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# Title 5 Regulations And Changes

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## Role of the Course Outline of Record

- *Forms the basis for a legal contract among the student, instructor, and institution.*
- *States the content and level of rigor for which students across all sections of the course will be held accountable.*
- *Primary document for course and program planning.*
- *Provides a coherent body of knowledge to prepare students in a particular subject.*
- *Establishes prerequisites, co-requisites, or recommended preparation (advisories) for sequential courses or other courses and fulfills Matriculation requirements.*
- *Serves as document for articulation with four-year colleges.*

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## Course Outline of Record Title 5 Regulations

*Title 5 § 55002: The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the*

- *Unit Value*
- *Scope*
- *Objectives*
- *Content*
- *Required Reading*
- *Writing assignments*
- *Outside Class Assignments*
- *Instructional methodology*
- *Methods of Evaluation*
- *Repetition*
- *Prerequisites*
- *Corequisites*
- *Recommended preparation*
- *The expected number of contact hours for the course as a whole.\**

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## Title 5 § 55002 - Grades

- *Grading policy: 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 § 55023\*.*
- *The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency.*

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## Academic Symbols and Grade Point Average (Changes) - § 55023

A	Excellent	4 Grade points
B	Good	3 Grade points
C	Satisfactory	2 Grade points
D	Less than satisfactory	1 Grade point
F	Failing	0 Grade point
P	Passing*	

*(At least satisfactory - units awarded not counted in GPA. Has the same meaning as "CR" as that symbol was defined prior to June 30, 2007.)*

### NP No Pass\*

*(Less than satisfactory, or failing - units not counted in GPA. NP has the same meaning as "NC" as that symbol was defined prior to June 30, 2007.)*

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## Minimum Requirements for the Associate Degree - § 55063

### Requirements for a major or area of emphasis\*

*Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of "C" or better or a "P" if the course is taken on a "pass - no pass" basis.*

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## Title 5 § 55002 - Units

- Units - § 55002.5 and § 55002 (B)

*One credit hour of community college work requires a minimum of 48\* hours of lecture\*, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study or laboratory work at colleges operating on the quarter system.\**

*The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours of performance criteria specified in the course outline. The course also 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.*

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## Resources and Reference Materials

- [www.cccco.edu/](http://www.cccco.edu/)
  - California Community Colleges: Program and Course Approval Handbook
  - California Community Colleges: Distance Education Guidelines
  - California Community Colleges: Non-Credit at a Glance
- [www.asccc.org](http://www.asccc.org)
  - Academic Senate for California Community Colleges, Curriculum
  - Components of a Model Course Outline of Record

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## Degree Credit Course

Good Writing Practices  
The Statewide Academic  
Senate's Recommendations

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**Palomar College Course Outline for Credit Course**

- *Course Number and Title*
- *Unit Value*
- *Grading Basis*
- *Basic Skills Requirements*
- *Requisite/Prerequisite/Corequisite*
- *Limitation of Enrollment*
- *Scope of Course*
- *Specific Course Objectives*
- *Methods of Instruction*
- *Content in Terms of Specific Body of Knowledge*
- *Textbooks/Resources*
- *Required/Suggested Reading*
- *Critical Thinking*
- *Required Writing*
- *Outside Assignments*
- *Methods of Assessment*
- *Open Entry/Open Exist*
- *Is Course Repeatable for Reason(s) other than Deficient Grade*

*\*Note: Number of contact hours for the course as a whole must be added*

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**Course Number**

- *Course numbers: 1 - 49*  
*Remedial or college preparatory courses which do not apply toward an A.A. Degree and are not intended for transfer.*
- *Course numbers: 50 - 99*  
*Apply toward an A.A. Degree, but are not intended for transfer.*
- *Course numbers: 100 and higher*  
*Apply toward an A.A. Degree and/or are intended for transfer to a four year college or university.*

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Course Title  
*Standard Course Names and Short Names*

- *Recommendations for Standard Course Names*
  - *Use name 30 characters (including spaces) or fewer.  
 (To avoid abbreviated short names for class schedule and students' transcripts.)*

*Example: Introductory Composition*  
*Economic History of the United States*  
*(abbreviation: Economic History of the U.S.)*

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Course Title  
*Roman Numerals/Discipline Acronyms*

