

## Course Outline of Record Title 5 Compliance Check List

1. <b>Division and Department</b>	<ul style="list-style-type: none"> <li>• Use the pull-down to select the appropriate division.</li> <li>• The department is the same as the first four letters of the course number.</li> </ul>
2. <b>Course ID</b>	<p>The course number must adhere to the established Foothill Course Numbering Guide:</p> <p>1-49: transferable to UC          1-99: transferable to CSU          1-199: FH AA/AS degree applicable          200-299: Prerequisite courses for required courses that lead to an AA/AS degree or non-degree applicable courses          300-399: Workshops, review and other courses offered to meet special collegiate needs of a community nature; not degree applicable.          400-499: Non-credit courses (specific requirements)</p> <p><b>Note:</b> If you are unsure which category your course falls under, call Bernie Day at x7225</p>
3. <b>Former ID</b>	<p>If this course has previously had a different number, list the old number here in the following format: "Formerly: SPAP 460"</p>
4. <b>Title</b>	<p>The title must be in all CAPITALS. This is the official title of the course and must be used in ALL documents.</p>
5. <b>Is the Effective Quarter and Year correct?</b>	<p>Outline changes affecting the <i>Catalog</i> go into effect <b>SUMMER</b> of the following year. If the proposed changes are minor and do not effect the printed <i>Catalog</i>, you may indicate the next available, not-yet-scheduled quarter.</p>
6. The number and type of <b>Hours</b> must equal the <b>Unit</b> value. (*COR guide pp. 16-17)	<p>1 hr lecture per week = 1 unit          2 hrs lec-lab per week = 1 unit          3 hrs lab per week = 1 unit</p> <p><b>Note:</b> the course objectives must substantiate the hours and unit value.</p>
7. <b>Hourly</b>	<p>This must be a narrative statement expressing the number and type(s) of hours indicated in the previous boxes for: <i>Weekly Lecture hours, Weekly Lab hours and Weekly Lec/Lab hours</i>. This statement is what appears in the <i>Catalog</i>.</p> <p><i>Example:</i> "2 hours lecture, 3 hours laboratory."</p>
8. <b>Repeatability Statement</b>	<p>The only courses that are repeatable are ATHL (Intercollegiate athletics) courses. All others are <b>NOT REPEATABLE</b>.</p>
9. <b>Repeatability Criteria</b>	<p>This section is only completed for the repeatable ATHL courses and substantiates the enhanced</p>

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	<p>learning experience for the student when it's repeated.</p> <p><i>Example:</i> Repetition of this course gives the student opportunity to gain expanded educational experience through enhanced skills or proficiencies.</p>
<p><b>10. Course Status</b></p>	<p>If you intend to offer the course, it must be "<b>Active</b>". If this field says "Inactive", it will not appear in the Catalog or Schedules. If you are not sure of the status, call the Curriculum Coordinator at x7439.</p>
<p><b>11. Degree Status</b></p>	<p>Choose "Applicable" or "Non-Applicable".</p> <p><b>Degree-Applicable</b> does not mean that it is part of a Foothill degree. <b>Degree-Applicable</b> courses are described as including any of the following:</p> <ul style="list-style-type: none"> <li>• All lower division courses accepted toward the baccalaureate degree by CSU or UC systems or designed to be offered for transfer.</li> <li>• Courses that apply to a major or an area of emphasis in CTE fields.</li> <li>• English composition or reading courses not more than one level below the first transfer level in these areas.</li> <li>• All mathematics courses above and including Elementary Algebra.</li> <li>• Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, are comparable to required skills at a level equivalent to those necessary for degree-applicable English and mathematics courses.</li> </ul> <p>There are four types of <b>Non-Degree-Applicable</b> courses:</p> <ul style="list-style-type: none"> <li>• Non-degree-applicable basic skills courses.</li> <li>• Courses designed to prepare the students to succeed in degree-applicable credit courses <b>that integrate</b> basic skills instruction throughout the curriculum and assign grades partly upon demonstrated mastery of skills. Examples include: college orientation, guidance courses and discipline specific courses such as biology, history, business, etc.</li> <li>• Pre-collegiate career technical preparation courses that provide foundation skills for enrollment in credit degree-applicable career technical education programs.</li> <li>• Career technical courses for which meeting the standards for degree- applicable credit courses is neither necessary nor required.</li> </ul> <p><b>Note:</b> If you are unsure of the applicability, call Bernie Day at x7225.</p>
<p><b>12. Grading</b></p>	<p>There are four choices:</p> <p style="padding-left: 40px;">Letter Grade only *</p> <p style="padding-left: 40px;">Letter Grade (Request for P/NP) **</p> <p style="padding-left: 40px;">Pass/No Pass only ***</p>

