language and rationality. 18 semester or 27 quarter units must be in a major or area of emphasis. The remainder of the units comes from electives and/or specific local requirements. Colleges may exceed the 60 semester or 90 quarter unit minimum.

AA-T and AS-T CRITERIA:

The associate degree for transfer (ADT) was developed to create a seamless transfer process between the California State University System (CSU) and the California Community College System (CCC). These degrees are designed to work across the CSU system, so that students have more flexibility in their transfer decisions and priority admission for completing the ADT (Education Code 66747). ADT follow the same pattern as the associate degree, but also has specific criteria that must be followed.

- General education units are limited to 18 semester or 27 quarter units from IGETC or CSU General Education Breath Requirements. (Education Code 66746(a)).
- No local requirements may be imposed (Education Code 66746).
- The degree may not exceed 60 semester or 90 quarter units except in special circumstances (Education Code 66748).
- Local colleges must follow the Transfer Model Curriculum (TMC) when developing these degrees. The TMC is developed and approved through an intersegmental process involving the community colleges and the CSU system. http://www.c-id.net
- Courses in the ADT must be approved through the Course Identification Number (C-ID) system if there is an approved descriptor for the course. http://www.c-id.net

PROGRAM PREREQUISITE CRITERIA:

This pertains to an educational program that “is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” (Title 5 §55000).

- Determination about prerequisites and co-requisites shall be made on a course-by-course or program-to-program basis.
- Programs cannot have a separate admission process; students are admitted to the college (open access) and enrolled in its courses and programs, although an application for such a program is permitted.
- Identifying those who have met the prerequisites for the program creates the pool of students qualified to enroll in a program. If fewer seats are available for courses in the program than the number of qualified students in the pool, a non-evaluative process must be used to determine who will be in the classes.
CTE CRITERIA:

Career Technical Education programs prepare students for employment immediately after completing the program. There are certain special restrictions on CTE programs whether they are offered as an associate degree or a certificate.

- Cannot be designed exclusively for individuals already employed by a particular employer or industry unless the college also allows other students to enroll or offers a parallel program that is open to all students (Title 5, section 51006).
- Documentation of need includes labor market information and analysis, employer surveys, and advisory committee recommendations. (Education Code 78015).
- Recommendation from the Career Technical Education Regional Consortium to avoid unnecessary duplication of training in the college’s service area (Title 5, section 55130(b)(8)(E).
- Occupational programs must be reviewed every two years to show continued evidence of labor market demand and employment by its students (Education Code 78016).
- All prerequisites, co-requisites, and advisories must also be reviewed every two years (Title 5, section 55003).

CREDIT CERTIFICATES

- Certificate of achievement: is defined as any sequence of degree-applicable courses consisting of 18 or more semester units or 27 or more quarter units. A certificate of achievement is designed to represent the completion of learning experiences, which develop skill in CTE or general education. It may not be solely based on basic skills and/or ESL courses. Additionally this certificate is considered an education program requiring Chancellor’s Office approval and may be placed on a student’s transcript (Title 5, section 55070).
- Certificate of specialization: is the title given to all credit certificates at College of the Canyons that are less than 18 semester or 27 quarter units. Title 5 does not specify a name for these sorts of certificates, but it does prohibit using certain names (e.g. achievement, completion, competency). This certificate may only appear on a student’s transcript if it is 12 semester to fewer than 18 semester units and has been submitted to the Chancellor’s Office for approval. Credit certificates lower than 12 semester units may not appear on a student’s transcript. (Title 5, section 55070).

