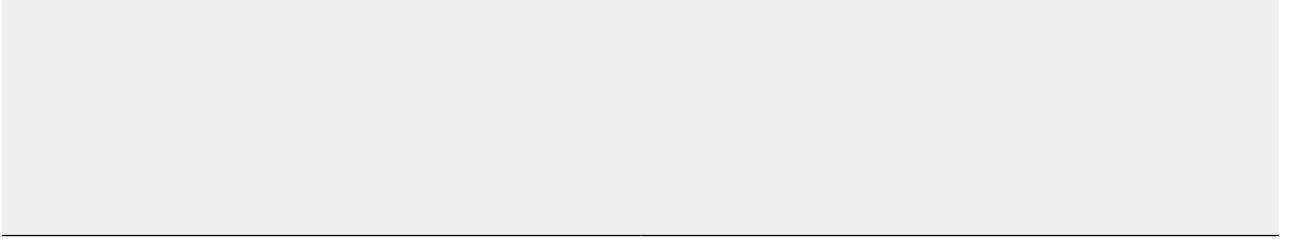
§55002(c)1 The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students.

References

ED

Summary of Key Points

Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.





R C O E



Summary of Key Points



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.
- ; 7LWOH † VSHFLÀFDOO\ HPSKDV L]HV WKD WHFO'PDV μVE HH GLQW GILUV WD G mined 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.

'LVFLSOLQH H[SHUWLVH LV WKH VLQJOH PRVW TXDOLÀHG VRXUFH WR DSS VFKHGXOLQJ DQG FODVV VL]HV ,QKHUHQW WR WKLW WKRXJK LV WKH SRWH D SURÀWDEOH QXPEHU RI FRXUVHV LQ D IDLUO\ VKRUWHQHG WHUP 7KLV LQ 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.

7R GHVFULEH ZLWKLQ WKLW GRFXPHQW D VSHFLÀF VHW RI SDUDPHWHUV ZKL XOLQJ VSHFLÀFDWLRQV LV UHDOO\ QRW IHDVLEOH JLYHQ WKH ODUJH YDULI 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 WKH PRUH HJUHLRXV FDVHV RI DEXVH VHHP WR EH UHÁHFWHG LQ WKHVH D ,I D FRXUVH LV WR EH RIIHUG LQ D ÀYH RU IHZHU ZHH•VH pRPIFV F\ ` p•FX R

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 UHVHDFK GRQH WR GHPRQVUDWH WKH ÀVFDO RU RWKHU EHQHÀWV RI

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



Summary of Key Points

- ; Other disciplines or departments or colleges in the same district may need to review the proposed course outline.
- ; /LEUDU\ VHUYLFHV PD\ QHHG WR UHYLHZ WKH FRXUVH RXWOLQH WR HG
- ; 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
SUHÀ[RU FRXUVH QXPEHU \$\$ \$6 JHQHUDO HGXFDWLRQ TXDOLÀFDWLRQ

I T C O R : A C R G



L P A

- ; 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
- ; DGG GURS IURP DQ DVVRF LDWH GHJUHH RU FHUWLÀFDWH SURJUDP PXV 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

VKRXOG EH WUDQVPLWWHG VR WKDW WKH FRXUVH ÀOH FDQ EH NHSW XS WR

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)
- ; changes in the Text and/or Instructional Materials
- ; changes in the sections on Methods of Instruction, Assignments, or Methods of Evaluation (as long

C E C S O

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 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

RIWHQ GR QRW FRPH WKURXJK ORFDO FXUULFXOXP SURFHVVHV DQG GR QRW
E\ WKH ORFDO FXUULFXOXP FRPPLWWHH 7KH WHUP 'QRQFUHGLWµ LV VSHFL
GHÀQHG LQ 7LWOH † F DQG † † 7KHUHIRUH WKH WHUP 'QRW IF

A



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

\$ VWUXFWXUHG VHW RI WDVNV RU DFFRPSOLVKPHQWV XVXDOO\ ZLWK D
or grading.

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

Curriculum

\$ IRUPDO GHÀQLWLRQ RI D VHW RI H[SHULHQFHV DQG DFWLYLWLHV WKD
manner that will likely cause most students to achieve the desired learning results.

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

FDQ EH WR RWKHU VWDWHV RU FRXQWULHV 7KHUH DUH UHJXODWRU\ UHTXL 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

PDMRU·V DUHD RI IRFXV 6XFK FRXUVHZRUN VKRXOG LQVSLUH LQ VWXGHQW and an increased engagement in the civic and social structures in which they live.

Homework

&RXUVHZRUN GHVLJQH LQWR WKH FRXUVH WKDW FDQ EH VWUXFWXUHGRU 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

DFKLHYH VRPH VSHFLÀF JRDOV EHRQG WKH FXUUHQW VFRSH RI H[LVWLQJ F can collect apportionment, and has clear rules about faculty and student activities and interaction required.

