

## Title 5 Outline 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>Is this a new course or a number change? Is the numbering correct based on FH guidelines?  <u>FH Course Numbering Guide:</u>            1-49: transferable to UC            1-99: transferable to CSU            1-199: FH AA/AS degree applicable            200-299: Prereqs for required courses that lead to an AA/AS degree and/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, non-graded courses (specific requirements)</p>
3. <b>Former ID</b>	Did this course have previous number? If so, please list the old number here. (i.e. "Formerly: SPAP 460")
4. <b>Title</b>	Is the title in all CAPITALS? It should be!
5. Is the <b>EFFECTIVE QUARTER</b> and <b>YEAR</b> correct?	Outline changes affecting the <i>Catalog</i> go into effect FALL 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.
6. Do the number and type of <b>HOURS</b> equal the <b>UNIT</b> value? And don't forget the homework hours! (*CoR guide pp. 16-17)	<p>Currently the FH model is:            1 hr lecture per week = 1 unit            2 hrs lec-lab per week = 1 unit            3 hrs lab per week = 1 unit</p> <p>The State instructs us to list the homework hours so as to inform the student of the expectation of total hours needed to be successful in the course. Homework hours should be calculated as two times the lecture hours.</p>
7. <b>Hourly</b>	<p>In addition to the "boxes" in which you indicate the number of each type of instruction hours, you must express the hours and type of hours in a statement for the inclusion in the <i>Catalog</i>.</p> <p><i>Example:</i> "Two hours lecture, three hours laboratory."</p>
8. <b>Repeatability Statement</b>	<p>This is a pull-down menu from which you may select the appropriate repetitions for the course. "Unlimited Repeatability" is only for non-credit courses. <b>Most</b> courses are not repeatable in which case you should select "Not Repeatable" for the Repeatability Statement (above) and this section should be left blank.</p> <p>However, a course may be repeated if one of the following is true:</p>

## Title 5 Outline Compliance Check List

	<p>1. the content of the course differs each time it is offered (if this is the case the COR must explicitly identify the differences each time).</p> <p>*2. the course is an "activity" course in which the student meets course objectives by repeating a similar primary educational activity and gains an expanded educational experience each time the course repeated.</p> <p>3. repetition is necessary for a student to meet legally mandated training requirement as a condition of continued paid or volunteer employment.</p> <p>*Please remember that courses with similar activities are considered a "family" of courses and the repeatability refers to all the courses in that family. For example beginning, intermediate &amp; advanced swimming are similar activities and therefore any combination of the three may be repeated for a total of 6 times, not each course 6 times.</p>
<p>9. <b>Repeatability Criteria</b></p>	<p>This section is where you explain the criteria by which the student may repeat the course. (How does the course differ each time the course is repeated).</p>
<p>10. <b>Course Status</b></p>	<p>Your choices are "Active" or "Inactive".</p>
<p>11. <b>Degree Status</b></p>	<p>Your choices are "Applicable" or "Non-Applicable".</p> <p>Degree-Applicable 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 (requiring vocational TOP codes).</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 &lt;b&gt;that integrate&lt;/b&gt; 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> </ul>

### Title 5 Outline Compliance Check List

	<ul style="list-style-type: none"> <li>• Precollegiate 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>
<b>12. Grading</b>	<p>You have four choices: "Letter Grade only", "Letter Grade (Request for P/NP)", "Pass/No Pass only" and "No Credit". The first is a good choice for those courses that are required core courses for a State approved degree/certificate. The second gives the student the option of selecting a Pass/No Pass. The third and fourth options are self-explanatory.</p>
<b>13. Credit Status</b>	<p>Your choices are "Credit", "Non-Credit" or "Basic Skills"</p>
<b>14. Degree or Certificate Requirement</b>	<p>Is the course part of a State approved degree or certificate? If NOT, have you completed a STAND ALONE FORM?          State approved certificates all have the title of "Certificate of Achievement". Non-state approved certificates have names like, "Skills, Proficiency, Specialization or Career" and these titles indicate that they <b>do not</b> have State approval. Stand Alone Course Approval forms should be completed and forwarded to your Division Curriculum Committee to begin the approval process. In this section, you may check all titles that apply.</p>
<b>15. Propose Foothill GE Status</b>	<p>If the course has FH GE approval, it should be marked here. If it is not a Foothill GE course, please check "Non-GE applicable". Checking a box in this section does not automatically trigger the approval process for GE. Each title is a link to the application for that area. You may complete the application and forward it to your Division Curriculum Committee to begin the approval process.</p>
<b>16. Online/Distance Education Approval Request</b>	<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 complete the form identified in this section. You may complete the application and forward it to your Division Curriculum Committee to begin the approval process.</p>
<b>17. Description</b> (*CoR Guide p. 20)	<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>• Needs to specify 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> <li>• If part of a degree/certificate, helpful to let students know (e.g. "completion of this course required for A.A. degree in Cake Baking").</li> </ul>
<b>18. Prerequisites, Co-requisites and Advisories</b>	<p><u>Prerequisites:</u></p>