NON-CREDIT CERTIFICATES

- Certificates of Completion: are awarded for a sequence of non-credit course work leading to improved employability or job opportunities (Title 5, section 55151).
- Certificates of Competency are awarded for non-credit course work that prepares a student to progress in a career path or to take credit courses. It is based showing competency rather than taking a specific number of courses (Title 5, section 55151).
CHAPTER 4

CREATING A COURSE OUTLINE OF RECORD

PURPOSE, COMPONENTS, AND GUIDELINES FOR CREATING A COURSE OUTLINE OF RECORD
PURPOSE OF THE COURSE OUTLINE OF RECORD

The Course Outline of Record (COR) is a required document for all credit and non-credit courses under Title 5. It must fully describe the course and its components, as well as meet the standards detailed in Title 5, section 55002, as well as other regulatory and accreditation standards. The COR is the primary way the community and other institutions are exposed to the scope and rigor of courses and programs. It plays an integral role in program evaluation and regional accreditation. The COR serves as the basis for articulation agreements and course identification number (C-ID) approval. It is the template for course syllabi to ensure consistency across all course sections. Finally it is considered legal contract between the instructor, student, and college. The standards for the COR are the same whether the course is new or revised.

The following statements illustrate the importance of the COR:

- ACCJC Standard II A2c: High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
- 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: A Curriculum Reference Guide (ASCCC, 2008)
- 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, the assignments, and the methods of evaluation used to promote and evaluate student mastery of those objectives. The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008)
- … it must be recognized that the purpose of the course outline goes beyond expressing the content of the course and the way it is taught. It is the document that is reviewed to meet accreditation requirements, intersegmental standards, and articulation needs. This broader audience outside the individual campus calls for expanded writing styles to meet the expectations of those groups. Experience has shown that certain methods of presentation are more effective than others in conveying the components of the course to meet those expectations. The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008)

Good practice dictates that the COR be specific enough to guide instructors in developing the course and those who will evaluate the course. At the same time, it must be general enough to provide instructors the freedom to employ his/her teaching style and expertise and to adapt to student learning.
The following worksheet addresses core elements in the course outline of record. It illustrates a method of ensuring that a course is comprehensive and integrated. The most common reason courses are returned to the author is because the course outline or record lacks integration. The worksheet can be used for both new and modified courses. It is a planning document and not intended to represent a style sheet for writing SLOs, objectives, or content outlines. (Adapted from The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008)

## ENGINE SYSTEMS

<table>
<thead>
<tr>
<th>Course SLO is over arching and matches course description: By the end of this course students will be able to:</th>
<th>The course objectives are composed of the following CONTENT elements:</th>
<th>Students will master these objectives by the following METHODS OF INSTRUCTION:</th>
<th>Students will complete the following types or examples of homework or OUTSIDE ASSIGNMENTS</th>
<th>Students will be EVALUATED by:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diagnose and evaluate most common fuel system problems safely</strong></td>
<td><strong>proper tool usage,</strong></td>
<td><strong>read assignments from the course primary textbook to become familiar with basic tools and common test equipment,</strong></td>
<td><strong>practical assessments where the student safely operates various test equipment and hand tools,</strong></td>
<td><strong>oral and practical assessments where the student safely handles various fuels and other hazardous materials,</strong></td>
</tr>
<tr>
<td></td>
<td><strong>determine the proper handling of fuels and combustible materials,</strong> apply testing techniques and data to familiar and unfamiliar diagnosis scenarios.</td>
<td><strong>characteristics of petroleum products,</strong> technical reading, interpolating data in diagnostic process charts and schematics.</td>
<td><strong>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 and write a 5 page paper comparing and contrasting different combustible liquids</strong></td>
<td><strong>written assessments in which the student completes research questionnaires</strong></td>
</tr>
<tr>
<td></td>
<td><strong>apply testing techniques and data to familiar and unfamiliar diagnosis scenarios.</strong></td>
<td><strong>laboratory simulators and test equipment,</strong> demonstrations of fuel flammability, conduct research on computer based repair and service information, in-class practice exercises in diagnostic and analytical skills.</td>
<td><strong>complete responses in course workbooks.</strong></td>
<td><strong>practical assessment in which the student successfully completes several diagnostic scenarios.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>read assignments from the course primary textbook to become familiar with basic tools and common test equipment,</strong></td>
<td><strong>Demonstrate diagnosing and evaluating fuel system problems</strong></td>
<td></td>
</tr>
</tbody>
</table>
COMPONENTS OF THE COURSE OUTLINE OF RECORD

Title 5, section 55002 specifies elements, which must be present in the course outline of record. In addition the Chancellor’s Office also requires that CORs contain other elements. In addition, the college finds it useful to include other elements. The following is a summary of all required elements.

