CURRICULUM COMMITTEE PROCEDURES

I. SCOPE AND DUTIES
   1. Review and recommend action on existing curricula
   2. Review and recommend action on proposed curricula
   3. Encourage and foster the development of new curricula
   4. Request, consider, and respond to reports from various college groups whose work bears directly on the curriculum
   5. Disseminate curricular information and curricular recommendations to the faculty, Academic Senate, administration, and to the Board of Trustees
   6. Implement state-mandated regulations or policies that affect curriculum
   7. Recommend associate degree requirements to the Academic Senate, administration, and Board of Trustees
   8. Recommend additions, deletions, and modifications in general education patterns for the associate degree, the California State University General Education Breadth Requirements, and the Intersegmental General Education Transfer Curriculum (IGETC)
   9. Review all curriculum proposals to ensure congruence with the college’s mission, need, quality, feasibility, and compliance with Title 5.

II. MEMBERSHIP:
   1. As an academic and professional matter, the composition of the Curriculum Committee will be mutually agreed upon by the Senate and the District.
   2. The Academic Senate will develop procedures to select the faculty members of the committee.
      a. Elections will be held in the spring of even numbered years
      b. Term of service will be for two years
      c. If a position is vacated and filled with a new member, the new member’s term of service will be completed at the end of the original two-year term.
   3. The following are considered voting members of the committee:
      a. Faculty Chair of the Curriculum Committee
      b. One representative from each division/school.
      c. 3 At-Large Faculty Representatives
      d. 1 Adjunct Representative
      e. Chief Instructional Officer or designee from the Office of Academic Affairs
         i. The Chief Instructional Officer or designee from the Office of Academic Affairs may serve as Administrative Co-Chair of the Curriculum Committee.
         ii. Every two years during the Spring Semester the Chief Instructional Officer will confer with the Senate as to the status and performance of the Administrative Co-Chair.
4. If they are not already voting members, the following shall be appointed as Non-Voting members:
   a. Curriculum Coordinator
   b. Representative from the Associated Student Government
   c. Representative of the Counselors (if no elected member is a Counselor)
   d. Matriculation Officer
   e. Director of Admissions and Records
   f. Articulation Officer

5. The following committees will provide a representative to serve as a resource to the Curriculum Committee. They are considered non-voting resource members, and are not expected to attend meetings unless they are requested:
   a. Disciplines Committee
   b. Student Learning Outcomes Coordinator(s)
   c. Ed-Tech Committee

III. MEMBER RESPONSIBILITIES:

1. Attend and fully participate in committee meetings
2. Serve as a consultant to members of his/her division during curriculum development. Committee members may answer questions, provide information on curriculum policies and procedures, and prepare faculty to present their courses at curriculum meetings.
3. Inform and update their division about curriculum issues such as (but not limited to):
   a. Proper preparation of course outlines
   b. Prerequisite/corequisite policies
   c. Curriculum Committee deadlines
   d. Developing Student Learning Outcomes
4. All members of the committee shall make decisions based on a college wide perspective.
5. It is expected that all members are prepared to make informed decisions. This will require members to, at a minimum:
   a. Read all the course/program outlines before the meeting;
   b. Stay current on Title 5 and Education Code requirements regarding curriculum;
   c. Participate in required training (e.g. Stand Alone Certification);
   e. Be knowledgeable about current curriculum policies, procedures, writing standards, resources, forms, and deadline dates.
6. Members are expected to find and orient a substitute if they are unable to attend a meeting.
7. If a member misses more than 50% of the meetings in a single semester, it will be assumed that they have tendered their resignation.

IV. FACULTY CO-CHAIR RESPONSIBILITIES
1. Serves as a resource person to assist faculty in the development of curriculum proposals.
2. Develops a recommended curriculum committee schedule each year.
3. Reviews all courses and programs prior to establishing agendas
4. Establishes the agenda for Curriculum Committee meetings.
5. Schedules and conducts the technical review meetings
6. Conducts the Curriculum Committee meetings
7. Provides advice and guidance on curriculum issues, such as: Education Code regulations, Title V compliance, course numbering sequence, and prerequisite regulations
8. Updates the Academic Senate regularly regarding committee activities.
9. Reviews minutes of meetings prior to submitting to the Academic Senate.