## Title 5 Outline Compliance Check List

<p>(*CoR Guide p. 18)</p>	<ul style="list-style-type: none"> <li>• The stated course must have been previously completed.</li> <li>• Will block registration in this course.</li> <li>• Adding/changing a prerequisite requires a CONTENT REVIEW form</li> <li>• Established prereqs must undergo content review process a minimum of every three years (part of Title 5 compliance review).</li> </ul> <p><u>Co-requisites:</u></p> <ul style="list-style-type: none"> <li>• Must be taken simultaneously.</li> <li>• Will block registration in this course.</li> <li>• Adding/changing a co-requisite requires a CONTENT REVIEW form.</li> <li>• Established coreqs must undergo content review process a minimum of every three years (part of 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 course.</li> <li>• Must undergo content review every three years (part of Title 5 compliance review).</li> </ul>
<p><b>19. Course Objectives</b> (*CoR Guide p. 24)</p>	<ul style="list-style-type: none"> <li>• Outline format (A, B, C, 1, 2, 3, a, b, c).</li> <li>• Full sentences, each beginning with, "The student will be able to..."</li> <li>• Should clearly align with the course content.</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.</li> <li>• Use Bloom's Taxonomy; courses are required to demonstrate critical thinking therefore faculty should consider using appropriate Bloom's terminology. (*CoR Guide p. 25)</li> <li>• Most courses will have 3-10 specific learning objectives.</li> </ul>
<p><b>20. 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>
<p><b>21. 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 CLEARLY 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>22. Methods of Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Must <u>either</u> specify types or provide examples (or both):</li> </ul>

### Title 5 Outline Compliance Check List

<p>(*CoR Guide p. 34)</p>	<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> <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>23. 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.</li> <li>• Appropriate reading level for course.</li> </ul>
<p><b>24. Authorized Discipline(s)</b> (*CoR Guide p. 14)</p>	<ul style="list-style-type: none"> <li>• Must be from the approved Disciplines List. The list may be found at <a href="#">Minimum Qualifications 2010 (Disciplines List)</a>.</li> <li>• Must be in written-out form (not abbreviated) e.g. "Computer Information Systems" instead of "CIS".</li> </ul>
<p><b>25. Method of Instruction</b> (*CoR Guide p. 30)</p>	<ul style="list-style-type: none"> <li>• Should be appropriate to the objectives.</li> <li>• The description should specify types or provide examples of the instructional methods that could be used in the course.</li> <li>• Keep in mind that assignments, methods of instruction and evaluation must be appropriate to the stated objectives.</li> </ul>
<p><b>26. Lab Content</b></p>	<ul style="list-style-type: none"> <li>• If the course lists "Laboratory" as a method of instruction or type of hours, this area <b>MUST</b> be complete.</li> <li>• LIST of topics included in lab, (rather than sentences)</li> </ul>
<p><b>27. Examples of Required Reading &amp; Writing Assignments &amp; Outside of Class Assignments</b> (*CoR Guide p. 37)</p>	<ul style="list-style-type: none"> <li>• Should reflect requirement for critical thinking rather than only rote memorization.</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• 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>
<p><b>28. Need/Justification</b></p>	<ul style="list-style-type: none"> <li>• Each course must provide a statement that briefly explains how the course fits into our curricular offerings. (i.e. which state approved degrees/certificates require this course? Does it satisfy FH GE requirements and if so, which ones?) If it's a Stand</li> </ul>

### Title 5 Outline Compliance Check List

	<p>Alone course, the course's role in the curriculum should be explained (and can be drawn right from the stand alone application).</p> <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>
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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 become a State approved course. **It is strongly suggested that you ask 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) and provide feedback before you submit them to your Division Curriculum Committee**

\*CoR Guide = The Course Outline of Record: A Curriculum Reference Guide, published by the Academic Senate for California Community Colleges and available at <http://www.foothill.edu/staff/irs/Curriculum/index.php>