

# Chapter 2. Course Outlines of Record

The preparation of course outlines of record and proposal packages requires considerable effort and attention to detail. The following sections of this handbook provide assistance in all areas of the process. This section is designed as a reference and tutorial.

This chapter is divided into four major sections:

- Section 2.1, **Process**, gives an overview of the paperwork, timeline, and meetings involved in developing a new course or revising an existing course. Knowledge of the process is important to avoid delays and unnecessary work.
- Section 2.2, **Principles of the Course Outline**, discusses the types of courses we have, and basic principles preparers should use to tie the various parts of a course outline together.
- Section 2.3, **Course Outline Details**, discusses the format of our course outlines, and gives specific directions developers should use to ensure an outline conforms to our outline template.

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## 2.1 Process

This section details the types of actions that the developers, department chairs, the Curriculum Committee, and Office of Curriculum staff take with course outlines. It includes a discussion of process and paperwork.

The Curriculum Committee web site (<http://www.ccsf.edu/cc>) has templates for course outlines, cover sheets used in submitting outlines to the Committee, and other important resources.

### 2.1.1 Types of Course Outline Actions

#### Proposal Agenda Items vs. Informational Agenda Items

Some actions with course outlines are handled by the Committee as Proposal Agenda Items; others are Informational Agenda Items. Table 3: Proposal Agenda Items vs. Informational Agenda Items explains key differences.

**Table 3: Proposal Agenda Items vs. Informational Agenda Items**

Proposal Agenda Item	Informational Agenda Item
Submit 32 copies of the cover sheet and course outline, with department chair and dean signatures	Submit 1 copy of the cover sheet and outline, with department chair and dean signatures
Department chair must attend meeting to present outline and answer questions	Department chair need not attend the meeting

#### Developing a New Course

The first step in developing a new course is to prepare a course outline of record. Much of the rest of this chapter is dedicated to the details of that document.

Once an outline is prepared, it is packaged together with an appropriate New Course cover sheet. Please be sure to use the correct cover sheet for the type of course being submitted (credit, noncredit, etc.). All new courses are Proposal Agenda Items. All new courses require Curriculum Committee and Board of Trustees approval.

### **Revising an Existing Course**

Revising an existing course follows much the same process as developing a new course: an outline is prepared and submitted, the Curriculum Committee approves the revision, and the outline moves on to Board approval and implementation by the Office of Instruction.

The major concern regarding revising a course is that upon revision, the course must still be the same course. A revised course that is no longer the same course must become a new course (with a new course number).

Some outline revisions are handled as Informational Agenda Items by the Curriculum Committee; others are Proposal Agenda Items. The Course Revision form has basic guidance on whether a particular revision constitutes the Informational or Proposal level. Consult with the Curriculum Committee chair or Dean of Curriculum for further guidance on course revisions.

### **Course Deletion**

Submit one Course Deletion form to the Office of Curriculum for each course being deleted. Course deletion is an Informational Agenda item.

### **Prerequisites, corequisites, and advisories**

Creating and updating course prerequisites, corequisites, and advisories are actions that are considered by the Curriculum Committee separate from the approval of a course outline. See Chapter 6. Establishment of Prerequisites, Corequisites, and Advisories for details.

### **Distance Education Addenda**

Creating a distance education section of a course (e.g., an online class) is a two-step process:

- First, a course outline must be on file for a traditional (face-to-face) version of the course.
- Separately, the department must submit a Distance Education Addendum. See Chapter 3.2 Distance Education Addenda for details.

Creation or revision of a Distance Education Addendum is a Proposal Agenda item. Deletion of a Distance Education Addendum is an Informational Agenda item.

### **Honors Addenda**

Departments can create an Honors section of an existing course by submitting an Honors Addendum. See Chapter 3.3 Honors Sections for details. Creation or revision of an Honors Addendum is a Proposal Agenda Item. Deletion of an Honors Addendum is an Informational Agenda item.

## 2.1.2 Course Approval Process

Table 4: Course Approval Summary contains an overview of the steps required in developing a course. Revision of a course may involve many of the same steps, depending on the amount of revision. Additional details on specific steps in the process are provided below. Departments are advised to consult with the Curriculum Committee Chair and Dean of Curriculum early and often in the process.

**Table 4: Course Approval Summary**

<b>Step</b>	<b>Responsible Persons</b>	<b>Notes</b>
Initial Development	Faculty Developer	
Departmental Approval	Developer; Department Chair	Course proposals are made by a department, not an individual faculty member
Final Draft	Faculty Developer	
Technical Review	Developer and Curriculum Committee member	
Conference with related departments	Department chair and chairs of related departments	Sort out any content overlap issues before proceeding
Proposal package development and submission	Developer	
Pre-agenda Review	Curriculum Committee Chair, Dean of Curriculum	Chair and Dean review all submissions before Curriculum Committee meeting to help streamline meeting
Curriculum Committee Approval	Department chair, Curriculum Committee chair	
Final Standards Approval	Curriculum Committee Chair	Signature upon completion of any approval stipulations
Entry into Banner Catalog	Office of Instruction	
Entry into Schedule	Office of Instruction	Courses may be offered pending further approval
Approval by Board of Trustees	Office of Instruction	
Approval by State Chancellor's Office	Office of Instruction	Not required for Standalone Credit courses

### Roles of the Preparer and the Committee

The department that prepares a proposal is solely and entirely responsible for the content of a proposal and, although during the approval process the content of a proposal may be cited for review or explanation, at no time is the expertise of a presenter in a subject discipline being questioned. It is the role of the Curriculum Committee to review and determine the merit and expression of a proposal.

### Departmental Approval.

Ultimately a proposal is the product of a department, not of an individual. It is the department that makes the proposal.

**Technical review.**

The members of the Curriculum Committee are responsible for reviewing and approving the academic merit of the proposal. They are also responsible for seeing that the course outline conforms to the requirements and guidelines for form and style. To avoid delays in obtaining final approval for an outline or program, developers are advised to submit early drafts of work to the Committee chair for preliminary technical review. A final draft must be submitted for technical review prior to preparation of the submission package. Consult the Curriculum Committee calendar for technical review deadline dates. Please note that technical review is not an approval process.

**Conference with other Departments.**

During the development of a course outline, developers are strongly advised to consider the possibility that some of the content of a proposal may overlap the content subject matter of another department. This is a very common occurrence and many proposals are approved with overlapping content. Regardless, developers have a responsibility to contact all departments with which the content may overlap and discuss any areas of overlap.

Proposing departments are advised to obtain a “sign-off” from other departments regarding overlap in content. If sign-offs are not sought and or obtained, a proposal may be tabled by the Curriculum Committee pending departments’ consulting regarding an overlap, or an overlap signature may be stipulated as a condition of course approval. See 9.4.3 Tabling and tabled proposals on page 92 for information on procedures for tabled proposals.

**Curriculum Committee Approval**

Once the Committee approves a proposal *and* all committee stipulations are met, the Committee Chair signs the Standard and Criteria form and the proposal moves to the Office of Instruction for implementation.

**Board Approval.**

All Curriculum Committee approved courses are forwarded through the Office of Instruction to the City College of San Francisco Board of Trustees for local adoption.

**State Approval.**

Some courses and programs require approval from the State Chancellor’s Office. Also, some vocational program proposals approved locally may then require regional approval in addition to state approval. The Office of Instruction typically handles the details of this approval process.

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## 2.2 Principles of the Course Outline

### 2.2.1 Course Types

There are five different course types that can be proposed and approved. All types of courses require the approval of the Curriculum Committee.

**Permanent**

A permanent course is approved by the Curriculum Committee and entered into the catalog. A permanent course remains in the catalog until the department proposes and the Curriculum Committee approves its deletion.

## Experimental

An experimental course is, by virtue of its content or methodology, a new exploration of a portion of a discipline or disciplines. It is expected that the nature of the course will change during its experimental period. Experimental courses can be developed by a combination of departments, and as the course evolves the most appropriate discipline can be determined.

After three offerings, the course must be approved as a permanent course or it is automatically deleted.

Experimental courses do not appear in the catalog, but do appear in the schedule of classes.

## Limited

The limited course type is a variant of the experimental course type. A limited course is designed to meet a particular purpose for a specific period of time, no more than two years. At the end of the time specified the course is deleted. As a variant course type, limited courses are subject to less Curriculum Committee scrutiny than are experimental courses.

Limited courses do not appear in the catalog, but do appear in the schedule of classes.

## Umbrella

An umbrella course is a theme basis for one or more topical courses (see next). A department can have different umbrella courses, each the theme basis for one or more topical courses. The theme basis for umbrella courses is often “selected topics.” Students enroll in the topical course, not in the umbrella course.

The umbrella course is approved by the Curriculum Committee and appears in the catalog. Umbrella course outlines should have a catalog description that describes the basic theme and objectives of its topical courses. Umbrella course outlines do *not* have Sections IV through VI (Major Learning Outcomes, Contents, Instructional Methodology).

## Topical

Topical courses “belong” to the umbrella course that has the same theme basis, and are given the number of their corresponding umbrella course. Each topical course is assigned a distinguishing letter (typically in alphabetical sequence). Students enroll in the topical course, not the umbrella course. The alphabetic sequence is not meant to imply that the set of topical courses are to be taken in sequence. The course number and title of a topical are all that appear in the catalog. Topical courses appear in the schedule of classes.

**Table 5: Examples of Umbrella and Topical Courses**

Umbrella	Topical
CS 151 Topics in Computer Science (3)	CS 151A Artificial Intelligence and Computer Games CS 151B Embedded Systems CS 151C Databases and Data Mining
ENGL 46 Survey of Literature in English (3)	ENGL 46A Chaucer through Milton (3 Units) ENGL 46B Late 17 <sup>th</sup> Century through Mid-19 <sup>th</sup> Century (3 Units) ENGL 46C Mid-19 <sup>th</sup> Century through 20 <sup>th</sup> Century (3 Units)

## Summary

The following is a summary of the attributes of the five course types.