V. ADMINISTRATIVE CO-CHAIR RESPONSIBILITIES
1. Works with faculty co-chair to fulfill college Curriculum Committee responsibilities
2. Manages course and program review workflow.
3. Interfaces with the Curriculum and Articulation Coordinator to:
   a. Maintain all curriculum files
   b. Submit curriculum materials for state and local approval
   c. Maintain the curriculum database and forms in WebCMS
   d. Prepare and submit curriculum materials for review and approval by the Academic Senate.
4. Facilitates technology training for all committee members and faculty authors.
5. Supervises/assists Academic Deans in fulfilling their curriculum responsibilities.

VI. AUDIT TRAIL

1. Proposals will not be considered until they have completed the Audit Trail.
   a. Faculty meeting the minimum qualifications to teach the proposed/revised course must write proposals.
   b. In a case where there are no full time faculty qualified in the course discipline, adjunct faculty who are qualified may act as content experts to assist the full time faculty in creating or revising the course outline of record.

2. Selection of Auditors
   a. Some positions on the audit trail are automatically appointed such as the Dean, Chair, Articulation Officer, and resource positions. They will be included in the audit trail due to their role in the college.
   b. The following audit trail positions are appointed positions. The Curriculum Committee Faculty Co-Chair will solicit input from relevant
campus committees for a faculty member to fill these positions. The chairs will mutually agree on a recommendation.
   i. Distance Learning
   ii. Disciplines
   iii. SLO

c. The initial term of service shall be two years. Auditors may be reappointed for additional two-year terms.
d. Appointments will be made in the spring of odd numbered years.

3. Auditor responsibilities
   a. Department Chair
      i. Check course outlines for accuracy in all sections
      ii. Check to see that course is in line with the program review
      iii. Check for appropriateness to college mission
      iv. Ensure that SLO’s, objectives, and content are divided into lecture/lab sections if appropriate and that all aspects of the outline are consistent with each other.
      v. Check that outline meets curriculum standards as well as represents the current standards for that discipline.
      vi. Verify that the SLO(s) is consistent with the relevant program and institutional SLO(s).
   b. SLO
      i. Ensure that SLO’s are properly written and that the objectives are distinct from, but related to, the SLO’s
      ii. Compare content with SLO’s & objectives to ensure consistency.
      iii. Check that methods of assessment are consistent with SLO’s.
   c. Discipline
      i. Ensure correct discipline placement
   d. Distance Education
      i. Ensure distance education addendum adheres to principles of distance education.
      ii. Compare DLA to course outline of record to ensure that assignments can be completed in this format.
   e. Academic Dean
      i. Review entire proposal following the guidelines from the preceding steps in the audit trail.
      ii. Note whether or not there are sufficient resources to support the course or program.
   f. Articulation Officer
      i. Review program, general education, and articulation information for accuracy.
      ii. Ensure that proposal (description, content, assignments) meet articulation requirements.
   g. Learning Resources (Library, Computer Support)
      i. Ensure that adequate resources for course/program are available.
h. School representative
   i. Review all comments from the audit trail
   ii. Submit proposal to Curriculum Office if no significant issues are present
   iii. Return proposal to author if there are significant issues and consult with the author to resolve the issues.

4. If a proposal does not progress from one stage to the next within 6 months, the Curriculum Coordinator will contact the author to determine if the author anticipates completing the course. At that time the author may request that the Curriculum Coordinator delete the proposal.

5. Proposals do not require approval to be forwarded to the next stage. However, auditors must note if it does not meet curriculum standards. For example:
   a. Incorrect format. For example no or poorly written SLO’s, lecture/lab not separated,
   b. Does not meet Title V requirements. For example minimal critical thinking objectives, no evidence of writing or problem solving in the methods of evaluating student achievement.
   c. Does not meet articulation requirements
   d. Course is inconsistently written. For example a course with lecture units is written as a lab class.

6. Once the course has been through the audit trail, it will be sent to the author to review auditor comments and make the suggested changes.

7. The final stage of the Audit Trail is review by the Curriculum Coordinator.

8. The Curriculum Coordinator will certify that the audit trail for the proposal has been completed. This will include:
   a. All required supplements (e.g., DLA and Prerequisite form) have been completed
   b. Appropriate changes to a relevant program have been made. New, deleted, and/or modified courses will not be reviewed if relevant program changes have not also been simultaneously submitted.

9. The Curriculum Coordinator will return all proposals that have been identified as incomplete to the author. The Division Dean, chair, and the author will be notified what areas need to be completed (see Appendix A).