RATIONALE:

This component addresses the three of the five criteria required for all courses and programs: mission, need, and resources. Include a complete description of how the course fits with the mission of the college and department, the need for the course, and the availability of resources to offer it as described in the rest of the COR. Revised courses should state how SLO assessment findings guided the revision process. The other two required criteria, quality and compliance, will be judged based on the rest of the COR.

COURSE TITLE, PREFIX, and NUMBER:

The title should reflect the nature of the course, and at the same time, be succinct. This is an element required by the Chancellor’s Office. The prefix needs to follow the pattern established by the college for different groups of related courses. If this is a new course, consult with Academic Affairs to determine the correct prefix.

The number should reflect the following pattern:

1-99 = credit, non-transferrable
100-299 = credit, transferrable

Within that numbering system, certain numbers are reserved for specific categories of classes:

098 or 198 = special topics
099 or 199 = experimental courses (may only be offered twice)

Consideration needs to be given to sequencing within departmental offerings. It is helpful for students to have foundational courses listed with lower numbers than more advanced courses. If courses are related to one another in content, it is also helpful to reflect that in the numbering system. Finally experience has shown that leaving room between course numbers for future additions allows departments more freedom when a major curriculum revision is needed. It is never a good idea to reuse course numbers if the new/revised course is
substantially different from the old course. Reusing numbers creates confusion when students are seeking credit for courses.

CREDIT STATUS:

The Chancellor’s Office requires courses to be designated according to their credit status. The course number reflects the level, but does not entirely address this issue. There is a separate section in CurricUNET to complete to fulfill this requirement. The following is a definition of the different choices in CurricUNET:

- AA degree applicable – non-transferrable: a course that is present in an associate degree or certificate, or listed as an associate degree GE requirement but which is taught at a level less than a typical baccalaureate course. It should have a number less than 100.
- AA degree applicable – transferrable: a course typically accepted to fulfill a lower division baccalaureate requirement by the CSU system. The course should have a number between 100 and 299.
- College credit: a non-transferrable elective. The course number should be less than 100.
- Non-credit: a course that fits into one of the nine approved non-credit categories. These courses pre-collegiate level courses. There is a special numbering system for non-credit courses.

DOUBLE CODING:

Another consideration is whether or not the course should be listed in two different departments. While this is commonly called “cross-listing,” the actual term is “double coding.” Double coding” is appropriate if a course covers material common in more than one subject area. For example ECON 170 “Economic History of the U.S.” is double coded with HIST 170. The curriculum committee requires that the following criteria be met in order to approve double coded courses:

1. The courses must have two separate but identical CORs
2. Faculty members must author the course in their area.
3. Double coded courses must “cross-listed in both disciplines or designate interdisciplinary as the discipline for both courses.

DISCIPLINE:

Title 5 does not specify that the discipline be listed on the COR; however, it does specify that each course be taught by a qualified instructor. Listing the qualifications for instructors on the COR is the logical place to record this information. The appropriate discipline needs to come from the Minimum Qualifications for Faculty and Administrators in California Community Colleges published by the Chancellor’s Office http://www.asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2
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 preparation in each of the other disciplines listed for the Interdisciplinary discipline. The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008)

Disciplines should not be confused with degrees or department names. Rather consider them a label describing expertise in specific areas. For example the discipline of “Earth Science” is defined as: Master’s degree in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR bachelor’s degree in geology AND master’s degree in geography, physics, or geochemistry OR the equivalent. (Minimum Qualifications for Faculty and Administrators in California Community Colleges, 2012, pg. 19)

Care needs to be taken when assigning disciplines to ensure qualified instructors teach students. Generally the faculty author is considered the content expert and therefore most qualified to determine the appropriate discipline. It is the curriculum committee’s responsibility to make the final decision.