**Table 6: Course Types Attributes**

Type	Attributes
Permanent	<ul style="list-style-type: none"> <li>▪ Outline is approved by the Curriculum Committee.</li> <li>▪ Becomes a permanent part of the curriculum.</li> </ul>
Experimental	<ul style="list-style-type: none"> <li>▪ An outline is approved by the Curriculum Committee but the contents and methodology may change as the course evolves.</li> <li>▪ Does not appear in the catalog.</li> <li>▪ Automatically deleted after three offerings unless approved as a permanent course.</li> </ul>
Limited	<ul style="list-style-type: none"> <li>▪ Does not appear in the catalog.</li> <li>▪ Approved for two years or less.</li> <li>▪ Automatically deleted.</li> </ul>
Umbrella	<ul style="list-style-type: none"> <li>▪ Required to offer theme related, topical courses (see next type).</li> <li>▪ Appears in the catalog.</li> </ul>
Topical	<ul style="list-style-type: none"> <li>▪ Approved under the umbrella (theme basis) course.</li> <li>▪ Permanent part of the curriculum.</li> <li>▪ May or may not appear in the catalog.</li> </ul>

To determine the appropriate course type, consider the following:

**Table 7: Choosing an Appropriate Course Type**

If the course -	Choose type -
<ul style="list-style-type: none"> <li>▪ will be a permanent part of the college/department curriculum.</li> </ul>	Permanent
<ul style="list-style-type: none"> <li>▪ content/discipline will evolve over the first few offerings.</li> </ul>	Experimental
<ul style="list-style-type: none"> <li>▪ is offered only a few times and then will be deleted.</li> </ul>	Limited
<ul style="list-style-type: none"> <li>▪ is the basis for a series of related, permanent courses.</li> </ul>	Umbrella
<ul style="list-style-type: none"> <li>▪ is one in a series of related permanent courses.</li> </ul>	Topical

Title 5 does not distinguish between experimental and limited. City College of San Francisco was advised by WASC to separate experimental into experimental and limited and to undergo additional inspection and supervision on experimental courses.

### 2.2.2 Title 5 Course Classifications

Title 5 allows for four course classifications. The following are brief descriptions of the attributes of courses in the four classifications. The complete definition of the course classifications is contained in Title 5 Division 6 Chapter 6 Subchapter 1 Article 1 Section 55002, *Standards and Criteria for Courses*.

#### **Degree Applicable Credit Course (Title 5. Section 55002(a))**

These are lower division, college-level courses, many of which may be transferable to four-year institutions. Degree applicability applies to the associate degree. Among the attributes of such courses are the following:

**Table 8: Attributes of Credit Courses**

- Approved by the Curriculum Committee.
- Requires a permanent record, graded evaluation of student performance based on demonstrated proficiency in the subject matter.
- Units are granted.
- Treats subject matter with a scope and intensity that requires students to study independently outside of class time.
- May require prerequisites and or co-requisites.
- Requires college-level critical thinking.
- Requires college-level learning skills and vocabulary.
- Requires an official course outline of record.
- Taught by a qualified instructor in accordance with the specifications defined in the course outline of record.
- May be repeated in accordance with Title 5 regulations.

### **Nondegree-Applicable Credit Course (Title 5, Section 55002(b))**

These courses are not applicable to the associate degree. These courses prepare students to complete college-level work. There are four types of non-degree credit courses:

**Table 9: Types of Non-degree Credit Courses**

- Nondegree-applicable basic skills.
- Courses designed to enable students to succeed in degree-applicable credit courses.
- Pre-collegiate career technical preparation courses designed to provide foundation skills for entry into degree-applicable credit career technical courses or programs.
- Essential career technical instruction.

Nondegree-applicable credit courses have similar attributes as degree applicable credit courses – see Table 10: Attributes of Nondegree-Applicable Courses for details.

**Table 10: Attributes of Nondegree-Applicable Courses**

- Approved by the Curriculum Committee.
- Requires a permanent record, graded evaluation of student performance based on demonstrated proficiency in the subject matter.
- Units are granted.
- Treats subject matter with a scope and intensity that prepares students to study independently outside of class time, and includes reading and writing assignments and homework.
- May require prerequisites and or co-requisites.
- Requires an official course outline of record.
- Taught by a qualified instructor in accordance with the specifications defined in the course outline of record.
- May be repeated in accordance with Title 5 regulations.

## Noncredit Courses (Title 5. Section 55002(c))

Noncredit courses have the following attributes:

**Table 11: Attributes of Noncredit Courses**

- Approved by the Curriculum Committee.
- Fall into one of nine funding areas:
  - Adult Basic Education
  - Parenting
  - Home Economics
  - Short-term Vocational/Apprentice
  - Older Adults
  - Health and Safety
  - Citizenship
  - Substantially Handicapped
  - English as a Second Language
- Must have a course outline of record that specifies:
  - Number of contact hours normally required for a student to complete the course.
  - Catalog description
  - Objectives and contents in terms of a specific body of knowledge
  - Instructional methodology
  - Examples of assignments and/or activities
  - Methods of evaluation
- Taught by a qualified instructor
- May be repeated as needed.

## Not for Credit/Community Service Offerings (Title 5. Section 55002(d))

Community Service Offerings have the following attributes:

**Table 12: Attributes of Community Service Offerings**

- Are acknowledged by the Curriculum Committee prior to a fourth offering.
  - Are designed for the physical, mental, moral, economic, or civic development of enrolled students.
- Provides subject matter content, resource materials, and teaching methods appropriate for enrolled students.
- Are conducted according to a pre-determined strategy or plan. The Curriculum Committee reviews the plan.
- Are open to all members of the community willing to pay fees to cover the cost of the offering.

Community Service Offerings do not require a complete course outline. Community Service Offerings are not state funded.

### 2.2.3 Integrated Course Outline

The main portions of the course outline are the Major Learning Outcomes, Contents, and Instructional Methodology sections. These three sections work together to define the *scope* and *level* of the course. It is important that these three sections of the course outline be integrated. Specific examples of these sections of the course outline are provided, beginning on page 39.

#### Major Learning Outcomes

The Major Learning Outcomes section of the outline states the objectives of the course — that which the student will be able to do upon completion of the course.

#### Contents

The Contents section contains the actual topics covered in the course. It is *not* a course syllabus, in that it does not contain classroom activities or assignments that the students will do (put those in the Instructional Methodology section). The Contents section provides the subject matter that leads to implementing the learning outcomes of the course. The Contents also provides the subject matter for assignments the student will complete and evaluation of the student's achievement.

#### Instructional Methodology

The Instructional Methodology section is a specification of the work the student will do in the class and out of class, how the student will be evaluated and what resources (textbooks, etc.) the student and instructor need to conduct the course.

The assignments and evaluations sections of the methodology section specify, by example and in the context of the Contents section of the outline, at which level of the subject matter assignments and evaluation will be conducted.

#### Getting Started

When writing a course outline, developers sometimes have difficulty getting started. Consider the following:

- If you have a specific set of objectives that you want students to be able to demonstrate upon completion of the course, start by expressing those as Major Learning Outcomes, then write the Contents and Instructional Methodology sections.
- If you have a body of knowledge that you want to cover in the course, start by expressing that in outline format in the Contents section, then write Major Learning Outcomes and Instructional Methodology to support that content. “History of the United States: 1900-2000” would be a good example of a course where you would write the Contents section first.
- If you have a particular Instructional Methodology in mind, such as a set of assignments to complete, or an iterative design process, start by writing that section.

## Integration

The form and expression of the course outline requires that these three sections of the outline be integrated. To achieve this, please keep in mind the following ideas when creating these three sections.

**Table 13: Integration of Major Learning Outcomes, Contents, and Methodology**

Section	Integration
Major Learning Outcomes (IV)	<ul style="list-style-type: none"> <li>▪ Have at least one learning outcome for each major topic in the Contents outline.</li> <li>▪ Do not have outcomes for sub-major or detail level topics of the course (see next).</li> <li>▪ Include outcomes for sub-major topics and detail topics only if they are unusually important components of the course.</li> </ul>
Contents (V)	<ul style="list-style-type: none"> <li>▪ Organize this section in either chronological (presentation) or subject order (they may be the same).</li> <li>▪ Provide sufficient detail under each sub-major topic to completely document the contents of the course. This will normally require more than one page and can take several pages in high unit courses (3+ units).</li> <li>▪ Each course learning outcome must have content support.</li> </ul>
Instructional Methodology (VI)	<ul style="list-style-type: none"> <li>▪ For each type of <i>assignment</i> give one or two examples from the Contents section of the outline of the subject matter covered by assignments. Distinguish between in-class and out-of-class assignments.</li> <li>▪ For each type of <i>evaluation</i> give one or two examples from the Contents section of the outline of the subject matter covered by a projects, quizzes, or tests, etc.</li> <li>▪ Use the examples to illustrate the level relative to the course content at which the student will do assignments and be evaluated.</li> </ul>

The following is a generic model for integrating the learning outcomes, contents, assignment and evaluation sections of a course outline (see actual examples in 2.3 Course Outline Details). First, a segment of a “contents section” is provided. Then integrated learning outcome, assignment and evaluation examples for the content are given. In an actual outline, “Major Topic ...”, “Sub-topic ...” and “Detail ...” are replaced by actual course topics.