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	<p>No Credit **</p> <p>* Required core courses for a State approved degree/certificate (FH Associate degrees or Certificates of Achievement) must be taken for a letter grade. In addition many transfer schools will not accept courses without a letter grade. If you are unsure, call Bernie Day at x7225.</p> <p>**This option allows the student the option of requesting a "Pass/No Pass" evaluation.</p> <p>***The third and fourth options are self-explanatory.</p>
<p><b>13. Credit Status</b></p>	<p>Choose one:</p> <p>Credit</p> <p>Non-Credit</p> <p>Basic Skills (with various levels below college-level)</p> <p>Credit Basic Skills courses are those courses in pre-college level reading, writing, computation and ESL which are designed to enable students to succeed in college level (degree-applicable) credit courses.</p> <p>These may also include college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history or electronics that integrate basic skills instruction throughout and assign grades partly upon demonstrated mastery of those pre-collegiate skills.</p> <p><b>Note:</b> If you have questions regarding the credit type, please contact your Curriculum Representative.</p>
<p><b>14. Degree or Certificate Requirement</b></p>	<p>In this section, you must check all titles that apply. If the course is NOT part of a State approved associate's degree, certificate of achievement or the Foothill College GE Requirements, there must be a completed and approved Stand Alone Form on file in the Office of Instruction.</p> <p>Stand Alone Course Approval forms should be completed and forwarded to your Division Curriculum Committee to begin the approval process.</p>
<p><b>15. Foothill GE Status</b></p>	<p>If the course has received FH GE approval, indicate the area(s). If it is not a Foothill GE course, please select "Non-GE applicable". If a course receives FH GE approval in the future, the Office of Instruction will make adjustments to the outline.</p> <p><b>Note:</b> Checking a box in this section <i>does not</i> automatically trigger the approval process for GE. If you would like to request GE approval for the course, you may complete an application and forward to your Division Curriculum Committee to begin the approval process. The titles of each area, in this section of C3MS, are links to the correct application forms.</p>

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<p><b>16. Online/Distance Education Approval Request</b></p>	<p>If ANY portion of this course is delivered in a method "in lieu of" face-to-face contact between the instructor and student, it is considered a Distance Learning course and you must receive approval to use distance-learning modality. You begin the approval process by selecting the link in this section (a form will appear) and forwarding the completed application to your Division Curriculum Committee.</p>
<p><b>17. Need/Justification</b></p>	<p>Statement communicating the big picture practical reason(s) <b>why we offer the course</b>. That is, it's an explicit explanation about how the course helps students meet their educational goals and where it fits in our overall curricular offerings. For example:</p> <ul style="list-style-type: none"> <li>• Is it part of one of our associate's degrees? If so, is it a core requirement or one of the support course options?</li> <li>• Is it part of a certificate of achievement?</li> <li>• Is it intended to serve as part of our general education package?</li> <li>• Do we offer it because it helps students fulfill their UC/CSU general education requirements?</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>○ This course is a required core course for the AA/AS degree in XX.</li> <li>○ This course is a restricted support course for the AA/AS degree in XX.</li> <li>○ This course is a required core course for the AA/AS degree and Certificate of Achievement in XX.</li> <li>○ This course is a required core course for the AA/AS degree in XX and satisfies the Foothill GE Requirement for Area X. (if the course satisfies 2 GE areas, include both titles)</li> </ul> <p><b>Note:</b> If you're not sure where your course fits in our overall curriculum, contact your college curriculum committee representative and they will help you.</p>
<p><b>18. Description</b> (*COR Guide p. 20)</p>	<p>Every course description <b>must</b> include the following:</p> <ul style="list-style-type: none"> <li>• A brief summary of the course objectives/outcomes.</li> <li>• Essential info about the course, e.g. required field trips beyond "normal" class activities.</li> <li>• the intended student audience (e.g. "intended for students wishing to transfer" or "intended for students who need more practice with formal writing skills," etc.).</li> </ul> <p><b>Optional:</b> If part of a state approved degree/certificate, please communicate this in description (e.g. "completion of this course required for A.A. degree in Cake Baking").</p>
<p><b>19. Prerequisites, Co-requisites &amp; Advisories</b> (*CoR Guide p. 18)</p>	<p>You must specify any prerequisites, co-requisites or advisories here.</p> <p><u>Prerequisites:</u></p>

