



Course Outline Checklist

When creating a new course or revising a course, there will be a Checklist on the right side of the edit screen for the course in CurricUNET. The following pdf shows a picture of this screen.

 [Checklist.pdf](#)

Following are details that will help faculty complete the fields in CurricUNET.

(to be edited below combining previous and new and categorizing)

Basic Course Information

Student Learning Outcomes

Objectives

Topics and Scope

Assignments

Library

Methods of Evaluation

Methods of Instruction

Materials fees

Text, Readings, and Materials

Requisites and Advisories

Cuesta General Education

CSU Transfer and General Education

UC Transfer and IGETC

Distance Education

Attached Files

Term Effective and Final Due Date

1. Select the appropriate term (semester) you want your course to be available to students.
2. The last possible date a new course proposal can be submitted to Academic Affairs for the term effective you are choosing. New course proposals cannot be submitted without:
 - a) all the required signatures including the articulation officer's;
 - b) your division/department assistant has completed all data entry; and
 - c) a full course outline has been printed and attached.

NOTE: Signatures and data entry may take several weeks to complete. If you wait until the final due date and there is a problem with the course outline that causes it to be returned to the division/department for corrections, or if the curriculum committee after review returns the new course proposal for revisions, the course will not become effective until the next term.

Course Name and Number

1. Department Name
Use the correct 4 letter Department Code that is used in your discipline.
2. Course Number
 - a) When choosing a number for a course, use a number that has not been used before. To determine the availability of numbers, your division/department assistant can run a history of all course numbers that have been used in your discipline.
 - b) If different numbers for each course are used, it means there is a distinct difference between the courses.
 - c) If an "A" and a "B" are used, it implies that there is a close content relationship or linkage between the courses.
 - d) Credit non degree applicable courses use numbers 000-099.
 - e) Credit degree applicable courses, but not transferable use numbers 100-199.
 - f) Credit degree applicable courses and are transferable use numbers 200-299.
 - g) Non-Credit Emeritus College courses use 400 numbers.
 - h) Non-Credit Vocational courses use 500 numbers.
 - i) Non-Credit Wellness courses use 600 numbers.
 - j) Non-Credit VESL/Citizenship courses use 700 numbers.

Abbreviated Title

The abbreviated title is used in the schedule of classes and should be an understandable 30-character abbreviation of the full title.

Full Course Name

The full course title is used in the catalog and should be short and descriptive.

Title 5 Category

Identify whether the course is degree applicable, non-degree applicable or non-credit. Special Topics courses may be degree applicable. However, Basic skill or non-college level classes are non-degree applicable.

ESL or Basic Skills

Identify whether the course is basic skills or non-college level (i.e., learning skills, study skills, lower level math and English classes) and whether the instruction

level is 1 or 2 below transfer.

Course Repeatability (Potential Changes Pending May Board of Governors Meeting)

The definitions for repeatability are specified in Title 5, Section 55761, 55762. Check with your curriculum representative if you have questions about repeatability. (Non-Skill Building courses are not repeatable except when the resulting grade is "substandard" (D, F, or I) and Skill Building and Adaptive courses are repeatable with a maximum of 4 times.)

Degree or Certificate Course

1. If your course will be part of an approved degree or certificate pattern, list the degree/certificates your new course will be part of and have your division/department assistant add the course to your internal degree certificate pattern.
2. If your course will not be part of an approved degree or certificate pattern, complete a CCCC Stand Alone Form if course is not going to be part of a degree/certificate pattern or if the degree or certificate has not yet been approved by the Chancellor's Office.

Units/Contact Hours Per Week

Units are determined by applying a standard formula. For courses that are shorter than one semester, the hours are prorated. Rely on this formula:

HR/WK for 18 weeks = 1.0 unit

1 lecture

3 lab HRS/WK for 18 weeks = 1.0 unit

Grading

Transferable major coursework requires a letter grade rather than credit/no credit.