**Figure 1: Generic Contents**

<p>...</p> <p>C. Major Topic C</p> <p>1. Sub-topic H</p> <p>    a. Detail 11</p> <p>    b. Detail 12</p> <p>    ...</p> <p>2. Sub-topic K</p> <p>    ...</p> <p>D. Major Topic D</p> <p>1. Sub-topic R</p> <p>    a. Detail 22</p> <p>    b. Detail 23</p>
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<p>c. Detail 24</p> <p>...</p> <p>E. Major Topic E</p> <p>...</p>
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The examples below illustrate that the outcomes and the contents are related (integrated). Please review Table 13 above and the Major Learning Outcomes (Section IV) on page 39 before composing outcomes.

Note that the examples below may be the only outcomes derived from the above content. Do not create objectives for each sub or detail topic. Other objectives, not shown, would integrate with other content, not shown.

**Table 14: Generic Learning Outcomes**

Major Learning Outcomes(IV)	Notes
C. Analyze the structure of a Major Topic C F. Define the use of Major Topic D	These outcomes relate to major Contents items, and are the most common form.
B. Compare and contrast Major Topic D and Major Topic E.	This is a “global” learning outcome (linking major topics).
E. Describe instances of Detail 23.	Learning outcomes related to the detail or sub-topic levels of the content are only for particularly important components of a course.

The next table (Table 15) shows assignments and evaluations from the above learning outcomes and content. Text and materials (Section VI.C) is not shown.

**Table 15: Generic Assignments Section**

Assignments (VI.A)	Notes
<ol style="list-style-type: none"> <li>Several short essays (two pages) on topics such as Detail 11 and Detail 22.</li> <li>One research paper (several pages with bibliography) on such topics as Sub-topic K or Sub-topic ...</li> <li>Weekly laboratory assignments on topics such as Detail 11 and Detail 12.</li> </ol>	One or two examples of each type of assignments are required.

**Table 16: Generic Evaluation Section**

Evaluation (VI.B)	Notes
<ol style="list-style-type: none"> <li>Weekly quizzes on topics such as: Detail 11 and Detail 12.</li> <li>Midterm examination on topics such as: Sub-topic L or ...</li> <li>Written final examination on topics such as Major topic ...</li> </ol>	One or two examples of each type of assignments are required.

## 2.3 Course Outline Details

### 2.3.1 Templates

Figures 2 and 3 contain templates for a credit and noncredit course outlines. A template using this format is available at the Curriculum Committee web site.

**Figure 2: Credit Course Outline Template**

City College of San Francisco Course Outline of Record	
<b>I. GENERAL DESCRIPTION</b>	
A. Date of Approval	(month, year) [pg. 27]
1.(,2.) Revision Date(s)	(month, day, year)
B. Department	(department full name) [pg. 27]
C. Course Number	(dept. id number and or letter)[pg.27]
D. Course Title	(catalog title) [pg. 28]
E. Course Outline Preparer	(faculty member(s)) [pg. 28]
F. Department Chairperson	(signature) [pg. 29]
G. Dean	(signature) [pg. 29]
<b>II. COURSE SPECIFICS</b>	
A. Hour(s)	(contact hours (by category)) [pg. Error! Bookmark not defined.]
B. Unit(s)	"# unit(s)" [pg. Error! Bookmark not defined.]
C. Prerequisite(s)	(list) or "None" [pg. 32]
Corequisite(s)	(list) or "None"
Advisor(y/ies)	(list) or "None"
D. Course Justification	(narrative) [pg. 33]
E. Field Trip(s)	"Yes" or "No" [pg. 34]
F. Method of Grading	(Category(ies)) [pg. 34]
G. Repeatability	"0", "1", "2", "3" [pg. 34]
<b>III. CATALOG DESCRIPTION [pg. 37]</b> (narrative)	
<b>IV. MAJOR LEARNING OUTCOMES [pg. 39]</b> Upon completion of this course a student will be able to:	
A. (outcome)	
B. ...	
<b>V. CONTENTS [pg. 43]</b>	
A. (major topic)	
1. (subtopic)	
a. (support detail)	
b. ...	
2. ...	
B. ...	
<b>VI. INSTRUCTIONAL METHODOLOGY [pg. 46]</b>	
A. Assignments [pg. 46]	
1. ...	
2. ...	
B. Evaluation [pg. 49]	
1. ...	
2. ...	
C. Textbooks and Other Instructional Materials [pg. 51]	
1. ...	
2. ...	
<b>VII. Title 5 CLASSIFICATION [pg. 51]</b> (classification)	
CCSF department course number course name, month year, Page m of n	

Figure 3: Noncredit Course Outline Template

City College of San Francisco Course Outline of Record	
<b>I. GENERAL DESCRIPTION</b>	
A. Date of Approval	(month, year) [pg. 27]
1.(2.) Revision Date(s)	(month, day, year)
B. Department	(department full name) [pg. 27]
C. Course Number	(dept. id number and or letter)[pg.27]
D. Course Title	(catalog title) [pg. 28]
E. Course Outline Preparer	(faculty member(s)) [pg. 28]
F. Department Chairperson	(signature) [pg. 29]
G. Dean	(signature) [pg. 29]
H. Curriculum Committee Chair	(signature) [pg. 29]
I. Vice Chancellor	(signature) [pg. 29]
<b>II. COURSE SPECIFICS</b>	
A. Hour(s)	(contact hours (by category)) [pg. Error! Bookmark not defined.]
B. Unit(s)	Noncredit [pg. Error! Bookmark not defined.]
C. Prerequisite(s)	(list) or "None" [pg. 32]
Corequisite(s)	(list) or "None"
Advisor(y/ies)	(list) or "None"
D. Course Justification	(narrative) [pg. 33]
E. Field Trip(s)	"Yes" or "No" [pg. 34]
F. Method of Grading	(Category(ies)) [pg. 34]
G. Repeatability	As needed [pg. 34]
<b>III. CATALOG DESCRIPTION [pg. 37]</b> (narrative)	
<b>IV. MAJOR LEARNING OUTCOMES [pg. 39]</b> Upon completion of this course a student will be able to:	
A. (outcome)	
B. ...	
<b>V. CONTENTS [pg. 43]</b>	
A. (major topic)	
1. (subtopic)	
a. (support detail)	
b. ...	
2. ...	
B. ...	
<b>VI. INSTRUCTIONAL METHODOLOGY [pg. 46]</b>	
A. Assignments [pg. 46]	
1. ...	
2. ...	
B. Evaluation [pg. 49]	
1. ...	
2. ...	
C. Textbooks and Other Instructional Materials [pg. 51]	
1. ...	
2. ...	
<b>VII. Title 5 CLASSIFICATION [pg. 51]</b> (classification)	
CCSF department course number course name, month year, Page m of n	

### 2.3.2 Outline style guidelines

Please use the following general formatting guidelines when creating a course outline.

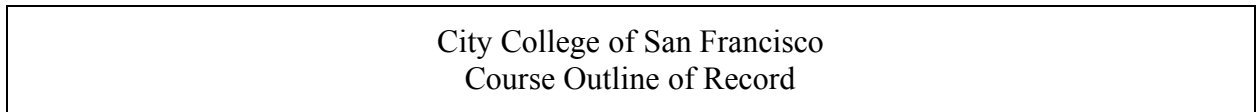
#### Faces and emphasis

Use a serif typeface (e.g. Times New Roman) for body text. Optionally, use a sans-serif typeface for caption text. All text is to be size 12 point. Limit the use of emphasis (bold, italics, underlining, etc.), to textbook citations in Section VI. Instructional Methodology

#### First page header

Please use the following header for the first page of the course outline. Do not put a header on the remaining pages.

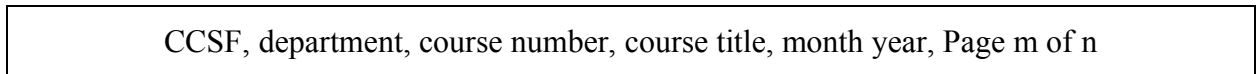
**Figure 4: Course Outline Page Header**



#### Page(s) footer

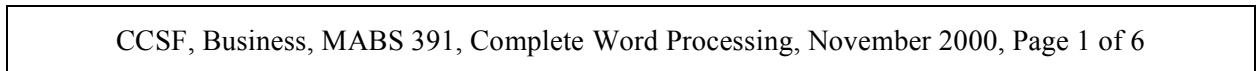
Each page is to have a footer line in the following form:

**Figure 5: Course Outline Page Footer (format)**



Left align the footer on all pages. The “course number” might be “ENGL 1A” or “PE 50A”. The “m” in “Page m of n” is the page number and the “n” is the total number of pages. Please make sure that the information in the header matches the information in the 2.3.3. General Description (Section I). See Figure 6: Course Outline Page Footer (example).

**Figure 6: Course Outline Page Footer (example)**



### 2.3.3. General Description (Section I)

Figure 7: Format of the General Description Section: Credit Courses shows the format to be used for this section of the course outline. Noncredit courses require two additional signatures: Curriculum Committee Chair and Vice Chancellor of Academic Affairs.

Figure 7: Format of the General Description Section: Credit Courses

<b>I. GENERAL DESCRIPTION</b>	
<b>A. Date</b>	<b>(month year)</b>
<b>B. Department</b>	<b>(department full name)</b>
<b>C. Course Number</b>	<b>(dept id number and or letter)</b>
<b>D. Course Title</b>	<b>(catalog title)</b>
<b>E. Course Outline Preparer</b>	<b>(faculty member(s))</b>
<b>F. Department Chairperson</b>	<b>(signature)</b>
<b>G. Dean</b>	<b>(signature)</b>

**A. Date.** Enter the month name and year that the proposal will be brought to the committee.

Figure 8: Example of Date (I.A)

A. Date	April 2002
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As of Spring 2002, the Office of Instruction retains previous copies of course outlines on file (paper and scanned) so that a history of revisions is available.