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	<ul style="list-style-type: none"> <li>• The identified prerequisite course must have been successfully completed.</li> <li>• Will block registration in this course.</li> <li>• Adding/changing a prerequisite requires a CONTENT REVIEW form, Please contact your CCC Rep for assistance.</li> <li>• Established prerequisites must undergo content review process a minimum of every <b>five years</b> as part of the cyclical Title 5 compliance review.</li> </ul> <p><u>Co-requisites:</u></p> <ul style="list-style-type: none"> <li>• The student must be enrolled in both courses simultaneously. If the student drops one, they will be automatically dropped from the other.</li> <li>• Adding/changing a co-requisite requires a CONTENT REVIEW form.</li> <li>• Established co-requisites must undergo content review process a minimum of every <b>five years</b> as part of the cyclical Title 5 compliance review.</li> </ul> <p><u>Advisories:</u></p> <ul style="list-style-type: none"> <li>• Recommended to ensure student success.</li> <li>• Does NOT block enrollment in the parent course.</li> <li>• Established advisories must undergo content review process a minimum of every <b>five years</b> as part of the cyclical Title 5 compliance review.</li> </ul>
<p><b>20. Course Objectives</b> (*CoR Guide p. 24)</p>	<p>The course objectives must follow these criteria:</p> <ul style="list-style-type: none"> <li>• Outline format (A, B, C, 1, 2, 3, a, b, c).</li> <li>• Full sentences, the section beginning with, "The student will be able to:".</li> <li>• Must clearly align with the course content (see your curriculum rep for assistance).</li> <li>• Objectives are the principle concepts, knowledge, skills and abilities (i.e. what will the student DO with the content?).</li> <li>• Must be objective &amp; measurable, using Bloom's Taxonomy.</li> <li>• Most courses will have 3-10 specific learning objectives. These objectives must substantiate the hours and unit value.</li> </ul> <p><b>Note:</b> College courses are required to demonstrate the requirement for critical thinking. Faculty should utilize appropriate Bloom's terminology. (*CoR Guide p. 25)</p>
<p><b>21. Special Facilities and/or Equipment</b></p>	<ul style="list-style-type: none"> <li>• Outline format (A, B, C, 1, 2, 3, a, b, c).</li> <li>• List only special purpose facilities and/or equipment used by all faculty teaching the course.</li> <li>• This section is where the "when taught via Foothill Global Access...." statement is housed. (and an Application for Online/Distance Learning Delivery must be completed. See # 16 above).</li> </ul>