10. Credit and non-credit courses will be put on the Curriculum Technical Review agenda, and ISA courses will be put on the ISA Technical Review Agenda.

VII. TECHNICAL REVIEW
1. Held prior to each regularly scheduled Curriculum Committee meeting.
2. The purpose of the technical review is to review proposals for clarity and provide guidance for further revision.

3. The faculty co-chair will establish the agenda.

4. To be eligible for the technical review, all proposals will be certified as complete by the Curriculum Coordinator.

5. At a minimum, the Technical Review Committee will consist of the faculty Co-Chair, a rotating member from the Curriculum Committee, and the Curriculum Coordinator.

6. The Technical Review Committee will make one of the following determinations for every proposal reviewed:
   a. Return to author for further refinement
   b. Place on consent calendar
   c. Schedule on agenda for full discussion

VIII. CURRICULUM MEETING AGENDA:
1. The faculty co-chair will develop the meeting agendas. Only those proposals that have been certified by the Technical Review Committee will be placed on the agenda.

2. The agenda will consist of:
   a. Technical changes
   b. Consent items
   c. Modified-courses
   d. New courses
   e. Modified programs
   f. New programs
   g. DLAs
   h. Pre-requisites/co-requisites
   i. Stand Alone courses
   j. Program/course approvals
   k. Discussion items

3. Courses will generally be reviewed in the order in which they are received. However other issues may take priority. Priority is established based on the following list:
   a. Title V and other legislative mandated changes including updates
   b. Revisions required for articulation
   c. New courses in new programs
   d. Courses in existing programs
   e. Stand alone courses
   f. New Distance Learning Addendums
4. Agendas will be posted publically and online 72 hours prior to the scheduled meeting.

IX. MEETINGS:
1. Meetings are held during the fall and spring semesters on the first and third Thursday of each month.
   a. The first meeting of the academic year will address
      i. Training the Curriculum Committee on the process for approving prerequisites
      ii. Forming the Prerequisite Subcommittee
   b. The last meeting of the academic year will address
      i. The calendar for the next academic year
      ii. Courses meeting the diversity requirement
      iii. Courses meeting new GE requirements
      iv. An update from CSU/UC & Chancellor’s Office regarding new articulation and course/program approvals.
      v. CTE prerequisite/corequisite certification every two years (even years)

2. In order to conduct business the Curriculum Committee will require a quorum of the voting members. A quorum is defined as 50% + one of the voting membership. A proxy vote may not count in order to establish a quorum; however, faculty acting as substitutes for a regular member may be counted in establishing a quorum.

3. There may be times when unscheduled meetings may be warranted to address issues in a timely manner. Meetings may be called only:
   a. If the two chairs agree
   b. If this additional meeting falls during a non-service day, the faculty members required to be present may be compensated according to the appropriate contractual procedures.

4. Authors, or designee, must be present for the committee to discuss a proposal. Only faculty may represent proposals to the Curriculum Committee

5. New courses will be reviewed in a two meeting process
   a. At the first meeting, the author will present the rationale for adding the course to the college’s curriculum. The committee will vote whether or not to support the proposal/
   b. If the committee supports the new course, then the second meeting will consist of examining the course outline and vote on final approval.

6. Presentations to the committee should include sufficient information to allow the committee to review all aspects of the proposal.
a. Basic information requirements:
   i. Relevance to the mission of the college, need, adequate resources, compliance with any regulatory agencies (see appendix A)
   ii. Semester sequencing plan
   iii. Articulation information
   iv. Proposal as to which existing sections to allocate to new courses
b. CTE curriculum:
   i. Labor market research
   ii. Advisory committee minutes
c. Programs:
   i. Completed “New Program Assistance Form”
   ii. Proposed deletion of outdated degrees or certificates
d. Grant related curriculum:
   i. Executive summary of grant
   ii. Timeline for implementation

X. CERTIFICATION OF DECISIONS
1. At the conclusion of the meeting, a written summary will be presented to the Academic Senate. Proposals will not be forwarded to the Board until the Senate confirms that all procedures were correctly followed.

2. The Senate will only confirm that the procedures were followed – the Senate will not confirm the content of the meeting.