- *Use Roman numerals in course names, as opposed to Arabic numerals.*

*Example: Modern Dance II rather than Modern Dance 2*

- *Do not repeat discipline name or discipline acronym in course names.*

*Example: Use EME 197C Workshop: Changes in  
 Emergency Medicine rather than EME 197C  
 Emergency Medical Education Workshop: Changes in  
 Emergency Medicine*

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Course Title  
*Standard Abbreviations for Short Names*

● Advanced	ADV
● Beginning	BEG
● Computer	CMPTR
● Elementary	ELEM
● Intermediate	INTER
● Introduction/Introductory	INTRO
● Management	MGMT
● Material(s)	MTRL or MTRLS
● Procedure	PRCDR
● Production	PROD
● Service(s)	SVC or SVCS
● Skills	SKLS
● Workshop	WKSP

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## Unit Value

- Choose unit value and minimum number of semester hours carefully. Hours per week should always be for the traditional full semester.

*Example: For a 3-unit lecture only course, the minimum number of semester hours is 48. The class meets 3 hours per week.*

*For a 4-unit lecture/lab course, the minimum number of semester hours is 128. The class meets 8 hours per week.*

*For a 5-unit lecture only course, the minimum number of semester hours is 80. The class meets 5 hours per week.*




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## Grading Basis

There are three options:

- Grade/Pass/No Pass\*
- Pass/No Pass only (must be stated in the catalog)  
*(Example: Counseling 180)*
- Grade only (must be stated in the catalog)  
*(Example: English 100 and English 202)*

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## Basic Skills Requirements

*Example: Appropriate Language and/or Computational Skills.*

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## Target Course/Prerequisites/Corequisites

### Definitions

- *Target Course* - the course for which the requisite or limitation on enrollment is being established.
- *Prerequisite* - is a condition of enrollment that a student is required to meet in order to demonstrate current readiness in a target course or educational program.
- *Corequisite* - is a condition of enrollment consisting of a course that a student is required to take simultaneously with another course.

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## Recommended Preparation

### Definition

- *Recommended Preparation* - is a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

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## Levels of Scrutiny

### Sequential courses within and across Discipline

- Sequences within a discipline  
(Calculus I for Calculus II)
- Sequences across disciplines  
(Calculus I for Physics I)

### Required documentation consists of

- A list of specific knowledge and/or skills needed upon entry to the target course must be included in the course outline of record of the target course and
- Content review

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**Levels of Scrutiny**

*Prerequisite/corequisite*

*A standard prerequisite or corequisite is one for which three UC or UCS campuses can be found, each of which lists in the catalog a course equivalent to the target course with an equivalent prerequisite or corequisite.*

*In addition, it requires content review.*

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**Content Review**

*"Content review" means a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by the faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which the students need to acquire through simultaneous enrollment in a corequisite course.\**

*(Including now the level of scrutiny.)\**

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**Courses in Communication or Computation Skills**

*When used for requisite courses in other disciplines:  
Required documentation consists of*

- A list of specific knowledge and/or skills needed upon entry to the target course must be included in the course outline of record of the target course,*
- Content review, and*
- Data must be collected according to sound research policies as described in the Model District Policy.*

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**Cut Scores**

*Requires appropriate matriculation research data.*

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**Scope of Course**

*Catalog description:*  
*is the summary of the course content. It should be thorough, concise, and brief. It should contain essential information about the course for the reader. The preference is that the scope be written in complete sentences in the present tense.*

*The paragraph could start with one of the following:*

- *The study of ...*
- *Principles of ...*
- *Concepts of ...*
- *Applications of ...*
- *Survey of ...*
- *Introduction to ...*

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**Scope of Course**

*Examples:*

- *This is a writing course for the student who wants to develop fundamental essay writing skills, acquire an A.A. degree, or enter a transfer program, but who needs further preparation in composition skills.*
- *The course is the study of prepositional and predicate logic, number theory and methods of proof, elements of set theory, relations and functions, the Pigeonhole Principle, sequences, infinite sets, basic counting techniques, permutations, combinations, and applications directed to the field of computer science. (Include for whom the course is designed.)*

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## Purpose of Scope of Course

- For students:  
*need information to plan programs*
- For counseling faculty:  
*need information for advising students*
- For universities (for transfer courses):  
*descriptions for institutions to assure that the college's corresponding course is presented comparable.*

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## Developing the Course Outline of Record