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<p><b>22. Course Content</b> (body of knowledge) (*CoR Guide p. 28)</p>	<ul style="list-style-type: none"> <li>• Outline format (A, B, C, 1, 2, 3, a, b, c).</li> <li>• A <b>list</b> of the <b>minimum</b> material to be included (<b>not</b> sentences).</li> <li>• Should <b>CLEARLY</b> align with Course Objectives.</li> <li>• Needs to align with course(s) that precede or will follow the course (avoid overlap).</li> </ul>
<p><b>23. Methods of Evaluation</b> (*CoR Guide p. 34)</p>	<ul style="list-style-type: none"> <li>• Must <u>either</u> specify types or provide examples (or both):             <ul style="list-style-type: none"> <li>○ e.g. "Methods of evaluation will include Exams/homework/Papers".</li> <li>○ e.g. "Methods of evaluation of may include contributions to class discussions".</li> </ul> </li> <li>• Be mindful of word choice, e.g. "WILL include" versus "MAY include" ("May" gives individual instructors more flexibility).</li> <li>• Should clearly align with the Course Objectives.</li> <li>• Must effectively evaluate student's mastery of critical thinking.</li> </ul>
<p><b>24. Representative Text(s)</b> and other instructional materials (*CoR Guide p. 40)</p>	<ul style="list-style-type: none"> <li>• Must use MLA formatting. For assistance refer to the online "Help Me" in the C3MS.</li> <li>• Include supporting materials to augment teaching.</li> </ul> <p>Should also reflect:</p> <ul style="list-style-type: none"> <li>• Currency in content. To maintain most articulation, the text should be no older than five years old.</li> <li>• Appropriate reading level for course.</li> </ul>
<p><b>25. Authorized Discipline(s)</b> (*CoR Guide p. 14)</p>	<ul style="list-style-type: none"> <li>• Must be from the approved Disciplines List. For assistance refer to the online "Help Me" in the C3MS or the list may be found on the College Curriculum Committee page at: <a href="http://www.foothill.edu/staff/irs/Curriculum/CCCDocuments/Minimum_Qualifications_2010.pdf">http://www.foothill.edu/staff/irs/Curriculum/CCCDocuments/Minimum_Qualifications_2010.pdf</a></li> <li>• Must be in written-out form (not abbreviated) e.g. "Computer Information Systems" instead of "CIS".</li> </ul>
<p><b>26. Method of Instruction</b> (*CoR Guide p. 30)</p>	<ul style="list-style-type: none"> <li>• Must be in narrative form, not list format.</li> <li>• Must specify types or provide examples of the instructional methods that could be used in the course.</li> <li>• Keep in mind that Methods of Instruction must be appropriate to the stated objectives.</li> </ul>
<p><b>27. Lab Content</b></p>	<ul style="list-style-type: none"> <li>• If the course lists "Laboratory" or "Lecture-Laboratory" as a method of instruction or type of hours, this area <b>MUST</b> be complete.</li> <li>• LIST topics and activities included in lab, (rather than sentences). This is not a list of objectives.</li> </ul>
<p><b>28. Examples of Required Reading &amp; Writing</b></p>	<ul style="list-style-type: none"> <li>• Must reflect requirement for critical thinking rather than only rote memorization.</li> </ul>

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<p><b>Assignments &amp; Outside of Class Assignments</b> (*CoR Guide p. 37)</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"><li>• The student will write ten poems or four or five pieces of short fiction or a combination, or a longer, single, sustained writing project and seven to ten pages on a research topic. The written work in this course will be more advanced than the written work for ENGL 135.</li><li>• Students may be required to write reports from one paragraph to several pages explaining concepts or explaining and interpreting solutions to non-routine or applied problems.</li></ul>
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This document is intended to be a self-help check sheet to assist in the preparation of Course Outlines of Record (CORs). Due to the nature of our approval process, **ALL** course outlines are reviewed by the Division Curriculum Committees and they must be completely **STATE COMPLIANT** to receive Division approval and to be submitted to the State Chancellor's Office to receive final approval.

Faculty must confer with your CCC Rep to review all outlines and additional documentation (Content Review forms, Stand Alone Approval Requests, Application for Online/Distance Learning and General Education Review Requests) before you submit them to your Division Curriculum Committee.