Examples:

Single discipline: Most commonly only one discipline is appropriate to teach a course. For example SOCI 101 – “Introduction to Sociology” is only taught by faculty with the minimum qualifications for the discipline of Sociology.

Cross listing: In the case of ECON 170 and HIST 170, both courses are titled “Economic History of the U.S.” Economics and History are listed as disciplines qualified to teach this course. This means either discipline has the background and skills to teach the entire content of either course. In this example the courses are also double-coded, so it seems logical to include both disciplines. However, it is unnecessary to double code a course to list more than one discipline. For example HLHSCI “Women and Health” has both Health and
Nursing listed as disciplines qualified to teach this course, and it is not double coded with a nursing course.

*Interdisciplinary:* On the other hand in the example above, if the discipline listed was Interdisciplinary: economics and history, then faculty teaching either of those courses would need to meet the minimum qualifications in at least one of those disciplines with verified course work in the other. The college is allowed to decide how many units of course work are required to meet be qualified in the second discipline when Interdisciplinary is the assigned discipline.

**PROGRAM:**

The Chancellor’s Office requires that the COR indicate placement of courses in Chancellor’s Office approved programs. If the course is not part of a program, then it is considered a stand-alone course and requires separate approval by the curriculum committee. (CB24 – stand alone or in a program, AB1943)

**CLASS SIZE:**

This is a negotiated item not currently included in the COCFA contract. The ASCCC recommends that class size be listed in the COR, as it is part of the pedagogy of the course.

- The standard class size for lecture courses is 35. Any exceptions to that class size need to be discussed with the Academic Affairs. Previously established exceptions to the standard lecture class size are:
  - Modern languages = 30
  - Communication 105 = 30
  - Honors = 25
- Lecture/lab courses use the size of their laboratory space for their class size. Examples:
  - Chemistry/Biology = 24
  - Animation = 18
- In some cases the college has agreed to support other class sizes. Please consult with the department chair and/or Academic Affairs for those special circumstances.

**UNITS/HOURS:**

The academic unit is based on the hours a student spends learning, both inside and outside the classroom. This is called the “Total Student Learning Hours.” The units given for those hours are called “Academic Credit.” Title 5, section 55002.5 specifies that the minimum number of student work hours for one unit of credit is 48. It further specifies that colleges must award 2 units of credit for courses requiring 96 or more student work hours.
It is common practice for this formula to be interpreted in the following manner:

- Lecture: 1 hour of work/week in class and 2 hours/week outside of class over the entire semester = 1 unit
- Laboratory: 3 hours of work/week in the laboratory over the entire semester = 1 unit (presumes no outside work for students)

In both cases the **Total Student Learning Hours** is used to calculate the unit value of academic credit. Since laboratory courses may actually require outside work, colleges may calculate the units awarded based on the lecture model. For example 2 hours/week laboratory and 1 hour/week outside work (3 total student work hours) would equal 1 unit of credit. There is no prohibition against this practice. However, it must be used with caution, particularly in regard to transferable laboratory courses. In the natural sciences, it is standard university practice to base the number of units awarded only on the in-class hours. Any alteration of this relationship for such a course could jeopardize its acceptability for major or general education purposes at the four-year level.

Since semester terms range from 16-18 in the community college system, the Chancellor’s Office has recommended that hours and units be based on 54 hours of total student work hours equals 1 unit of academic credit. This ensures the most accurate reporting of FTES. How those hours are actually scheduled and reported for apportionment is left up to the college as long as at least 48 hours of work is awarded 1 unit of credit.

Course Outlines of Record must record the total hours required for each instructional category and the total student work hours. Hence the COR must record the lecture hours, lab hours, and outside work hours to calculate the correct number of academic units.