3. As per Title 5, courses cannot be placed on the schedule until approved by the Board of Trustees.

XI. PREREQUISITE SUBCOMMITTEE
1. A Prerequisite Subcommittee will be formed each academic year to address new, out of discipline, prerequisites in reading, written expression, and mathematics.
2. Membership
   a. Curriculum Committee chair or designee
   b. Four members of the Curriculum Committee
   c. English Department chair or designee
   d. Math Department chair or designee
   e. One member of the Academic Senate
   f. CIO or designee
   g. If no proposals related to their department are to be reviewed at a meeting of the sub-committee, the chair of the English or Math department can be excused from the meeting.
3. The deadline to submit proposals will be listed on the Curriculum Calendar. It will be the last Friday of September.
4. The Prerequisite Subcommittee will meet once per academic year in the fall semester to review proposals.
5. A quorum is defined as 50% + one of the voting membership.
6. The findings of the subcommittee will be submitted to the full Curriculum Committee for approval and will be noted in the summary of that meeting.

XII. GENERAL PROVISIONS
1. At the end of the academic year, the Curriculum Committee will present the Senate with a proposed calendar for the upcoming academic year, along with the copy of these operating procedures.

2. An annual calendar will be developed to meet the UC/CSU deadlines, the catalog schedule, as well as other external requirements. This calendar will be submitted for approval to the Academic Senate in the spring semester of the proceeding academic year.

3. The Curriculum Committee may create ad hoc subcommittees to review and report back on specific curricular items. Examples:
   a. Diversity Class listing
   b. AA/AS Requirements
   c. Other topics as deemed appropriate by the Curriculum Committee

4. A technical change memo may be used in place of a full course revision in the following circumstances:
   a. When the Datatel version of the course does not match the official course outline of record.
   b. When minor changes are made to the course outline in the following areas: book, adding more detail to the methods of instruction or assignments, modifying the methods of evaluation, adding detail to the existing content headings, or correcting grammar/spelling.
   c. To make non-substantive changes required for C-ID approval
   d. Changing a prerequisite to recommended preparation. In this case supporting data must be supplied to show that students can be successful in the course without the prerequisite.
APPENDIX A

There are five criteria endorsed by Chancellor’s Office for reviewing and approving courses and programs. They are derived from a combination of a variety of sources, including statute, regulation, intersegmental agreements, industry, accreditation, and standards for good practices. The *Program and Course Approval Handbook* (ASCCC, 2012) states that they must be used during the development process at the local level. The criteria are:

- **Appropriateness to Mission**
  - The stated goals and objectives of the proposed program, or the objectives of the course, must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4
  - Example: basic skills, transfer, and CTE. Avocational or strictly recreational courses are no longer part of the mission of the CCC system.
  - Must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement.

- **Need for the course**
  - Academic Master Plan
  - Program Review
  - Transfer applicability for major preparation or GE
  - CTE need must be documented through labor market information in local service area &/or employer survey. Additionally a current job market analysis must show that jobs are available or that job enhancement justifies the proposed curriculum.
  - CTE programs must include a recommendation for approval from the appropriate Career Technical Education Regional Consortium. (pages18-21, PCAH)
  - The Chancellor’s Office and Academic Senate strongly support the view that courses and programs should be focused on helping students achieve their stated career and educational goals within two years.

- **Outline reflects quality**
  - Course – description, objectives, content, assignments, and methods of evaluation are cohesive and enable a student to demonstrate they have met the objectives.
  - Program – the program has outcomes and is designed to enable students to meet those outcomes

- **Feasibility**
  - Course - the college has the resources to offer a course at the level of quality described in the course outline.
  - Program – college has the resources to realistically maintain the program at the required level, including funding, faculty, and facilities. The college also commits to offering all the required courses for the program at least once every 2 years.

- **Compliance** - the design of the program or course must not conflict with any law, statute, or regulation. Examples:
  - Repeatability
  - Tutoring
  - Open-entry, open-exit courses
  - Prerequisite and enrollment limitations
## REVIEW SHEET

The review sheet is a guide to help faculty complete the course outline of record completely and accurately.