- Learning Objectives of course  
*What do I want the student to learn and how will I assess student learning?*
  - Principle Concepts
  - Knowledge
  - Skills
  - Abilities
- Course Content
  - Outlines the minimum material to be covered
  - Needs to align with course(s) that precede or will follow course (avoid overlap of content)

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## Specific Course Objectives

*This section is to convey the learning outcomes expected of students.*

*The format typically begins with the phrase  
"Upon successful completion of the course the student will be able to:"*

*With a list of those expectations following.*

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## How to write Course Objectives

### Challenges:

- Write from approximately ten to at most twenty of the specific learning objectives of the course.
- Group individual items into sets which share commonalities.
- Degree applicable courses are required to demonstrate critical thinking. The incorporation of critical thinking must be evident throughout the course outline but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation.

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## The Integrated COR

### Linking all activities back to the course objectives:

- When developing reading, writing, critical thinking, and other class/outside assignments, consider a variety of learning and assessment activities that address:
  - Different student learning styles
  - Diversity of students
  - Further development of foundation/core skills
- When defining methods of instructional delivery
  - Consider flexibility of teaching styles
  - Consider student learning styles
  - Consider developments in technology

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## Bloom's Taxonomy

### Verbs Requiring Cognitive Outcomes

SIMPLE	COMPLEX	Critical Thinking			
		Analysis	Synthesis	Evaluation	
<b>Knowledge</b> define repeat record list name relate underline recall inquire record recognize match memorize select distinguish identify label	<b>Comprehension</b> translate restate discuss describe recognize explain express identify locate report review tell change rearrange give example illustrate comment transform demonstrate infer generalize interpret summarize	<b>Application</b> interpret apply employ use demonstrate dramatize practice express cooperate schedule inspect shop sketch organize question reconstruct solve transfer generalize choose classify calculate	<b>Analysis</b> distinguish analyze appraise calculate experiment test compare contrast illustrate criticize diagram inspect debate inventory question relate solve solve examine categorize discriminate deduce put into list describe classify categorize	<b>Synthesis</b> compose plan + propose design + formulate arrange assemble collect construct create set up organize prepare solve + produce +	<b>Evaluation</b> judge appraise evaluate rate compare value revise score select choose assess estimate measure consider conclude weigh criticize assess

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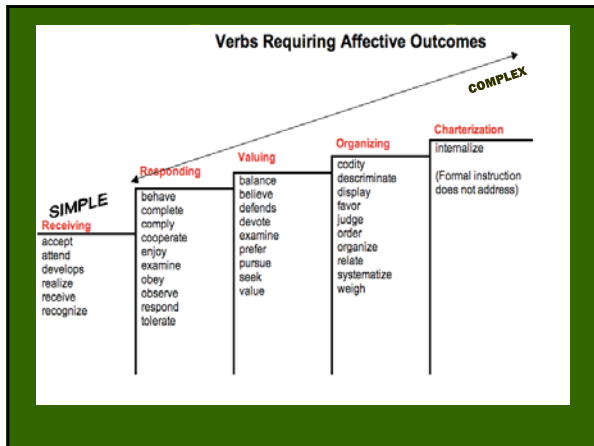
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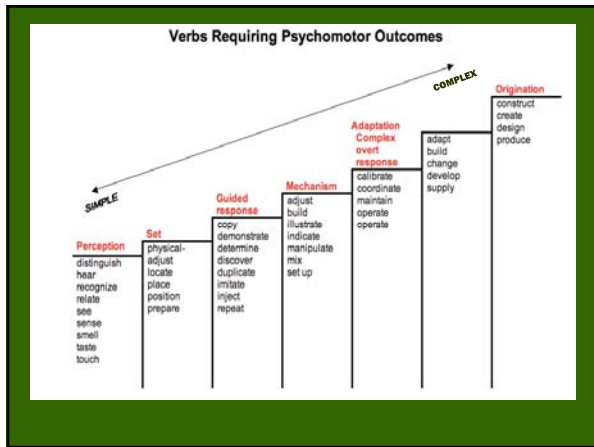
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**Methods of Instruction**

*Methods of Instruction may include, but are not limited to, the following:*

*Example:*

1. Lecture
2. Lab
3. Demonstration

*etc.*

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## Content in Terms of Specific Body Knowledge

The content should be in outline form and topics should be arranged in chronological order. It should be detailed enough to fully convey the topics covered.