**Formula:**

\[
\text{(Total Lec Hrs) + (Total Lab Hrs) + (Total Homework Hrs)} = \text{unit(s)}
\]

\[
\frac{54 \text{ semester hours/unit}}{}
\]

Title 5 requires that units be rounded to the nearest 0.5, but colleges may elect to give credit for smaller increments. At College of the Canyons the smallest unit value awarded is 0.25 units.

**EXAMPLES:**

Lecture only: 18 hours lecture + 36 hours homework = 54 total hours/54 = 1 unit

Lab only: 54 hours lab + 0 homework = 54 total hours/54 = 1 unit
Lecture/lab: 18 hours lecture + 36 hours homework + 54 hours lab = 108 total hours/54 = 2 units

At College of the Canyons the COR reflects the total number of student learning hours and the associated units for an entire semester. The department chair, division dean, and Academic Affairs handle scheduling issues for shorter terms.

The curriculum committee uses the hours and units listed to evaluate a COR. A 3 unit lecture course with two objectives and six lines of content indicates a mismatch between total student learning hours and the construction of the course. That COR would be returned for clarification. Similarly a 3 unit lecture course listing “papers and worksheets” does not give enough detail to explain the expected 108 outside hours of homework. That COR would be returned as well for clarification.

CONDITIONS OF ENROLLMENT:

Title 5, sections 55002(a)(2)(D), 55003(d), and 58106

Prerequisites, co-requisites, advisories: Title 5 states that if, after reviewing the course outline of record, the curriculum committee determines that a student would be highly unlikely to receive a satisfactory grade in that course unless the student has knowledge or skills not taught in that class, then prerequisites or co-requisites need to be established. Student success is the key element in determining if a prerequisite or co-requisite is required. Title 5 also charges the college with implementing these restrictions consistently. Proper enforcement means that:

1. Students are required to meet the conditions of enrollment in a course
2. Enrollment in the course is restricted to students who meet the prerequisites
3. Students are provided with procedures for challenging prerequisites
4. Procedures for established for periodically reviewing prerequisites and co-requisites. Specifically precollegiate skills in reading, written expression, or mathematics require the college to ensure that prerequisite and co-requisite policies do not have a disproportionate impact on groups of students in terms of race, ethnicity, gender, age, or disability.

Once a prerequisite/co-requisite has been adopted for a course, all students wishing to enroll in that course must meet those requirements. Prerequisites and co-requisites must be enforced consistently. Instructional and counseling faculty and/or other staff cannot waive course prerequisites. However, students may challenge prerequisites, corequisites and limitations on enrollment when they can provide evidence of comparable knowledge or skills demonstrated through alternate coursework, portfolios of work
completed, work experience. The department chair handles the Prerequisite Challenge process.

Other Limitations on enrollment: In addition to establishing prerequisites, corequisites, and recommended preparation (advisories), Title 5, section 58106 establishes certain circumstances whereby the college may set limits on which students are eligible to enroll in a course. Auditions and team tryouts are common limitations on enrollment. Limitations should be fair, as objective as possible, and produce consistent evaluation results. Limitations are listed in the course outline of record at College of the Canyons. They must be evaluated periodically for disproportionate impact, so records must be kept for analysis.

Enrollment is subject to limitation based on one or more of the following reasons:
1. Health and safety
2. In cases of intercollegiate competition, honors courses, or public performance courses, allocation of available seats to those students judged most qualified, and providing such courses are not core requirements for a major or a general education requirement for which there is no other course available.
3. One or more sections of a course are limited to a cohort of students when other sections of the same course are available for open enrollment. The Chancellor’s Office position is that at least 50% of the sections offered need to be open to all students in order to restrict some sections to cohorts.
4. Selection procedure is expressly authorized by statute (assessment tests)

All limitations on enrollment must be approved by the curriculum committee and reported to the Chancellor’s Office. In the spirit of open access, any restriction requires documented proof to justify that restriction. This proof is typically referred to as “scrutiny” and becomes part of the course outline of record by filling out the “requisite” form in CurricUNET. The following is a definition of the types restrictions:

