Each credit course outline of record hours (contact hours, outside-of-class hours, and total student learning hours), any prerequisites, corequisites, or advisories on recommended preparation, the catalog description, objectives, and content in terms of a specific body of knowledge. It must also specify types or provide examples of required reading and writing assignments, assignments required outside of class, instructional methodology, and methods of evaluation for determining whether the stated objectives have

include specific data elements, which are listed below.

Noncredit course outlines must specify the number of contact hours normally required for a student to complete the course as well as the catalog description, objectives, content in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

Title 5 requires course outlines to be integrated, which is explained in *The Course Outline of Record: A Curriculum Reference Guide Revisited* as follows:

A course outline of record needs to be integrated, as each element of the COR should reinforce the purpose of the other elements in the course outline. An obvious relationship should exist 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 and outcomes.

At the onset, every course should be developed with a purpose or goal in mind. The course must have sufficient and appropriate learning objectives that create a framework for students to develop their knowledge and abilities in order to demonstrate the overarching student learning outcomes and fulfill the intended purpose of the course. The course content items then define the elements of information, behavior, or capabilities for each objective to be mastered. Each content item and objective is then reflected in comprehensive assignments or lessons that are taught using appropriate and effective methods. Finally, in an integrated course outline of record, the methods for evaluation of student performance validate the acquisition and mastery of each content item and the attainment of each objective. These methods of assessment may also serve to measure student achievement of the defined student learning outcomes, or additional methods may be useful. Content should be the only subject-based element; the others specifically focus on what the student will be doing and will be able to demonstrate by successfully completing the course. (pg. 5)

The following section provi	des a general overv	iew of the content a	and writing standards for the

600-999 Noncredit courses, not transferable

Discipline in this context means academic areas listed in the Minimum Qualifications Handbook. This field determines what academic degrees or qualifications are needed to teach the course. Faculty may assign a course to more than one discipline. "OR" means either qualification will be accepted. "AND" means both qualifications are required.

Discipline placement should always involve discussions with department faculty, as well as faculty and deans from other divisions if there is a potential that the course content overlaps

This code is used by the Chancellor's Office to indicate whether courses are occupational and identify course sequences within CTE programs. A more detailed description of each of these codes can be found here. Non-CTE courses are always E (Non-Occupational).

The catalog course description provides a concise summary of the goals of the course and subject matter to be covered. This field is the most public-facing part of the course outline and should be written in clear, welcoming, accessible language that addresses a broad audience, including students and the general public. Discipline-specific terminology should be appropriately defined or explained through context. The goal is to ensure that every student, even before enrolling in the class, can read the description and understand what the course covers

There are no specific limitations on noncredit course repetition. For more a more detailed explanation of repeatability

Oredit Course

<u>Repetition Guidelines</u>. Courses designated as repeatable should be indicated as such in the catalog course description.

(Please note that <u>AP 4225</u> provides for other specific circumstances under which students may retake a course which has not been designated as repeatable. These do not need to be included in the course outline.)

Course requisites are considered an exception to the California Community Colleges requirement of offering open enrollment courses. As a result, title 5 §55003 places strict limitations on how prerequisites and corequisite may be established or renewed. Prior to being approved by the Curriculum Committee, prerequisites, corequisites, and advisories must be reviewed by faculty discipline experts according to the processes and level of scrutiny described below.

Existing prerequisites and corequisites must also be reviewed every 6 years (or every 2 years for CTE courses) as part of the Program Review process to assure that they remain necessary and appropriate. Changing, removing, or adding prerequisites or corequisites typically requires rearticulation of a course, which may delay implementation a full academic year.

*Prerequisites:* Prerequisites are conditions that students must meet prior to enrolling in a course. Prerequisites are usually met by specific courses, but may also be non-course skills, concepts, or information. Assigning a prerequisite means that the skills or

course

and that it is highly unlikely that a student who has not met this prerequisite will receive a satisfactory grade.

Corequisites: A corequisite is a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course. Corequisites are usually courses that are clearly related in content, such as lab or support courses. Assigning a corequisite means that the skills or knowledge gained in

it is highly unlikely that a student will receive a satisfactory grade without them.

Advisory Prerequisites: Advisory prerequisites are conditions that a student is advised, but not required, to meet prior to enrollment in a course. Assigning an advisory means that the acquisition of a body of knowledge or course skills will be of great advantage to students' success in the course.

Advisory Corequisites: Advisory corequisites are conditions that a student is advised, but not required, to meet in conjunction with enrollment in a course. Assigning an advisory means that the acquisition of a body of knowledge or course skills will be of great advantage to students' success in the course.

Limitations on Enrollment: Limitations on enrollment are additional conditions of enrollment such as auditions or try-outs for performance courses, which may be established according to the processes described in <u>AP 4260</u> and are subject to Ourriculum Committee review.

To ensure that prerequisites, corequisites, advisories, and limitations on enrollment do not constitute unjustifiable obstacles to student access and success, faculty discipline experts must

enter the course and document the level of scrutiny under which the requisite is allowed under Title 5. In most cases, this will be based on content review.

As part of the process of content review, faculty discipline experts must document the 1 278.13 618.2 Tm0 g0 G(-)[TJETQq0.000 nBTd-4( )-4(o)6(r)-4( )-2(c)6(o)ills will bh thee s

The relationship between units and hours is defined in <u>AP 4029</u>. One unit of credit is equal to 54 total student learning hours (lectures, activity, laboratory, and/or outside-of-class work). The minimum unit increment is 0.5 units.

Any course for which a portion of instruction is to be provided through distance education must r nmu

Academic Senate for California Community Colleges, <u>The Course Outline of Record: A Curriculum Reference Guide Revisited</u> (2017).

Academic Senate for California Community Colleges, <u>DEI in Curriculum: Model Principles and Practices</u> (2022).

Academic Senate for California Community Colleges, Open Educational Resources Initiative.

California Code of Regulations, title 5 §51006 Open Courses.

California Code of Regulations, title 5 §55000 Definitions.

California Code of Regulations, title 5 §55002 Standards and Criteria for Courses.

California Code of Regulations, title 5 §55002.5 Oredit Hour Definition.

California Code of Regulations, <u>title 5 §55003</u> Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.

California Code of Regulations, title 5 §55005 Publication of Course Standards.

California Code of Regulations, <u>title 5 §55023</u> Academic Record Symbols and Grade Point Average.

California Code of Regulations, title 5 §55035 Remedial Coursework Limit.

California Code of Regulations, title 5 §55041 Repeatable Courses.

Credit Course Repetition Guidelines (2013).

Guidelines for Title 5 Regulations Section

*55003*.

Minimum Qualifications for Faculty and

Administrators in California Community Colleges (2020).

Program and Course Approval Handbook, 7th

edition (2019).

California

Taxonomy of Programs Manual (2013).

Course Identification Number System (C-ID).

Napa Valley College, Administrative Procedure 4029 Hours and Units.

Napa Valley College, Administrative Procedure 4225 Course Repetition.

Napa Valley College, <u>Administrative Procedure 4260</u> Prerequisites and Corequisites.

Transfer Course Agreement Regulations by Subject

Area.

Transfer Course Agreement Textbook Requirements.