Intensity

\$ TXDOLW\ RU FKDUDFWHULVWLF WKDW GHÀQH WKH OHYHO RI WKLQNLQJ a low level of intensity would be where students are to memorize words in a language course; a higher level

ZRXOG EH ZKHUH WKH\ DUH WR GLVFHUQ WKURXJK PXOWLSOH PHDVXUHV

Matriculation

The intentional process or pathways by which students move from course to course or program to program
D Q G R U V H U Y L F H Z L W K L Q R Q H F R O O H J H \$ V W X G H Q W Å Q L V K L Q J S U H F R O
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

7 K H P L V V L R Q I R U & D O L I R U Q L D . V F R P P X Q L W \ F R O O H J H V L V G H Å Q H G L Q (
These can be summarized into two groups: either providing learning pathways for those seeking career op-
portunities 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
D U H I D F H W R I D F H L Q D O H F W X U H O D E R U D F W L Y L W \ Å H O G W U L S V Z R U
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 dif
ferentiate 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
D Q G F D Q R Q O \ E H R I I H U H G L Q V S H F L Å H G D U H D V V R P H R I Z K L F K R Y H U O D

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
F U H G L W 7 K H V H F R X U V H V D U H R I W H Q F R Q I X V H G Z L W K Q R Q F U H G L W F R X U
U H V H U Y H G I R U X V H D V G H Å Q H G L Q 7 L W O H † F

Objectives

2 E M H F W L Y H V G H Å Q H W K H N H \ H O H P H Q W V W K D W P X V W E H W D X J K W H Y H U \

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

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

0DQ\ FRXUVHV DUH VWUXFWXUHG DURXQG WKH XVH RI D SULPDU\ ERXQ
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

\$ SDUW RI WKH &DOLIRUQLD &RGH RI 5HJXODWLRQV WKDW VSHFLÀFD OO\

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 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.

§5002

(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 unit-IRUP VWDQGDUGV LQ DFFRUGDQFH ZLWK VHFWRQ 7KH JUDGH LV LQ VXEMHFW PDWWHU DQG WKH DELOLW\ WR GHPRQVUDWH WKDW SU or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

% 8QLWV 7KH FRXUVH JUDQV XQLWV RI FUHGLW EDVHG XSRQ D UHO between the number of units assigned to the course and the number of lecture and/or laboratory KRXUV RU SHUIRUPDQFH FULWHULD VSHFLÀHG LQ WKH FRXUVH RXWOL 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.

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 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.

includes reading and writing assignments and homework. In particular, the assignments will be such that students who successfully complete degree-applicable work, 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 and shall include 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 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 of any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

&RQGXFWR I &RXUVH \$OO VHFWRQRV RI WKH FRXUVH DUH WR EH WDX
ZLWK D VHW RI REMHFWLYHV DQG ZLWK RWKHU VSHFLDFDWRQRV GHÀQHG

(5) Repetition. Repeated enrollment is allowed only in accordance with provisions of sections 51002, D Q G

(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

(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;

L V F R Q G X F W H G L Q D F F R U G D Q F H Z L W K D S U H G H W H U P L Q H G V W U D W H

(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.

A 4R P S

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 -
\$ 6 & & http://www.asccc.org/Publications/Papers/AccreditationStandards.htm

: R U N L Q J Z L W K W K H \$ F F U H G L W D W L R Q 6 W D Q G D U G V 7 K H) D F X O W \ . V 5 R
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 -
CAC, 2006) http://cipc.usf.edu/wciac/

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.ccccriculum.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

-RLQW 5HYLHZ IRU /LEUDU\ /HDUQLQJ 5HVRXUFHV E\ &ODVVURRP DQG /LEUDU
(ASCCC, 1995)
http://www.asccc.org/Publications/Papers/joint_review_library.html

3URJUDP 5HYLHZ 'HYHORSLQJ D)DFXOW\ 'ULYHQ 3URFHVV (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

0LQLPXP 4XDOLÀFDWLRQV IRU)DFXOW\ DQG \$GPLQLVWUHQW (California
&RPPXQLW\ &ROOHJHV &KDQFHORU.V 2IÀFH &&&2
KWWS ZZZ FFFR HGX \$ERXW8V 'LYLVLRQV \$FDGHPLF\$IIDLUX 0LQLPXP4XDO

Placement Of Courses Within Disciplines \$ 6 & &
http://www.asccc.org/Publications/Papers/Discipline_placement.htm



Academic Senate for California Community Colleges (ASCCC)

www.asccc.org

California Department of Education (K-12)

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

& D O L I R U Q L D & R P P X Q L W \ & R O O H J H V & K D Q F H O O R U \ V 2 I À F H & & & 2

<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/>

I T C O R : A C R G

A

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

| T C O R : A C R G



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,	À H O G S K \ V L F D O D F W L Y L W \ R E V H
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,	À H O G D F W L Y L W L H V D Q G U H S R U W V	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,	PLG WHUP DQG À QDO HYDOXDWL
	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

COURSE OUTLINE OF RECORD ELEMENTS CHART

Outline Elements Chart

Basic Elements for the three Types of Courses Provided for Under §55002

Reference links to §55002 above.

Degree-App Credit Course Standards for Approval Grading Policy.....§55002(a)2A Units.....§55002(a)2B Intensity.....§55002(a)2C Prerequisites and Corequisites.....§55002(a)2D Basic Skills Requirements.....§55002(a)2E Difficulty§55002(a)2F Level.....§55002(a)2G Course Outline of Record.....§55002(a)3	Nondeg-App Credit Course Standards for Approval Grading Policy.....§55002(b)2A Units§55002(b)2B Intensity§55002(b)2C Prerequisites and Corequisites.....§55002(b)2D Course Outline of Record.....§55002(b)3	Noncredit Course Standards for Approval Uses resource materials Uses teaching methods Uses standards of attendance and achievement.....§55002(c)1 Course Outline of Record.....§55002(c)2
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Reference links to outline elements below

unit value 14 . . contact hours 15 . . pre/corequisites/advisories 15 . catalog description. 18 . . objectives 21 . . content 25 . . instructional methodology. 26 . methods of evaluation. 29 . assignments 32 . . required texts 34 . .	contact hours 36 catalog description. 37 objectives 40 content 42 instructional methodology. . . . 43 methods of evaluation. 45 assignments 47
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Required elements relevant to all courses

Needs Justification.	9
Chancellor's Office data elements.	11
Discipline assignment.	13

Additional elements relevant to all courses

Modality of Instruction	50
Course Calendar and Class Size	50
Other Local Elements.	51