Method of Instruction (MOI)

The MOI you select will determine the attendance code that is assigned, the type of roster that is generated, and the type of funding the college receives for the course. If you are not sure what MOI to use work with your Dean.

General Education, Diversity, Health Requirement

All General Education, Diversity and Health requirement requests must be approved by the sub-committee's responsible for the requirement area. Sub-committees report recommendations for approval or denial to the curriculum committee.

Special Topics

If the new course you are developing will be replacing an existing Special Topics course, the old Special Topics course must be identified and inactivated.

Course Transferability

If you are requesting transferability to the CSU or UC campuses the articulation officer will need to:

- a) review the course outline;
- b) fill in the transferable information located in the gray box; and
- c) sign your course proposal.

Catalog/Schedule Descriptions

- a) Descriptions should be written using complete sentences that begin with a verb.
- b) Catalog descriptions must be clear and succinct to communicate to students, counselors, faculty at other colleges and to assist in making a determination as to whether the course will transfer. It is important to be complete and accurate in the descriptions.
- c) Schedule descriptions may be short, only consisting of one to two sentences.

Prerequisites

1. A prerequisite is a measure of readiness or "a condition of enrollment that a student is required to meet." A prerequisite may be a course, activity, audition, test, or similar measure of readiness and may only be established as provided by the District policy.
2. Prerequisites communicate the level of information students need to have in order to successfully complete the course. The prerequisite should communicate this clearly without duplication and unnecessary information.

Corequisites

A corequisite is a course that "a student is required to simultaneously take in order to enroll in another course". Like a prerequisite, a corequisite may be a course, activity, test, or similar measure of readiness and may only be established as provided by the district policy.

Advisory

An advisory on recommended preparation' means "a condition of enrollment that a student is advised, but not required to meet" before enrollment. An advisory may only be established as provided by the district policy.

Course Content

1. Outcomes & Objectives

- a) The course outcomes & objectives communicate the student learning that should be achieved by the end of the semester. All course outcomes must begin with an action verb from the "verbs used for writing objectives and critical thinking assignments" Bloom's Taxonomy chart. Satisfaction of outcomes & objectives must be observable and measurable.
- b) As Cross and Angelo ("Classroom Assessment Techniques: A Handbook for College Teachers" 1993, p.13) note, "to assess and improve instruction, faculty must first clarify exactly what they want students in their courses to learn. Once teachers know what their instructional goals are, and have determined the relative importance of those goals, they can begin to assess how well students are learning what they are trying to teach."
- c) Characteristics of good course-level learning outcome statements contain three elements addressing:
 1. what students should be able to do;
 2. the conditions under which they should be able to do it; and
 3. how well they should be able to do it.
- d) "How to write learning outcomes" by Alan Jenkins & Dave Unwin at: <http://www.ncgia.ucsb.edu/education/curricula/gjssc/units/format/outcomes.html>
<http://www.brookes.ac.uk/services/ocsd/firstwords/fw32.html>

2. Topics & Scope:

- a) The topics and scope are the specific means by which the outcomes and objectives are accomplished. It is important, therefore, to indicate which topic or topics are related to which specific outcome(s)/objective(s). These relationships can be denoted by associating the numbers of the outcome(s)/objective(s) with the specific topics or by aligning the topics with the outcome(s)/objective(s) numerically in the course content columns of the new course outline form.

3. Curriculum Committee expiations for Outcomes & Objectives and Topics & Scope:

- a) Course outline will explicitly indicate the relations between Outcomes and Objectives and Topics and Scope. In addition, Curriculum forms for New Courses, Special Topics and Major Revisions to Outcomes and Objectives and/or Topics and Scope will follow one of the approved models in the Curriculum Handbook.

Assignments

Only two or three sample assignments are needed. However, they must be independent work.

Critical Thinking

1. All college level course outlines must demonstrate critical thinking components by giving two or three representative examples. If the course is not college level (precollegiate) then the critical thinking examples are optional.
2. Aspects of a critical thinking assignment is clearly evident and that your action verbs come from the critical thinking section of the "verbs used for writing objectives" chart.