- Prerequisite: course or condition the student must complete prior to registration in order to be successful in the new course.
- Co-requisite: course the student must take at the same time as another course in order to be successful in both.
- Advisory/recommended preparation: a course or skill that would be helpful to the student, but which is not necessary for success in the course.
- Audition: performance courses typically require an audition for placement in the correct role or performance group.
- Cohort: colleges may restrict registration to specific groups of students. This may take the form of learning community or an honors program.
- Regulatory restrictions: a law or governing agency restricts access to a course(s) or learning environment such as a clinical site.
- Health and safety restrictions: requirements students must meet in order to be safe in the learning environment.
- Assessment tests: tests to establish student skill level and which are used to give students access to specific courses.
Different types of limitations on enrollment require different levels of scrutiny. The following is a table outlining the most common types of scrutiny:

<table>
<thead>
<tr>
<th>Type of limitation on enrollment</th>
<th>Level(s) of scrutiny required</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisories</td>
<td>Brief content review, examining SLO's, objectives, and/or content</td>
<td>English 101 or 101H for History 101H</td>
</tr>
<tr>
<td>Prerequisite/co-requisite – in a sequence within a discipline</td>
<td>Content Review</td>
<td>English 101 for English 102</td>
</tr>
<tr>
<td>Prerequisite/co-requisite – outside of discipline not in English or Math</td>
<td>Content review, plus a listing of 3 equivalent UC/CSU courses also requiring the same prerequisite</td>
<td>Chemistry 201 for Engineering 151</td>
</tr>
<tr>
<td>Prerequisite/co-requisite – outside of discipline in English or Math</td>
<td>Content review plus: • a listing of 3 equivalent UC/CSU courses also requiring the same prerequisite, or • a letter from a 4 year school requiring the prerequisite for articulation, or • data analysis and validation</td>
<td>Math 060 for Chemistry 110 • Math 070 for Biology 107 • English 101 for Honors Sociology 101.</td>
</tr>
<tr>
<td>Co-requisite – closely related lecture/lab pairing</td>
<td>Specifically allowed in Title 5. Exempt from content review.</td>
<td>Geography 101 and Geography 101L</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>Content review for health and safety plus documentation if mandated by outside agency</td>
<td>Red Cross requirements for KPEA 140 Lifeguard Training</td>
</tr>
<tr>
<td>Regulatory Restrictions</td>
<td>May be imposed by either contract or law</td>
<td>Valid RN license for NURSNG 250 Transition into Professional Practice</td>
</tr>
<tr>
<td>Audition for performance courses</td>
<td>• Document audition process and collect data for disproportionate impact study, and • Alternative courses are available to meet degree/certification requirements</td>
<td>Audition for THEATR 190A</td>
</tr>
<tr>
<td>Cohorts – courses are restricted to a specific group of students</td>
<td>Other sections/courses are available to meet degree/certification requirements</td>
<td>PACE, learning communities</td>
</tr>
<tr>
<td>Honors courses restricted to Honors Program Cohort</td>
<td>Other sections/courses are available to meet degree/certification requirements</td>
<td>English 101 is available to all students, whereas English 101H is only available to honors students</td>
</tr>
<tr>
<td>Assessment test (cut score) within a discipline</td>
<td>Content Review + Test approved by CO + Validated cut-off scores +Multiple Measures +Disproportionate impact study</td>
<td>English 094 or placement via assessment are required to enter English 101</td>
</tr>
<tr>
<td>Assessment test (cut score) outside of discipline</td>
<td>Same as when assessment is used within a discipline, plus data collection and analysis</td>
<td>English 094 or placement into English 101 via assessment as prerequisites for History 170</td>
</tr>
<tr>
<td>Program prerequisite</td>
<td>Establish for one required course in the program</td>
<td>Anatomy required to enter a program.</td>
</tr>
</tbody>
</table>

**Content review:** Content review is a process to determine the skills or knowledge needed for success in a given course. It also includes a determination of how that preparation is best obtained by students. The result of this process is a decision as to whether a student needs to acquire that preparation prior to
enrolling in the class (prerequisite), while being enrolled in that class (co-requisite), or to strongly recommend that students acquire that preparation prior to enrollment (advisory).