Example:

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## Textbooks and Reading Selection

Considerations:

- Support breadth of course
- Include supporting materials to augment teaching
- Appropriate reading level for course
- Currency in content

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## Textbooks/Resources

May include Textbooks, Manuals, Periodicals, Software, and other Resources.

Examples:

1. Adams, W. Royce. *Risking Contact: Readings to Challenge our Thinking*. Boston: Houghton Mifflin, 1997.
2. Bass, Randall. *Border Texts: Cultural Readings for Contemporary Writers*. Boston: Houghton Mifflin, 1999.

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**Required Reading**

*Examples:*

*None, or*

*A minimum of 6,000-8,000 words during the semester, including*

- 1. at least four essays of critical thinking, 1,000-1,500 words each on specific topics;*
- 2. a formal, argumentative, college-level research paper at least 15 pages in length.*

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**Suggested Reading**

*Examples:*

*None, or*

Jarvis, C. (2004). *Pocket Companion for Physical Exam and Health Assessment*. (4th ed.). Philadelphia: Saunders.

Metheny, N. (2000). *Fluid and electrolyte balance: Nursing considerations*. (4th ed.). Philadelphia:

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**Critical Thinking**

*Examples:*

*Among other topics, students will study the basic properties of sets, logic, and learn to construct proofs from elementary number theory. Students will be able to analyze problems from mathematics and computer science, formulate and test their problem solving techniques, and hence improve their critical thinking skills throughout the course, or*

*Patient care plans.*

*Application of theoretical knowledge in the clinical setting.*

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## Required Writing

*Examples:*  
 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 English 135, or

*Problem-solving exercises on homework assignments and written tests are more appropriate. In addition, 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.*

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## Outside Assignments

*Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short classes.*

*Examples:*  
 Students are expected to read the text, study lecture notes, and complete daily homework assignments, which may include practice solving routine problems, explaining concepts, and solving applications or non-routine problem solving, or

*The composing of poetry and fiction. It is difficult to put a time value on these assignments, but they are sufficiently rigorous and specific to require a great deal of work. Reading from the anthologies. Approximately three hundred pages during the semester. Researching topics for formal papers and presentations.*

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## Methods of Assessment

*Title 5 § 55002(a)(3) does not give specific examples on assessment. Therefore faculty have the academic freedom to choose assignments following their expertise.*

*Examples:*  
 Exams/Homework/Papers  
 or  
 Methods of Assessment may include, but are not limited to, the following: Papers

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## Integrated Course Outline

Course Objectives	Methods of Instruction	Outside Assignments	Methods of Assessment
The student will: A. Define and demonstrate an understanding of general theatre terminology.	A. Lecture presentations and classroom discussion using the language of theatre.	A. Textual analysis in discussion and writing; required study of assigned dramatic texts, including works representative of diverse gender, ethnic, and global perspectives.	A. Evaluation of written analyses for content, form, and application of dramatic performance review techniques.

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## Open Entry/Open Exit

*Examples:*

1. *OIS 101 Beginning Keyboarding*  
Course may be offered as open entry/open exit
  
2. *COUN 48 Overcoming Test Anxiety*  
Yes, course is always offered as open entry/open exit

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## Is Course Repeatable for Reason(s) Other than Deficient Grade

*If a course is repeatable for reasons other than a deficient grade, identify specific provision of Title 5 Chapter 2 section(s) [55761](#) - 55763 and 58161.*

*Maximum repeatability is four times and must be justified.*

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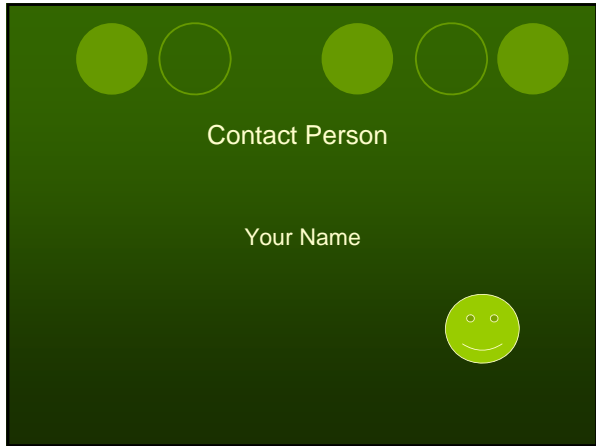
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