**Minor revisions.** If part of an existing outline is being revised, but the department has not reviewed the major learning outcomes, contents, or instructional methodology, the outline should not have a new date. Rather, specify a minor revision date underneath the original outline date.

**B. Department.** Give the full name of the department. Do not use abbreviations. If a proposal originates from more than one department, list each department.

Figure 9: Examples of Department Names (I.B)

B. Department	Chemistry
B. Department	English
B. Department	Broadcast Electronic Media Arts

**C. Course number.** A course number is a combination of a subject identifier and an alphanumeric identifier for the course within that subject.

Subject identifiers are composed of upper case letter characters and an optional, single space character. The maximum number of characters in a subject identifier, including any spaces, is four. It is possible for a department to have more than one subject (e.g., ANAT and NUTR are both subjects under the Biological Sciences department).

When determining the alphanumeric part of the course number, please take the following into consideration:

- The numeric part of the course number for a credit, degree-applicable course is a number in the range 1 through 799.
- A credit, non-degree applicable course may have a number 800-999 (e.g., MATH 840), or may start with a letter (e.g., MATH E1)
- Credit course numbers may also contain a trailing letter. Often letters are used to indicate course sequences (e.g., CS 160A and CS 160B).
- Course numbers for experimental courses should end in the letter X (e.g., CINE 172X)
- Numbers for noncredit courses are four-digit numbers.

**Figure 10: Examples of Course Numbers (I.C)**

C. Course Number	CNIT 132	This is a credit, degree-applicable course
C. Course Number	TH A 70	Notice the space between TH and A
C. Course Number	ENGL S	This is a credit, non-degree applicable course
C. Course Number	COMP 9022	This is a non-credit course
C. Course Number	ASTR 16X	This is an experimental course

Course numbers are forever associated with a specified catalog description, set of learning outcomes, and content. Over time, minor changes may be made to these components of a course. Substantial changes to the catalog description, learning outcomes or content of a course may require that the course be proposed as a “new” course — *with a different course number*.

Once a subject and course number combination has been used, it cannot be re-used for a new course. There is no time limitation to this rule. Choose wisely.

**D. Course title.** Specify a descriptive title for the course. Avoid the use of ambiguous abbreviations.

**Figure 11: Examples of Course Titles (I.D)**

D. Course Title	General College Chemistry
D. Course Title	Reading and Composition

Please note – the official course title (on the course outline and in the College Catalog) has no length limitation. However, the semester Schedule of Classes (“time schedule”) course title is limited to 30 characters including space characters. Departments should specify the 30-character version of the course title on the cover sheet.

**E. Course outline preparer.** Please list the names of all faculty members involved in the preparation of the course outline. Place the name of any principal preparer at the beginning of the list.

**Figure 12: Examples of Outline Preparer (I.E)**

E. Course Outline Preparer	John Booher
E. Course Outline Preparer	George B. Shaw

Only the names of faculty members from the specified department (I.B) may be listed as preparers.

**F. Department Chairperson Signature.****Figure 13: Form of Department Chair Signature (I.F)**

F. Department Chairperson	<i>Signature</i>
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Outlines originating from multiple departments should have the signatures of all relevant chairs.

**G. Dean signature.****Figure 14: Form of Dean Signature (I.G)**

G. Dean	<i>Signature</i>
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Outlines originating from multiple departments across different schools should have the signatures of all relevant deans.

**H. Curriculum Committee Chair signature.** This space is only required for non-credit course outlines. The Curriculum Committee chair will sign after the course has been approved and all stipulations cleared.

**Figure 15: Form of Curriculum Committee Chair Signature (I.H)**

H. Curriculum Committee Chair	<i>Signature</i>
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**I. Vice Chancellor signature.** This space is also only required for noncredit course outlines. The Vice Chancellor for Academic Affairs will sign after the course has been approved and all stipulations cleared.

**Figure 16: Form of Vice Chancellor Signature (I.I)**

I. Vice Chancellor	<i>Signature</i>
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**Section I example.** Figure 17: Example Course Description Section is an example of a course description section for a credit course outline.

**Figure 17: Example Course Description Section**

<b>I. GENERAL DESCRIPTION</b>	
<b>A. Dates</b>	<b>March 2002</b>
<b>B. Department</b>	<b>Biology</b>
<b>C. Course Number</b>	<b>BIO 101A</b>
<b>D. Course Title</b>	<b>General Biology</b>
<b>E. Course Outline Preparer</b>	<b>Cherie Wetzel</b>
<b>F. Department Chairperson</b>	<b>(signature)</b>
<b>G. Dean</b>	<b>(signature)</b>

A non-credit course outline would have two additional lines, for the signatures of the Curriculum Committee Chair and Vice Chancellor of Academic Affairs.

When submitting a proposal packet, original signatures of the department chair and dean must appear on the top copy. The Curriculum Committee chair and Vice Chancellor of Academic Affairs will sign non-credit course outlines *after* they have been approved by the Curriculum Committee.

### 2.3.4. Course Specifics (Section II)

All seven items (A through G) of the course specifics section must be present, regardless of applicability.

Figure 18: Format of the Course Specifics Section (II)

<b>II. COURSE SPECIFICS</b>	
<b>A. Hour(s)</b>	<b>(contact hours (by category))</b>
<b>B. Unit(s)</b>	<b>Number, range of numbers, or “Noncredit”</b>
<b>C. Prerequisite(s)</b>	<b>(list) or “None”</b>
<b>Corequisite(s)</b>	<b>(list) or “None”</b>
<b>Advisor(y/ies)</b>	<b>(list) or “None”</b>
<b>D. Course Justification</b>	<b>(narrative)</b>
<b>E. Field Trip(s)</b>	<b>“Yes” or “No”</b>
<b>F. Method of Grading</b>	<b>(Category(ies))</b>
<b>G. Repeatability</b>	<b>0, 1, 2, 3 or “As needed”</b>

#### A. Hours (credit courses).

Hours are the number of hours spent in lecture, laboratory, conference, or work experience. Normally, hours are listed per week for full time classes. For classes that are expected to be scheduled as short-term classes, listing a total number of hours for the entire course is acceptable.

For credit, degree-applicable classes, Title 5 specifies the hours to units ratio as one unit for a minimum of 48 hours of lecture, study, or laboratory. The following table lists the implications of this ratio.

Table 17: Hours to Unit Ratios

Hour Category	Description
Lecture and Conference	Typically we assume a 2:1 ratio of outside study to lecture and/or conference. 48 hours of lecture and study works out to 16 hours of lecture and 32 hours of study. So, a class that meets one hour of lecture or conference per week for 16 weeks is worth 1 unit.
Laboratory	Typically we do not assume outside study for laboratory hours. A class that meets three hours of lab per week for 16 weeks is worth 1 unit.
Work-experience	Five hours of work-experience per week for 16 weeks is one unit.

Note that the number of hours specified is the *minimum* number of hours. It is possible to specify a higher hours to units value, as long as the calculated unit value is within  $\frac{1}{2}$  unit.

Figure 19: Examples of Hours Specifications (credit courses, II.A)

A. Hours	Lecture – 3
A. Hours	Lecture – 3, Conference – 1
A. Hours	Lecture – 1, Laboratory – 3

Credit hours must be specified by category: “lecture”, “conference”, “laboratory”, or “work experience.” At City College of San Francisco, in a three unit lecture class scheduled for 17.5 weeks, a student is expected to spend 52.5 (3 × 17.5) hours in lecture and 105 (6 × 17.5) hours in study for a semester total of 157.5 (52.5 + 105) hours.

Some courses can be written with a variable number of hours. One example of variable hour courses are internship courses, where the amount of work experience hours may vary depending on the internship. Variable hour courses will typically have a variable unit value. Contact the Dean of Curriculum before planning a course with variable hours.

**Hours (noncredit courses).** For noncredit courses specify the total number of hours the course meets. This specification is independent of how the class is scheduled. Typically, noncredit courses have one of the following values for hours: 180, 90, 45, or 22.5.

**Figure 20: Examples of Hours Specifications (noncredit courses, II.A)**

A. Hours	180 Hours
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### B. Units.

**Credit Courses:** For most credit courses, the units value is a number. Some credit courses (e.g., internship classes) are written with a variable unit amount. Contact the Dean of Curriculum before planning a course with fractional units or variable units.

**Noncredit Courses:** Write “Noncredit” here.

**Figure 21: Examples of Units Specifications (II.B)**

B. Units	1
B. Units	3
B. Units	Noncredit
B. Units	0.5, 1, 2

Please see Table 17: Hours to Unit Ratio on page 30 to determine the appropriate unit load.

**C. Prerequisites.** List all prerequisites, corequisites, and/or advisories.

Contact the Dean of Curriculum or the Dean of Matriculation before specifying any constraints on course enrollment beyond the basic forms shown below. Refer to the College Catalog to research various options. There are constraints on the limiting of eligibility for enrollment.

**Figure 22: Examples of Prerequisites, Corequisites and Advisories Specifications (II.C)**

C. Prerequisite	ENGL 1A
Corequisite	None
Advisory	None
C. Prerequisites	MATH 860 or placement in MATH 90
Corequisite	None
Advisory	None
C. Prerequisites	BEMA 52 or demonstration of BEMA 52 exit skills
Corequisite	None
Advisory	None
C. Prerequisites	Eligible for ENGL 96 and MATH 860
Corequisite	None
Advisory	None
C. Prerequisites	None
Corequisite	Completion of or concurrent enrollment in PHYC 2A
Advisory	None
C. Prerequisite	None
Corequisite	None
Advisory	MATH 860
C. Prerequisite	None
Corequisite	None
Advisory	None

Note: "Consent of instructor." cannot be specified in section II.C. Also, please note that all three headings must be listed, even if no prerequisite, corequisite, or advisory courses are needed.