Advisory content review: A brief content review is used for advisories, because the recommendation is not binding. In a brief content review the SLO’s, objectives, and/or the content of the advisory course are compared to those of the target course to indicate how the advisory skills or knowledge will promote success in the target course. This is accomplished by filling out the requisite form in CurricUNET and completing the brief content review section. State which SLO’s, objectives, and/or the content from the recommended course will enhance performance in the target course, and how students’ success will be increased by having that preparation.

Prerequisites, and in some cases co-requisites, require a more complete process, because they are binding restrictions. A full content review requires:

a. Involvement of faculty with appropriate expertise. When a prerequisite/co-requisite is outside of the target course discipline, faculty from both areas must consult during this process. List the names in the appropriate area on the requisite form.

b. Consideration of course objectives set by relevant department(s) (the curriculum review process should be done in a manner that is in accordance with accreditation standards);

c. Examination of detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;

d. Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

e. Identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under “d.” Briefly summarize the findings in the “brief content review section” on the requisite form in CurricUNET.

f. Matching of the knowledge and skills in the targeted course (identified under d.) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under e.). This part is accomplished in the “content review” section in CurricUNET, and

g. Maintenance of documentation that the above steps were taken. Note the conclusions of the faculty conducting the content review at the end of the content review matching grid in CurriUNET. Completing the two forms will be considered documentation of the content review process.

Courses exempt from content review:
1. Required by statute or regulation; or
2. Part of a closely-related lecture-laboratory course pairing within a discipline; or
3. Required by four-year institutions; or
4. Baccalaureate institutions will not grant credit for a course unless it has
the particular communication or computation skill prerequisite.

**Content Review with Statistical Validation:** In some cases of English and Math
prerequisites it is necessary combine content review with statistical to establish
the prerequisite or co-requisite. In these cases data needs to be collected based
on sound research practices to show that the prerequisite or co-requisite is
appropriate. If the data shows that students are highly unlikely to succeed
without the prerequisite/co-requisite, then the prerequisite/co-requisite is
validated. If the data show otherwise, then faculty may not establish the
prerequisite/co-requisite. Data must be collected in at least one of the following
areas:

a. The extent to which students, those currently enrolled in the course or
those who have completed it, believe the proposed prerequisite or
corequisite is necessary.

b. Comparison of the faculty members' appraisal of students' readiness for
the course to whether students met the proposed prerequisite or
corequisite. The faculty appraisal could be done at any time in the
semester that the college determined was appropriate and based on
independent assignments, quizzes and exams, participation in class, or
other indicators that the student was or was not ready to take the course.

c. Comparison of students' performance at any point in the course
with completion of the proposed prerequisite or corequisite.

d. Comparison of student performance in the course to their scores on
assessment instruments in the manner required to validate an
assessment instrument and cut scores for the course in question.

When data collection and analysis is required, Institutional Research will assist
departments in conducting and/or obtaining data regarding student success relative to
prerequisite requirements.

**Title 5** allows the option of establishing English and Math prerequisites using
content review with data collection alone. At this time the Academic Senate has
recommended this process as an option, but the relevant Board of Trustees
policy has not been officially amended to allow this practice at College of the
Canyons.

**REPEATABILITY:**

Repeatability refers to situations in which a student who has received a
satisfactory grade in a class may take it again for credit. **Title 5, section 55041**
only allows a course to be repeated if it:

1. Must be repeated to meet major requirements at a CSU or UC to complete a
bachelor's degree. This means that the school states in their catalog that part of
lower division preparation requires repeating a course or type of course. It does
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;