not mean that a CSU or UC allows students to take a course more than one time if the student wants to repeat the experience. Documentation of this requirement must be provided to the curriculum committee and must be retained by the District.

2. Intercollegiate athletics as defined in section 55000
3. Intercollegiate academic or vocational competition as defined by section 55000. To qualify as repeatable, the course must require students to participate in officially recognized competitions. Examples are Model UN and speech competitions. Single competitions, or those created by the college, are not considered broad enough to meet this criteria.

CATALOG DESCRIPTION:

Catalog descriptions should be succinct but provide a global view of the course. Typically they start with a verb (e.g. presents, introduces, explores). In the case of course in a prescribed sequence it is also allowable to use the format, “First in a series of three courses examining...” Descriptions average two to three sentences. Prerequisites and co-requisites will be automatically included, so those do not need to be mentioned. If field trips are required, that fact must be stated at the end of the description, “Field trips required.” Finally and UC or CSU credit limitations must be stated.

STUDENT LEARNING OUTCOMES:

Student learning outcomes represent the overarching goals of a course. Consequently ACCJC supports embedding SLOs in the course outline of record. Standards for SLOs at College of the Canyons are:

- SLOs must be consistent with the catalog description
- 1-2 SLOs per class. This facilitates the assessment cycle.
- SLOs are stated in overarching, but measurable terms. Generally this means using higher order verbs from Bloom’s Taxonomy.
- SLOs are divided into lecture/lab if the course is a combined lecture and lab course.
- At times regional groups collaborate on curriculum to standardize it across the state. Those groups may have different standards for SLOs. Past practice is to follow the standardized pattern as much as possible.

OBJECTIVES:

The following is taken from The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008, pg. 24):

1. Objectives should be stated in terms of what students will be able to do.
2. Objectives should clearly connect to achievement of the course goals.
3. Objectives should be concise but complete: ten objectives might be too many;