The Curriculum Committee approves all prerequisites, corequisites, and advisories as Committee action items *separate* from approvals of courses and programs. See Chapter 6. Establishment of Prerequisites, Corequisites, and Advisories beginning on page 69 for more details on this process.

**D. Course justification.** The course justification answers the question: “why is this course being proposed?” or “why do we have this course?” Unlike the catalog description, which is intended to be read by students, the course justification is read by the curriculum committee, articulation officers, administrators, and faculty. See also Catalog Description (Section III) on page 37.

**Figure 23: Examples of Course Descriptions (II.D)**

D. Course Justification	This course is designed to meet the AA degree requirements and CSU-GE and IGETC requirements in quantitative reasoning. This Liberal Arts Math course provides a way for the general transfer student to meet these requirements without taking those courses designed to meet major preparation requirements in science and engineering (Pre-calculus and Calculus) or in biological, business, or social sciences (Bio/Bus/SS Calculus and Statistics).
D. Course Justification	This is an introductory science class that combines physical, biological, chemical, and geological sciences into an overview of how the oceans work. It is designed to fulfill the basic science requirement for CCSF graduation.
D. Course Justification	This course in Art History grew out of increasing student demand for more on this subject than was currently being covered in the popular Western Art History course.
D. Course Justification	This course reflects a new requirement in hazardous materials technology now required for certification in fire science.

The following are examples of categories of course justifications. Any justification requires some elaboration.

- Required for transfer.
- New developments in a field.
- Evidence of employer demand (vocational).
- Other unique criteria (e.g. matriculation).
- Departmental/instructor interest.

**E. Field trips.** Specify “Yes” or “No.” Use “Yes” when field trips are integral to the completion of the course, and the field trip will be done during the course’s regularly scheduled class time; otherwise, use “No”. Title 5 has requirements about field trip costs – talk to the Dean of Curriculum for details.

**Figure 24: Examples of Field Trips Specification (II.E)**

E. Field Trips	Yes
E. Field Trips	No

### F. Method of Grading.

For credit courses, use one of the following:

**Figure 25: Examples of Methods of Grading (credit courses, II.F)**

F. Method of Grading	Letter
F. Method of Grading	Pass/No pass
F. Method of Grading	Letter, Pass/No pass

For non-credit courses, use one of the following:

**Figure 26: Examples of Methods of Grading (noncredit courses, II.F)**

F. Method of Grading	A, B, C, No pass
F. Method of Grading	Pass/No pass
F. Method of Grading	No grade

**G. Repeatability.** The concept or attribute of repeatability applies only to credit courses. Repeatability and repetition are two distinctly separate concepts.

**Table 18: Credit Classes Repeatability and Repetition**

Concept	Description
Repeatability	<ol style="list-style-type: none"> <li>1. Repeatability is an attribute or characteristic of a course, it is requested by the department, and is subject to approval by the Curriculum Committee.</li> <li>2. In general: courses that have established content have repeatability of 0 (zero). This applies to most credit classes.</li> <li>3. Some of the following types of courses can have repeatability specifications of 1, 2, or 3: <ol style="list-style-type: none"> <li>a. Courses with variable content</li> <li>b. Courses that build on experience or physical skills</li> <li>c. Courses in the performing or visual arts</li> </ol> </li> <li>4. If a department has several levels of a course with similar educational activities, the repetition limit may apply to all levels of the set of courses.</li> </ol>

Concept	Description
Repetition	<ol style="list-style-type: none"> <li>1. Repetition is not an attribute of a course.</li> <li>2. A student may initiate repetition.</li> <li>3. The most common circumstance allowing a student to repeat a class is his or her having received a substandard grade. There are several other circumstances.</li> <li>4. A course that has a repeatability specification of “0” can be taken again in accordance with repetition regulations.</li> </ol>

For additional information, please read the sections on “Repetition of Credit Courses” and “Course Repeatability” in the “Academic Policies and Procedures” sections of the College Catalog or contact the Dean of Curriculum, or refer to Title 5.

**Credit Classes.** For credit classes, specify: “0”, “1”, “2” or “3.” When the description of the course is written into the College Catalog and Time Schedule, this will be translated in terms of the maximum number of units a student can earn (e.g. “Repeat: max. 9 units”).

Specifying a repeatability factor of “0” means the course can be taken once. Specifying a repeatability factor of “1” means the course can be taken twice. The maximum number of times a course can be taken is four times (repeatability 3). The number of times a course can be repeated can be limited by specification of a maximum number of units allowed. Such a specification is part of the catalog description.

**Figure 27: Examples of Credit course Repeatability Specifications (II.G)**

G. Repeatability	0
G. Repeatability	1
G. Repeatability	2
G. Repeatability	3

**Noncredit Classes.** All noncredit classes have “as needed” for this section.

**Figure 28: Noncredit course Repeatability Specification (II.G)**

G. Repeatability	As needed.
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**Section II Examples.** The following figure shows examples of two complete course specifics sections.

**Figure 29: Example Course Specifics Sections (credit and noncredit, II)**

<b>II. COURSE SPECIFICS</b>	
<b>A. Hour(s)</b>	<b>3 lecture, 1 conference</b>
<b>B. Unit(s)</b>	<b>3</b>
<b>C. Prerequisite(s)</b>	<b>ENGL 1A</b>
<b>Corequisites</b>	<b>None</b>
<b>Advisory</b>	<b>None</b>
<b>D. Course Justification</b>	<b>This course is designed to meet the physical science transfer requirements for CSU and UC.</b>
<b>E. Field Trip(s)</b>	<b>No</b>
<b>F. Method of Grading</b>	<b>Letter, Pass/No pass</b>
<b>G. Repeatability</b>	<b>0</b>

<b>II. COURSE SPECIFICS</b>	
<b>A. Hour(s)</b>	<b>180 Hours</b>
<b>B. Unit(s)</b>	<b>Noncredit</b>
<b>C. Prerequisite(s)</b>	<b>None</b>
<b>Corequisites</b>	<b>None</b>
<b>Advisory</b>	<b>None</b>
<b>D. Course Justification</b>	<b>This course prepares students for work as trainee operators.</b>
<b>E. Field Trip(s)</b>	<b>No</b>
<b>F. Method of Grading</b>	<b>A, B, C, No pass</b>
<b>G. Repeatability</b>	<b>As needed</b>

### 2.3.5. Catalog description (Section III)

The catalog description is a brief description of the course and can be as simple as a list of major course topics. The catalog description is directed towards students, and should help them decide whether the course is suited to their educational goals by identifying critical or key content areas.

#### Length

The average catalog description is about 40 words. Catalog descriptions longer than 50 words may be subject to editing during the approval process. While complete sentences are preferred, using incomplete sentences can help reduce catalog description length. In addition, *avoid* phrases like “This course...”, “Introduction to ...”, “How to ...,” or “Survey of ...”.

#### What to Include; What to Omit.

Avoid being too specific: say “students will write several essays” rather than “students will write eight essays.”

Do not make promises or guarantees: say “Helps prepare students for the CCNA exam”, rather than “Student will be able to pass the CCNA exam”

You may notice courses in the Catalog that have designated CSU and UC transferability, and/or CAN descriptors. The transferability of a particular course is not part of the catalog description, and should not be included on the Course Outline. Any transferability designators will be added by the catalog editor.

Figure 30: Examples of Catalog Descriptions (III)

<b>Asian Studies</b>	<b>Earth Sciences</b>
Description and analysis of the Chinese American community from a sociological point of view. The historical background, family and district organizations, power structure, immigrants, cultural pattern and conflicts, and the socioeconomic problems of the Chinese American community.	The ocean environment. Physical, chemical, biological, geological, and ecological aspects of the oceans, including the origin and extent of the oceans; nature of ocean basins and crust; causes and effects of currents, waves, tides; biogeochemical cycles; plant and animal life in the sea; marine ecology.
<b>English</b>	<b>English as a Second Language</b>
The second half of University-Parallel Reading and Composition: further instruction in expository writing in conjunction with the reading of literature.	Intensive practice in and review of basic grammatical structures and forms, both in sentences and in short narrative and descriptive passages and paraphrases. Practice in reading short passages that serve as models for writing as well as reading with emphasis on contextual prediction, vocabulary expansion, and comprehension.
<b>Mathematics</b>	<b>Physical Education and Dance</b>
Fundamental operations on integers, rational numbers, polynomials, and algebraic expressions; linear and quadratic equations; linear inequalities; integer exponents and square roots; graphing; systems of equations; and applications.	Lectures, readings, films and discussions on theory and development of dance from its evolution in anthropological sources to 20 <sup>th</sup> century contemporary dance. The historical basis of dance and the history of classical ballet, American/European modern dance, African-Haitian dance, and the American idioms of tap and jazz.