### Considerations:

a. ACCJC Standard IIA2c: High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

b. 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)

c. 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. The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008)

<table>
<thead>
<tr>
<th>Section</th>
<th>Yes/No</th>
<th>Standards &amp; Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline: Is it correct?</td>
<td>.</td>
<td>The Academic Senate has taken the position that discipline designation should be an element of the course outline of record. The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct of Course §5502(a).4. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.</td>
</tr>
<tr>
<td>Program information: Is it correct?</td>
<td>•</td>
<td>Required by the Chancellor’s Office. Indicates the placement of the course in a program and differentiates it from “stand alone courses, which must be approved by a separate process.” Title 5 §55100, AB 1029</td>
</tr>
<tr>
<td>Class size: Appropriate for the type of class?</td>
<td>•</td>
<td>This is a negotiated item not addressed in the COCFA contract. The ASCCC recommends that class size be listed in the course outline of record as part of the pedagogy for the course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The customary size for a lecture class is 35 students.</td>
</tr>
<tr>
<td>Units/hours:</td>
<td>•</td>
<td>Key points: One credit hour or unit should encompass no fewer than 48 hours of coursework. The course outline of record should justify or validate these hours relative to the units being listed. Title 5 requires that the expected contact hours (as used in student attendance reporting) must be contained within the course outline of record. The Course Outline of Record: A Curriculum Reference Guide, pages 16-17 (ASCCC, 2008)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Units §5502(a)(2B) The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria</td>
</tr>
</tbody>
</table>
specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.

**Credit Hour § 55002.5.**

(a) One credit hour of community college work (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study or laboratory work at colleges operating on the quarter system.
(b) A course requiring 96 hours or more of lecture, study or laboratory work at colleges operating on the semester system or 66 hours or more of lecture, study, or laboratory work at colleges operating on the quarter system shall provide at least 2 units of credit.
(c) The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work in half unit increments
(d) A district may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study or laboratory work in increments of less than one half unit.

| Course preparation: prerequisites, co-requisites, recommended preparation: |
| - Seem appropriate for course |
| - Prerequisite form attached (see below for guidelines) |
| - **Catalog Description Key Elements**: Prerequisites, corequisites, advisories and/or limitations on enrollments must be listed. The Course Outline of Record: A Curriculum Reference Guide, page 20, (ASCCC, 2008) |
| - **Prerequisites and Corequisites §55002(a)2D**: When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article. |
| - **Course Outline of Record §55002(a)3**: The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. |

| Repeatability: If repeatability is requested, is it allowable under Title 5? |
| - **Catalog Description Key Elements**: Designation of course repeatability must be listed. The Course Outline of Record: A Curriculum Reference Guide, page 20, (ASCCC, 2008) |
| - **Repeatable Courses, § 55041**: (a) Districts may only designate the following types of courses as repeatable: Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The governing board of a district must retain
supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. The supporting documentation must be retained by the district as a Class 3 record basic to audit as required by section 59020 et seq.; (2) Intercollegiate athletics, as defined in section 55000; and (3) Intercollegiate academic or vocational petition, as defined in section 55000, where enrollment in the course and courses that are related in content, as defined in 55000, is limited to no more than four times for semester courses or six times for quarter courses. This enrollment limitation applies even if the student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045. courses which are repeatable and designate such courses in its catalog.

- **Apportionment § 58161** (d) Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for the attendance of students for enrollments in credit courses designated as repeatable, as provided in section 55041, and courses that are related in content, as defined in section 55000, for no more than four times for semester courses.

- **Intercollegiate Athletics. § 58162.** (a) State apportionment may be claimed for the attendance of students enrolled in approved courses of intercollegiate athletics, as defined in section 55000, which are otherwise eligible for state assistance. Apportionment for students in courses of intercollegiate athletics shall not be claimed for more than 175 350 hours of attendance for each enrolled student in each fiscal year for each sport in which the student participates. Of the 350 hours of attendance, no more than 175 hours can be claimed for student enrollment in courses dedicated to the sport, and no more than 175 hours can be claimed for student enrollment in courses that focus on conditioning or skill development for the sport.

Catalog description: Succinct, starts with a verb.

- **Principles:** The heart of the catalog description is the summary of course content (course description). It should be thorough enough to establish the comparability of the course to those at other colleges, to distinguish it from other courses at the college, and to convey the role of the course in the curriculum. It should be brief enough to encourage a quick read. To save space, many colleges use phrases rather than complete sentences. The Course Outline of Record: A Curriculum Reference Guide, page 20, (ASCCC, 2008)

- **Course Outline of Record §55002(a).** The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.
SLO’s:
- 1-2
- Overarching
- Measurable with course work
- Divided into lecture/lab if course is combined

ASCCC supports embedding SLO(s) in the course outline of record, and this is the customary process at COC.