Texts/Course Materials

1. No course outline is complete without listed texts or course materials that have been approved by the faculty and the division chair in the discipline. Course materials may be required, in which case all sections of the course will be bound to that selection; or they may be listed as representative, in which case equivalent substitutions may be made after consultation with the division chair. The division chair's signature on a bookstore textbook request certifies that the course material selected is equivalent to the course material described in the course outline (BP 5100).
2. The articulation officer no longer needs to approve representative textbook changes. Faculty no longer need to submit a revision form when substituting an equivalent text for the representative text listed on the course outline. To change the required or representative text(s)/course material(s) listed on the course outline, faculty may submit a revision form.

WestlawNext California Code of Regulations[Home](#) [Table of Contents](#)**§ 58023. Class Hour Unit.**

5 CA ADC § 58023

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 6. California Community Colleges

Chapter 9. Fiscal Support

Subchapter 1. Attendance

Article 3. Tabulations

5 CCR § 58023

§ 58023. Class Hour Unit.

For purposes of this Article, the class hour unit for graded and ungraded classes is defined as not less than 50 consecutive minutes exclusive of passing time. In block scheduling of more than one class hour only one contact hour may be counted in each clock hour of 60 minutes, except that a fractional part of class hour beyond the last full clock hour may be counted from and including the 51st minute of the last full clock hour providing there is no class break in the last full clock or the partial class hour. The divisor for this fractional part of a class hour shall be 50.

The Chancellor's Office may, by rule and regulation, make any and all other provisions necessary to carry out the provisions of this Article.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5

(Register 94, No. 38).

3. Editorial correction of History 1 (Register 95, No. 23).

This database is current through 5/30/14 Register 2014, No. 22

5 CCR § 58023, 5 CA ADC § 58023

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COMMUNITY COLLEGE LEAGUE
OF CALIFORNIA

Book	Board Policies
Section	Chap 4 Academic Affairs
Title	Program, Curriculum, and Course Development
Number	BP 4020
Status	Active
Legal	34 Code of Federal Regulations 600.2, 602.24, 603.24, 668.8 U.S. Department of Education regulations on the Integrity of Federal Student financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended Education Code Sections 70901(b) and 70902(b) Education Code Section 78016 Title 5 Section 51000 Title 5 Section 51022 Title 5 Section 55100 Title 5 Section 55130 Title 5 Section 55150
Adopted	August 1, 2004
Last Revised	August 1, 2007
Last Reviewed	August 1, 2011

BP 4020 Program, Curriculum, and Course Development

References:

Education Code Sections 70901(b), 70902(b), and 78016;

Title 5 Sections 51000, 51022, 55100, 55130 and 55150;

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8

NOTE: *This policy is **legally required**. The following policy indicates that the Board retains authority to approve new programs and courses, and delete programs, and delegates the authority for all other actions to the CEO. It is the option we legally advise, but options that delegate all authority to the CEO or that require Board approval for new courses and deleted courses are legal. However, it is suggested that Boards not require program or course modifications be submitted to them for approval.*

The portion of this policy regarding credit hour definition is legally required in an effort to show good faith compliance with the applicable federal regulations.

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the **CEO** shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development.
- Consideration of job market and other related information for vocational and occupational programs.

All new programs and program deletions shall be approved by the Board.

All new programs shall be submitted to the California Community Colleges Chancellors Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The **[CEO]** will establish procedures which prescribe the definition of “credit hour” consistent with applicable federal regulations, as they apply to community college districts.

The **[CEO]** shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. The **[CEO]** shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

See Administrative Procedures [#].

Revised 8/04, 2/07, 8/07, 7/11, 3/12

[BP 4020 Program, Curriculum, and Course Development Rev. 3-31-12.doc \(28 KB\)](#)

Last Modified by Jane Wright on April 9, 2012