<p style="text-align: center;"><b>Apprenticeship</b></p> <p>Instruction in the preparation of pastries, needed equipment, use of equipment, tools of the trade, sanitation, merchandising the product, management principles, supervision of the pastry facility, and historical background pertinent to the trade.</p>	<p style="text-align: center;"><b>Computer Science</b></p> <p>Analysis and design of computer algorithms and the underlying data structures using an object-oriented approach. Analysis in the timing and efficiency of algorithms. Study of lists, stacks, queues, trees, searching, sorting, and recursion. Introduction to graphs, tables, hashing, and direct access files. Further study of abstract data types.</p>
<p style="text-align: center;"><b>Photography</b></p> <p>Development and execution of short, single-camera-style projects focusing on the skills of directing and editing.</p>	<p style="text-align: center;"><b>Humanities</b></p> <p>Examination of the creative process by studying the history of women in the arts from pottery, ritual chants, and storytelling to painting, sculpture, jazz, novels, and performance art. Recognized “greats” as well as anonymous women of diverse cultural and ethnic backgrounds. Films, tapes, slides, and a field trip to complement class lectures and discussions.</p>
<p style="text-align: center;"><b>Business</b></p> <p>Focuses on delivering technical information that is logically organized, clearly and concisely expressed, and suited to the reader’s needs. Emphasis on planning appropriately; organizing materials; creating sentences which are clear and concise; choosing layout for maximum effectiveness and readability; proofreading and editing effectively.</p>	<p style="text-align: center;"><b>Journey person</b></p> <p>Provides basic knowledge and skills in the preparation of facility emergency plans; fire prevention and protection; life safety systems; evacuation and relocation procedures; earthquake preparedness; management of various emergencies and coordinating with emergency responders.</p>

### 2.3.6 Major Learning Outcomes (Section IV)

Please review the discussion on Integration on page 21 before composing learning outcomes.

Major Learning Outcomes describe the goals and objectives of a course. Learning outcomes are a list of descriptions of behavioral attributes that a student will acquire as a result of completing a class with a passing grade. There are three basic forms of learning outcomes.

- A. **Topical Outcomes.** Learning outcomes that relate to major topics of a course. These are the most common form of learning outcomes.
- B. **Global learning outcomes.** Learning outcomes that link together major topics of a course.
- C. **Specific learning outcomes.** Learning outcomes that highlight a particularly important component of a course.

**Header.** The form of the Major Learning Outcomes section is:

**Figure 31: Format of the Major Learning Outcomes Section (IV)**

<p>IV. MAJOR LEARNING OUTCOMES          Upon completion of this course a student will be able to:          A. Analyze ...          B. Define ...          C. ...          ...</p>
---

**Major Learning Outcomes.** List the desired outcomes in behavioral or performance terms, (i.e., what a successful learner is able to do upon completion of the course). While instructors may vary in their approach to course material, the department as a whole should specify abilities or competencies expected of all students who complete the course. Include the theories, principles, and concepts of the subject matter. Use skills and applications to reinforce and develop concepts.

**Format.** Begin each outcome with an action verb from the tables below. Describe what the learner will do when demonstrating achievement of that outcome upon completion of the course. Enumerate (letter) each outcome. The following are sample course outcomes taken from a variety of disciplines:

**Figure 32: Example Courses Major Learning Outcomes (IV)**

<i>Identify and correct</i> errors in punctuation, grammar, and spelling.
<i>Write</i> argumentative essays responding to criticism or opposing arguments.
<i>Describe</i> the role of culture in political institutions.
<i>Compare</i> and <i>contrast</i> capitalism and other economic systems.
<i>Describe</i> the structure and function of prokaryotes and organelles in an eukaryotic cell.
<i>Convert</i> decimal integer and real numbers into binary notation.
<i>Summarize</i> the basic principles of the Constitution and the Bill of Rights.
<i>Describe</i> fundamental American political values that flow from the Constitution.

Note that the learning outcomes, taken with the introductory phrase, are short declarative sentences (e.g., “upon completion of the course a student will be able to identify and correct errors in punctuation, grammar, and spelling”).

When creating learning outcomes:

- Have at least one learning outcomes for each major topic in the Contents Section.
- Do not have learning outcomes for sub-major or detail level topics of the course, unless they are unusually important components of the course.

### Critical thinking

Degree applicable courses require demonstrable critical thinking. The incorporation of critical thinking must be evident throughout the course outline, but particularly in the Major Learning Outcomes, and Assignments and Evaluation sections of Instructional Methodology. Table 19 below contains the verbs associated with critical thinking.

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. Use verbs showing analysis, rather than “understand,” “identify,” or “describe.” Say “explain...” or “compare and contrast...”

The manner in which the Major Learning Outcomes section reflects critical thinking is in the higher cognitive expectations. A useful way to evaluate the cognitive level of a learning outcome is to use Bloom’s taxonomy<sup>1</sup> and other verb tables.

### Emphasizing Critical Thinking

Often, early versions of Major Learning Outcomes are written in a way that under-emphasizes the critical thinking verb. Consider the following Major Learning Outcome:

J. Use proper punctuation, grammar, and spelling in the creation of essays.

To emphasize critical thinking, rewrite this Major Learning Outcome as:

J. Create essays that use proper punctuation, grammar, and spelling

**Rigor.** Credit degree applicable courses must use verbs from Table 19 and may selectively use verbs from Table 20. *Verbs that appear only in Table 21 and Table 22 cannot be used for credit courses.*

The following tables contain verbs that are to be used to construct major learning outcomes. The first and second tables are based on Bloom’s Taxonomy. Some verbs may appear in more than one section of a table or in different tables. Verbs in italics appear in more than one category of the Bloom’s Taxonomy.

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<sup>1</sup> Bloom, Benjamin S., TAXONOMY OF EDUCATIONAL OBJECTIVES, HANDBOOK 1: COGNITIVE DOMAIN, New York, David McKay Co. Inc

Table 19: Cognitive Verbs (critical thinking)

<b>Cognitive Verbs (Degree applicable, credit courses, critical thinking)</b>			
<b>Evaluation</b> – The ability to make decisions, judge, or make selections based on criteria and rationale. Evaluation requires synthesis.			
<i>appraise</i> assess choose <i>compare</i> conclude	consider <i>criticize</i> estimate evaluate judge	measure rate revise score	select value weigh
<b>Synthesis</b> – The ability to combine elements to form an original entity. Synthesis requires analysis.			
arrange assemble collect compose construct	create design formulate integrate manage	<i>organize</i> plan predict prepare produce	propose set up <i>solve</i> <i>summarize</i> synthesize
<b>Analysis</b> – The ability to separate a whole into its parts until the relationships between elements are clear. The ability to perform analysis requires the ability to apply information.			
analyze <i>appraise</i> <i>calculate</i> categorize <i>classify</i> <i>compare</i> contrast	<i>criticize</i> debate deduce <i>describe</i> diagram differentiate	discriminate <i>distinguish</i> examine experiment inspect <i>interpret</i>	inventory question relate <i>solve</i> test <i>translate</i>

Verbs in the following tables may not, and in some instances, do not require critical thinking.

Table 20: Cognitive Verbs

<b>Cognitive Verbs (Nondegree applicable, credit courses, critical thinking)</b>			
<b>Application</b> The ability to use information in a situation different than the original learning context. Comprehension is required.			
apply <i>calculate</i> choose <i>classify</i> <i>demonstrate</i> dramatize	employ <i>generalize</i> illustrate <i>interpret</i> operate	<i>organize</i> practice reconstruct schedule shop	sketch <i>solve</i> transfer translate use
<b>Comprehension</b> – The ability to interpret, translate, summarize or paraphrase given information. Knowledge is required.			
change comment <i>demonstrate</i> <i>describe</i> discuss explain	express <i>generalize</i> give example identify illustrate infer	<i>interpret</i> locate rearrange recognize report restate	review <i>summarize</i> tell transform <i>translate</i>
<b>Knowledge</b> – The ability to recognize and recall facts and specifics.			
define <i>distinguish</i> identify inquire label	list match memorize name	recall recognize record	relate repeat select underline

**Noncredit and community service.** The following tables, Affective Verbs and Psychomotor Verbs, are not part of Bloom's Taxonomy and are not to be used for credit courses. These verbs are for use with noncredit and community service courses only.

Noncredit and community service course may use verbs from Bloom's Taxonomy (Table 19 and Table 20) as desired.

**Table 21: Affective Verbs**

<b>Affective Verbs (noncredit and community service)</b>			
<b>Characterization</b> – Ability to act consistently in accordance with values the student has internalized.			
Internalize			
<b>Organizing</b> – Ability to conceptualize values in abstract or symbolic terms. Ability to organize a value system.			
codify discriminate display	favor judge order	organize relate	systematize weigh
<b>Valuing</b> – Ability to accept a value as a belief, to indicate a preference for a value, to make a commitment.			
balance believe defend	devote examine	prefer pursue	seek value
<b>Responding</b> – Ability to react to a suggestion, ability to respond and achieve satisfaction in response.			
behave complete comply	cooperate enjoy examine	obey observe	respond tolerate
<b>Receiving</b> – Ability to focus on subject matter concepts.			
accept attend	develops realize	receive	recognize

**Table 22: Psychomotor Verbs**

<b>Psychomotor Verbs (noncredit and community service)</b>			
<b>Origination</b> – Ability to create new physical objects.			
construct	create	design	produce
<b>Adaptation</b> – Ability to modify physical objects..			
adapt build	change	develop	supply
<b>Complex overt response</b> – Ability to perform a physical activity with a high degree of skill.			
calibrate	coordinate	maintain	operate
<b>Mechanism</b> – Ability to operate on physical objects.			
adjust build	illustrate indicate	manipulate mix	set up
<b>Guided response</b> – Ability to react to changes in physical objects.			
copy demonstrate	determine discover	duplicate imitate	inject repeat
<b>Set</b> – Ability to change physical objects.			
adjust locate	physically place	position	prepare
<b>Perception</b> – Ability to react appropriately to the physical world.			
distinguish hear recognize	relate see	sense smell	taste touch

### 2.3.7. Contents (Section V)

Please review the discussion on Integration on page 21 before creating this section.

**Outline format.** The Contents section is organized using outline format. Use capital letters for the major topics, then alternate numbers and letters.

**Wording.** Wording of content may include the perspective from which the topics are taught, such as “*historical* development of the periodic table.”