The other change between learning objectives and student learning outcomes is that the new accreditation standards now require colleges to collect data on the success of students meeting those overarching goals. Colleges are then charged with analyzing the data and making changes that will result in more effective student learning. Student Learning Outcomes Faculty Manual, page 2, (COC SLO Committee, 2010)

Degree applicable credit courses are required to demonstrate critical thinking... Basically, critical thinking involves active higher cognitive processes that analyze, synthesize and/or evaluate information. This contrasts the more passive activities such as recognizing, describing, or understanding information. Student Learning Outcomes Faculty Manual, page 35, (COC SLO Committee, 2010)

Objectives:
- Match SLO(s)
- Match/cover content
- Divided into lecture/lab if course is combined

Summary of Key Points
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; one is not enough.
4. Objectives should use verbs showing active learning.
5. Theory, principles, and concepts must be adequately covered. Skills and applications are used to reinforce and develop concepts.
6. Each objective should be broad in scope, not too detailed, narrow, or specific.

Note that each statement is really a collection of objectives rather than a single objective. And the focus highlights a level of learning that is much more than merely memorizing the Periodic Table and the Properties of Fluids and Solids.

Degree-applicable credit courses require students to demonstrate critical thinking. The incorporation of critical thinking must be evident throughout the course outline, but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation elements. It must be clear that students are expected to think critically, are instructed in how to do so, and are held accountable for their performance. The manner in which the Objectives section reflects critical thinking in the higher cognitive domains is by expressing the objectives using verb rubrics such as Bloom’s Taxonomy, a summary of which appears below. Basically, critical thinking involves active higher cognitive processes which analyze, synthesize and/or evaluate information. This contrasts with the more passive activities such as recognizing, describing, or understanding information. Note that not ALL objectives need to reflect critical thinking. Note also that it is not sufficient for such higher skills to be listed only in the Objectives. The course outline must demonstrate that students are taught how to acquire these skills and must master them to pass the class.

Writing an Integrated Course Outline: A course outline of record needs to be integrated. At the most fundamental level “integration” occurs when each element of the course outline of record reinforces the purpose of the other elements in the course outline. There should be an obvious relationship between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives.

Course Outline of Record §55002(a)3 (see “description for full
Content:
- Matches objectives
- Comprehensive

Summary of Key Points: 1. The content element contains a complete list of all topics to be taught in the course. 2. The list should be arranged by topic with subheadings. 3. Content items should be subject based. The Course Outline of Record: A Curriculum Reference Guide, page 28, (ASCCC, 2008).

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. The Course Outline of Record: A Curriculum Reference Guide, page 28, (ASCCC, 2008).

Key Title 5 sections: Units §55002(a)2B The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended-term, laboratory and/or activity courses.

Intensity §55002(a)2C The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

Difficulty §55002(a)2F The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

Level §55002(a)2G The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

Methods of Instruction:
- Comprehensive
- Reflect variety of experiences
- Appropriate to the type of course

Summary of Key Points: 1. The proposed learning environment is realistic to the needs of the learning experience. 2. The methods of instruction appropriately ensure that quality occurs in an equal and consistent manner irrespective of any delivery constraints. 3. Methods of instruction should be appropriate to the objectives. 4. 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. 5. The difficulty standard for degree-applicable credit courses requires that instruction elicit college-level effort, particularly in terms of critical thinking. The Course Outline of Record: A Curriculum Reference Guide, page 30, (ASCCC, 2008).

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. The Course Outline of Record: A Curriculum Reference Guide, page 31, (ASCCC, 2008).

Key Title 5 sections: Units §55002(a)2B The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or
The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended-term, laboratory and/or activity courses. **Intensity** §55002(a)(2)C: The course treats subject matter with a scope and intensity that requires students to study independently outside of class time. **Difficulty** §55002(a)(2)F: The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level. **Level** §55002(a)(2)G: The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

### Evaluation:
- Fits course
- SLO’s and objectives can be measured using usual methods of assigning grade

### Assignments:
- Match stated methods of evaluation
- Relevant writing, problem solving, or skills demonstrations listed
- Sufficient detail is present to show level of work required

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**Overview and Principles of Effective Practices**

Title 5 does not mandate a comprehensive list of methods for evaluation. Rather, the outline must “specify types or provide examples.” The methods used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of evaluation should be presented in a manner that reflects integration with the stated objectives and methods of instruction, and demonstrates a likelihood that they will lead to students achieving those objectives. *The Course Outline of Record: A Curriculum Reference Guide, page 34, (ASCCC, 2008)*