**Scope.** The outline is detailed enough to fully convey the topics covered but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. Compile a complete list of all topics taught in the course, major topics, sub-topics, and supporting detail. Arranging the list by topic with sub-headings; one page is not enough.

**Requirements.** Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

**Level of detail.** A one unit course might have one or one and a half pages of content outline. A two or more units course may require two or more pages of content outline.

**Not a Syllabus.** Do not include syllabus items, such as course introduction or explanation of grading policy.

**No Assignments or Evaluation.** Do not include details of student assignments or evaluation – include those in Section VI. Instructional Methodology.

**Format.** Please use the following outline format. If your content has more than 26 major topics, you may switch to numerical enumeration.

Figure 33: Format of the Contents Section (V)

```

V. CONTENTS
  A. Major topic
    1. Sub-topic
      a. Detail / support
      b. Detail / support
      c. ...
    2. Sub-topic
      a. Detail / support
      b. ...
    3. ....
  B. Major topic
    1. Sub-topic
      a. ...
  C. ...

```

**Organization.** Although content outlines are often done in chronological form, this is not required. Another common organizational form is topic-subject list order. The content outline is not a lesson plan. The following are examples of excerpts of content outlines:

Figure 34: Examples of Content Outlines (excerpts)

English	Earth Sciences
<p>...</p> <p>B. Elementary elements of creative nonfiction</p> <ol style="list-style-type: none"> <li>1. Researching nonfiction subjects               <ol style="list-style-type: none"> <li>a. Methods for developing original ideas</li> <li>b. Methods of research using observation</li> <li>c. Methods of research using interview</li> </ol> </li> <li>2. Character               <ol style="list-style-type: none"> <li>a. Developing real people as characters</li> <li>b. Analysis of nonfiction characters in masterworks</li> </ol> </li> <li>3. Point of view</li> </ol> <p>...</p>	<p>...</p> <p>C. Plate tectonics</p> <ol style="list-style-type: none"> <li>1. Boundaries and related features               <ol style="list-style-type: none"> <li>a. Convergent</li> <li>b. Divergent</li> <li>c. Transform</li> </ol> </li> <li>2. Ocean basins and their relationship to Plate Tectonics               <ol style="list-style-type: none"> <li>a. Trenches, volcanic arcs, and subduction zones</li> <li>b. Oceanic Ridges and seafloor spreading</li> <li>c. Fracture zones</li> </ol> </li> </ol> <p>D. Ocean sediments</p> <ol style="list-style-type: none"> <li>1. Origin               <ol style="list-style-type: none"> <li>a. Terrigenous</li> <li>b. Biogenous</li> <li>c. Hydrogenous</li> <li>d. Cosmogenous</li> </ol> </li> <li>2. Distribution</li> </ol> <p>...</p>
History	P E & Dance
<p>...</p> <p>E. Imigrants and Migranta in an Industrial Societty: Work, Family and Ethnic Communities, 1880s-1920s</p> <ol style="list-style-type: none"> <li>1. Industrialization,nationalism, imperialism and mass migration               <ol style="list-style-type: none"> <li>a. U.S. industrialization and the demand for “cheap,” “unskilled” labor</li> <li>b. U.S. colonization of the Phillipines and Puerto Rico</li> <li>c. Japan’s annexation of Korea</li> </ol> </li> <li>2. Motivations and opportunities, or “push-pull” factors for migration to the U.S.</li> </ol> <p>...</p>	<p>A. Introduction</p> <ol style="list-style-type: none"> <li>1. Cardiovascular endurance               <ol style="list-style-type: none"> <li>a. Nature and principals</li> <li>b. Guidelines</li> <li>c. Physical, emotional and psychological benefits</li> </ol> <p>...</p> </li> <li>2. Heart rate</li> </ol> <p>...</p>
Foreign Language	Computer Networking
<p>...</p> <p>B. Chinese characters</p> <ol style="list-style-type: none"> <li>1. Traditional and simplified</li> <li>2. Historical background</li> <li>3. Relationships between styles</li> </ol> <p>C. Basic composition</p> <ol style="list-style-type: none"> <li>1. Sentence structurevocabulary</li> <li>2. Idiom usage</li> </ol> <p>D. Reading comprehension</p> <p>...</p>	<p>...</p> <p>B. Network types</p> <ol style="list-style-type: none"> <li>1. Peer-to-peer</li> <li>2. Server based</li> <li>3. Non-dedicated</li> </ol> <p>C. Resource sharing</p> <ol style="list-style-type: none"> <li>1. Directories</li> <li>2. Files</li> </ol> <p>D. Hubs</p> <ol style="list-style-type: none"> <li>1. Active</li> <li>2. Passive</li> <li>3. Hybrid</li> </ol> <p>...</p>

Health Science	English as a Second Language
... A. Health system components 1. Financing 2. Insurance 3. Payment 4. Delivery 5. Coverage B. Financing 1. Public a. History b. Medicare ...	... C. Grammar / Vocabulary 1. Terminology a. Parts of speech b. Parts of sentences including punctuation 2. Sentence patterns a. Simple (1) Statements (2) Questions (3) Commands ...

**Mandated contents.** In courses that have mandated (e.g. certification, etc.), departments are required to revise the course outline each time the mandated content changes.

**Multicultural perspective.** When appropriate, outline preparers are encouraged to include in the contents section reference to a multicultural approach to the course material.

**Caution.** The instructor (department) is responsible for the content of its courses and the documentation of that content in the course outline of record. Using the contents table from a textbook as the Contents section of a course outline may cause problems with the course and/or the course outline. Selecting a different or revised textbook may cause the course outline to become out of date. As the course outline of record states what the department specifies is to be the contents of a course, instructors are required to cover, at a minimum, the topics listed in the outline.

### 2.3.8. Instructional Methodology (Section VI)

Please review the discussion on Integration on page 21 before proceeding.

This section of the course outline is divided into three major sections with each having various possible subsections. This section serves as a guide to how the course is to be conducted, to the work students will perform, evaluation of student's work and learning, and the resources typical to implement the course. The three sections are:

**Figure 35: Format of the Instructional Methodology Section (VI)**

<p>VI. INSTRUCTIONAL METHODOLOGY</p> <p>A. Assignments (including in-class and out-of-class, as appropriate)</p> <p>1. ...</p> <p>    a. ...</p> <p>2. ...</p> <p>B. Evaluation</p> <p>1. ...</p> <p>    a. ...</p> <p>2. ...</p> <p>C. Textbooks and Other Instructional Materials</p> <p>1. ...</p>
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#### Special Note – Syllabus

Descriptions of how a course is conducted: lecture schedules, number of tests, grading criteria and grading system are components of the course syllabus unless such items are mandated by department policy and/or external agencies.

**A. Assignments.** Use this section to indicate types and examples of assignments that assist the students in achieving the major learning outcomes of the course. Assignment areas may include:

- Readings from textbooks and other resources
- Discussions and other small group work
- Problem-solving exercises
- Written assignments, including reflection papers, essays, papers
- Oral presentations

When developing the Assignments section, consider the following:

- Credit courses must have clearly delineated in-class and out-of-class assignments. Out-of-class assignments must show independent work.
- Assignments must reflect coverage of major learning outcomes.
- The level of detail depends on the outline and the department. Include sufficient detail to clearly describe the level of rigor of the course and to accurately reflect departmental expectations of

instructors. Avoid including so much detail that course revision is required for relatively minor changes. For example:

- An essay assignment for a composition course in the English Department might include a minimum word count, reflecting the requirements of that department.
- Specifying that there will be 10 homework sets in a Chemistry Department course may be too specific – consider dropping the specific number, giving a range, or using words like “approximately” instead.
- Assignments requiring extensive reading and/or writing may need English and/or ESL prerequisites or advisories. Consult with the Matriculation Office for advice.
- **Critical thinking.** Degree-applicable courses must include tasks/assignments that require students to think critically and apply concepts taught in the course.
- **Information Competency.** With some exceptions, degree-applicable courses should require students to demonstrate information competency by completing a research project that includes evaluation of printed and electronic sources, and proper citation and format.
- Assignments are items that students perform. Do not include items like guest lectures.
- Do not include purely evaluation methods, such as quizzes or exams. Include them in the evaluation section.

**Figure 36: Examples of Assignment Segments (VI.B)**

<p>A. Assignments</p> <p>1. Papers</p> <p>One 3-page typewritten paper dealing with art from the colonial period to the mid-1850’s, and one 5-8 page typewritten paper dealing with late 19<sup>th</sup> and 20<sup>th</sup> century art will require museum visits working on-site with chosen works of art. Students will identify and describe the visual elements of style and technique; discuss the interrelationship between style and context; distinguish the American visual tradition and compare and contrast these aspects with works from other historic traditions; and interpret the artwork with respect to its symbolic meaning and cultural and historical context.</p> <p>2. Short essays ...</p>
<p>A. Assignments</p> <p>1. There will be daily and weekly reading assignments.</p> <p>2. Students will give three class presentations per semester in which they present and explain a current newspaper article about a relevant event or personality.</p> <p>3. Students will submit a six to eight page paper on selected topics. Topics will be selected by the instructor and may include topics such as ethical situations, conflict of interest and professional standards.</p> <p>B. ...</p>

<p>A. Assignments</p> <ol style="list-style-type: none"> <li>1. Oral and/or written exercises which require students to analyze, transform, contrast, and, in general apply the principles introduced in each lesson. These may include:             <ol style="list-style-type: none"> <li>a. Reading of dialogs,</li> <li>b. Substitution drills</li> <li>c. Question/answer exercises</li> <li>d. Dictation and listening comprehension exercises</li> </ol> </li> <li>2. Composition: Students may be required to demonstrate the knowledge acquired by preparing and delivering brief presentations with written and/or oral components and/or short written compositions.</li> <li>3. ...</li> </ol>
<p>A. Assignments</p> <ol style="list-style-type: none"> <li>1. Weekly reading assignments and class discussions of course materials.</li> <li>2. Weekly one or two page reading report or quiz on the assigned reading.</li> <li>3. Historical autobiography on a topic related to individual and family history, chosen from topic lists distributed by the instructor.</li> <li>4. Research assignments in preparation for the research project, such as attending library research skills workshops.</li> <li>5. Research paper on a selected topic approved by the instructor. Students will submit a written topic proposal, including a brief outline and bibliography.</li> <li>6. ...</li> </ol>
<p>A. Assignments</p> <ol style="list-style-type: none"> <li>1. Written reports on observations of live professional music performances such as a symphony, opera, ballet, chamber music, jazz or world music concert.</li> <li>2. Group discussion questions on relevant class issues such as, “How are these two works different?”, “Describe the spirit, mood and feeling of these two contrasting works.”, “Which of these two works would be more difficult to play and why?” and “What is this music describing?”</li> <li>3. ...</li> </ol>
<p>A. Assignments</p> <ol style="list-style-type: none"> <li>1. Installing and configuring software.</li> <li>2. Creating of user profiles.</li> <li>3. Monitoring of system performance.</li> <li>4. ...</li> </ol>

**B. Evaluation.** Use this section to indicate types and examples of evaluation methods that will be used to measure students' achievement of the major learning outcomes of the course and determine the students' final grade. Evaluation areas may include:

- Quizzes, tests, and exams, including midterm and final exams
- Items from the Assignments section that are to be graded
- Essays and papers
- Projects
- Oral presentations

Consider the following when preparing the Evaluation section:

- **Examples.** Each evaluation component must include one or two examples of work or test material. As with Assignments, the level of detail depends on the outline and the department. Include sufficient detail to clearly describe the level of rigor of the course and to accurately reflect departmental expectations of instructors. Avoid including so much detail that course revision is required for relatively minor changes.
- **Evaluating learning outcomes:** Procedures for evaluating student performance must measure the degree to which the student achieves the major learning outcomes stated in the course outline of record. Methods of evaluation must be consistent with the major learning outcomes, and must document coverage of conceptually diverse components of the major learning outcomes. For outcomes that involve skills and the "ability to do things" evaluated by observation of performance, state the level of competency required.
- **Final examination.** Methods of evaluation must include a written final evaluation procedure. For degree-applicable courses, grades must be based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part by means of one of the following:
  - Substantial writing assignments, including essay exam(s), written homework, research paper(s), laboratory or reading report(s) or
  - Computational or non-computational problem solving exercises, including exam(s), laboratory report(s), field work, homework problems or
  - Skills demonstrations, including class performances, field work, performance/proficiency exam(s).
- Items that are explained in the Assignments section that will be evaluated should be cited in the Evaluation section. For example:
  - Laboratory exercises as specified above.
- **Attendance and participation.** Credit courses may use student participation (e.g. class recital and items listed in Figure 36: Examples of Assignment Segments (VI.B)) as evaluation criteria. Class attendance may not be used as an evaluation criterion in credit classes.

The following shows a well developed test and quiz evaluation component:

**Figure 37 Examples of Evaluation Segments (VI.B)**

<p>B. Evaluation</p> <ol style="list-style-type: none"> <li>1. Quizzes: Questions which assess the student’s knowledge and comprehension of such concepts, theories and data assimilation, the “push-pull” model, 19<sup>th</sup> Century labor union policies toward Chinese workers, and changes in immigration patterns after 1965.</li> <li>2. Essay final examination: assess the student’s ability to synthesize course readings, Lectures, and discussions, on such topics as a comparison of employment opportunities and economic strategies among Chinese, Mexicans and Jews during the period 1900-1950, or changes in gender roles and women’s opportunities among European, Chinese and Mexican Americans from 1920 to the present.</li> <li>3. ...</li> </ol>
<p>B. Evaluation</p> <ol style="list-style-type: none"> <li>1. Tests and quizzes: Slide identification, multiple choice, and essay exams will test the student on pivotal works of art discussed in the television lessons and illustrated and discussed in the texts by testing the student's ability to recognize works of art, distinguish them for artist, style, and time period, interpret the meaning, and evaluate each work of art within its cultural context.</li> <li>2. ...</li> </ol>
<p>B. Evaluation</p> <ol style="list-style-type: none"> <li>1. Listening identification of composer, genre and historic period.</li> <li>2. Written report reviewing a concert.</li> <li>3. Written report on a concert review.</li> <li>4. ...</li> </ol>

**Caution.** The following as shown is unacceptable for Section VI.B.

**Figure 38 Unacceptable Evaluation Section (VI.B)**

<p>B. Evaluation</p> <ol style="list-style-type: none"> <li>1. Quizzes</li> <li>2. Tests</li> <li>3. Midterm examination</li> <li>4. Final examination</li> <li>5. Research paper</li> <li>6. Final project</li> <li>7. ...</li> </ol>
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**C. Textbooks and Other Instructional Materials.** The main text plays a remarkably strong role in articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject. Include textbooks (with dates of publication) and other instructional material. Textbooks and instructional materials should be completely referenced: author, title, publisher, city, and date.

The following figure show possible topics for section VI.C. Some topics may not be relevant and relevant topics not shown may be added.

**Figure 39 Textbooks and Other Instructional Materials Section Examples (VI.C)**

- C. Textbooks and Other Instructional Materials

  1. Textbooks
    - a. *(citation(s))*
    - b. ...
  2. Instructor developed materials
    - a. ...
  3. Library resources
    - a. Reference
    - b. Periodicals
    - c. ...
  4. Computer resources
    - a. Application software
    - b. Email
    - c. Browser
    - d. Chat room
    - e. ...
  5. Laboratory resources
  6. Media resources
    - a. Audio
    - b. Video
    - c. ...
  7. ...

Specify text and references or list textbooks and references that the department has evaluated and determined to be representative of the kinds of college level materials appropriate for the course. When necessary, indicate the basis for assessment (i.e., primary source, standard text, readability analysis). Cite the course text using the standard professional format for the topic discipline or the following generic format. For example:

**Figure 40 Textbook Reference Format**

Author(s), Title, Publisher, City, Date

List supporting references using the format cited above. Arrange multiple listings in alphabetical order citing the author's last name first. Where possible, references and texts should reflect currency in discipline, gender, and global and multicultural perspectives.

Figure 41 Example Textbooks and other Materials

Davis, Barbara, <i>Tools For Teaching</i> , Jossey-Bass, San Francisco, 1993
Jeanette D. Bragger And Donald B. Rice, <i>Allons-Y! Le francais par étapes, 5<sup>th</sup> ed.</i> Boston: Heinle and Heinle, 2000., (text and workbook).
French 1a covers chapters 1 through 3

### 2.3.9. Classification (Section VII)

**Specification.** In this section of the outline, list only one of the four possible classifications, as follows:

Figure 42 Title 5 Classifications (one only)

CREDIT / DEGREE APPLICABLE (meets all standards of Title 5. Section 55002 (a)).
CREDIT / NON-DEGREE APPLICABLE (meets all standards of Title 5. Section 55002 (b)).
NONCREDIT (meets all standards of Title 5. Section 55002 (c)).
COMMUNITY SERVICE (meets all standards of Title 5. Section 55002 (d)).

**Standards and criteria.** Each classification has a set of standards and criteria that the course must meet. These standards and criteria are set by Title 5. A major role of the Curriculum Committee is to certify that a course meets the standards and criteria for its selected classification. The standards and criteria for each of the classifications are as follows:

Table 23 Title 5 Standards and Criteria

<b>Degree Applicable - Title 5 Section 55002(a)</b>
The outline 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.
Measurement of student performance is in terms of the stated course objectives and culminates in a formal, permanently recorded grade in accordance with Title 5, 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 instructor deems them to be appropriate, problem solving exercises or skills demonstrations by students.
The course grants units of credit based upon a relationship 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; and 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.
The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.
The course requires, when the department recommends and the curriculum committee approves, entrance skills and consequent prerequisites or corequisites for the course before students are enrolled.
When communication or computational skills are approved by the curriculum committee as prerequisites or co-requisites, the minimum pre- or co- requisites shall be eligibility for enrollment in associate degree credit courses in English or mathematics.
For participation, the course requires the ability to think critically and to understand and apply concepts at levels recommended by the department and approved by the curriculum committee as college level.
The course requires learning skill and a vocabulary that the department recommends as appropriate and the curriculum committee approves for a college course.
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.

The course allows repeated enrollment only as permitted by provisions of Division 2 (commencing with Section 51000), Sections 55761 - 55763, and 58161.
<b>Non-degree Applicable - Title 5 Section 55002(b)</b>
The outline 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. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives..
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 the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.
The course grants units of credit based upon a relationship 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; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short term, extended term, laboratory and/or activity courses.
The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work
The course requires, when the department recommends and the curriculum committee approves, entrance skills and consequent prerequisites or corequisites for the course before students are enrolled.
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.
The course allows repeated enrollment only as permitted by provisions of Title 5, Sections 51002, 55040-55043 and 58161.
<b>Noncredit - Title 5 Section 55002(c)</b>
The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents 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.
The course allows repeated enrollment only as permitted by provisions of Title 5, Section 58161.
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.
To claim apportionment, content and objectives must fall into one of nine areas (see New Noncredit Course cover sheet).
<b>Community Service Offering - Title 5 Section 55002(d)</b>
The course is conducted in accordance with a predetermined strategy or plan.
Content designed for physical, mental, moral, economic or civic development content appropriate for enrollees.
The course is open to all members of the community willing to pay fees to cover the cost of the offering.