**Regulatory Requirements — Grading Policy** §55002(a)(2)A: The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem-solving exercises or skills demonstrations by students. **Intensity** §55002(a)(2)C: The course treats subject matter with a scope and intensity that requires students to study independently outside of class time. **Difficulty** §55002(a)(2)F: The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level. **Level** §55002(a)(2)G: The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.
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Books:
- All information listed
- Up to date

Overview and Principles of Effective Practices Texts and instructional materials should be completely referenced: author, title, publisher, and date. The 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 important consideration and can vary greatly from subject to subject. Some courses may use reference manuals that are long standing icons of their respective fields. On the other end of the spectrum, UC and CSU generally require texts that are no more than five years old. Explanations should be provided when texts are more than five years old. 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. The Course Outline of Record: A Curriculum Reference Guide, page 40, (ASCCC, 2008)

Title 5 references: Units §55002(a)2B, Intensity §55002(a)2C, Difficulty §55002(a)2F, Level §55002(a)2G, §55002(a)(3)

Limitation on Enrollment Form (prerequisite/co-requisites, advisories, audition, assessment test, health and safety, regulatory limitations):
- Content review clearly shows the need to learn the prerequisite skills in order to be prepared to learn the new skills
- Documentation of

- All courses with prerequisites and/or advisories must document those prerequisite skills which have been developed through content review in a separate section of the course outline. The primary goal of identifying prerequisites 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 Course Outline of Record: A Curriculum Reference Guide, page 18, (ASCCC 2008)

- Justification of prerequisites requires documentation, and colleges have generally developed forms for the various types of evidence. This evidence can take many forms: equivalent prerequisites at UC and/or CSU, content review, legal codes mandating the requisite, or data collection and analysis. While these forms are not required to be part of the course outline, they are often attached as documentation of the process having been completed. Subdivision I.C.3, A. 2(a)iv of the Model District Policy on Requisites (CCCCO, 1993) strongly advises that districts “maintain documentation that the above steps were taken.” A simple method for achieving this is to retain the content skills scrutiny documents for each requisite
<table>
<thead>
<tr>
<th>process of scrutiny to support the limitation on enrollment.</th>
<th>course. The Course Outline of Record: A Curriculum Reference Guide, page 18, (ASCCC 2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Title 5 §55003(b) and (e) require requisites be based upon “data collected using sound research practices” for the skills of communication and computation when they are being required outside of those respective programs. The Course Outline of Record: A Curriculum Reference Guide, page 18, (ASCCC 2008)</td>
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<tr>
<td>• Some common limitations on enrollment are: a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student’s safety would be compromised by an inability to meet specific physical capabilities. The Course Outline of Record: A Curriculum Reference Guide, page 18 -19, (ASCCC 2008)</td>
<td></td>
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<tr>
<td>• Regulatory Requirements—Title 5 Prerequisites and Corequisites §55002(a)2D When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of the article. Title 5 §55003 has recently been revised to regarding specific procedures related to approving prerequisites.</td>
<td></td>
</tr>
<tr>
<td>• The Model District Policy for Prerequisites, Corequisites, Advisories on Recommended Preparation, and Other Limitations on Enrollment (CCC Board of Governors, 1993) also contains guidelines for limiting student enrollment.</td>
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<tr>
<td><strong>Distance Learning Addendum:</strong></td>
<td><strong>Overview and Principles of Effective Practices</strong> §55206 Distance education requirements call for a separate review process to ensure that a course taught at a distance is taught to the course outline of record and to ensure quality through regular effective instructor-student contact. As the course outline of record is the basis for articulation, it is imperative that all sections of a given course achieve the same objectives regardless of instructional modality. Typically, this separate review is achieved through the use of a “distance education addendum.” The Course Outline of Record: A Curriculum Reference Guide, page 60, (ASCCC 2008)</td>
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<tr>
<td>• Sufficient detail to show how face to face delivery is being modified for the online environment</td>
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<td>• Examples of discussion board questions and example of online assignments</td>
<td></td>
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<td>• Instructor to student interaction clear</td>
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<tr>
<td>• Student to student interaction is clear</td>
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<tr>
<td>• Methods of evaluation match those in face-to-face course.</td>
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<td>• 508 compliance addressed</td>
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