

- Lecture
- Lab
- Work Experience

Noncredit courses require hours only, and faculty are required to list the total number of Lecture and Lab hours for the semester. For “mirrored” noncredit, the number of hours for Lecture and Lab must match the credit mirrored course.

e) **The Expected Required Number of Contact Hours**

Units for credit hours are based upon three academic (50-minute) hours per week per unit, which equates to 54 hours a semester, for the following:

- Lecture: One inside-of-class hour, and two outside-of-class hours
- Lab: Three inside-of-class hours, and no outside-of-class hours.

There is also a No Unit Value Lab, which is one hour a week in class (18 hours per semester), but is not a part of the units assigned to the class. This can only be added to classes that do not already have any other Lab units.

Cooperative Work Experience units are based upon the number academic hours a student does outside of the class working:

- Paid Work Experience – one unit requires 75 hours of work per semester
- Unpaid Work Experience – one unit requires 60 hours of work per semester

A Noncredit hour is 60 minutes, and there is no minimum or maximum number required per week.

f) **Requisites**

The types of advisory requisites possibly limiting enrollment in a course are as follows:

- Prerequisite – course must be taken and passed with a minimum of a C (or higher if stated) before enrolling in the current course
- Corequisite – course must be taken simultaneously
- Strongly recommended – course is recommended to be taken before enrolling the in the current course, but not a required, and will not limit enrollment in the course
- Other – some courses may require something other than a course as a prerequisite

Title 5 indicates that prerequisites and corequisites should automatically be approved if the presenter shows the following:

- A transfer institution requires the prerequisite or corequisite for a similar course at their

institution.

- A transfer institution will not articulate the LPC course unless it has the prerequisite/corequisite.
- The prerequisite/corequisite is necessary for the health and safety of students within the course (for example lab safety training).
- The prerequisite/corequisite is required by State regulation
- The prerequisite/corequisite is part of a closely related lecture/lab pairing within a discipline. (Title 5, Section 55033)

In cases other than those above the prerequisite or corequisite must be validated by statistical validation with content review, or by content review alone. Title 5 indicates that prerequisites and corequisites are both permitted and required in cases where a student is “highly unlikely to succeed” without having the requisite course. Statistical validation with content review and content review alone are two methods of validating the claim that a student is highly unlikely to succeed without a requisite course. The process of validating a prerequisite in communication (Eg, English) or Computation (Eg., Mathematics) for non-English and Mathematics courses that are not in the “automatic approval” list above will involve a meeting with the LPC institutional researcher and the evaluation of relative success rates for students with and without the proposed prerequisite course.

Adding a prerequisite or corequisite to a course may affect course enrollment, course availability and course accessibility for courses both within and outside of your discipline, so it will be essential to consult with any group that may be affected by the establishment of that requisite including the dean of both your department and the department within which the prerequisite course resides, and the faculty of the department in both your course and that of the requisite course.

g) Catalog Description

A short paragraph, which succinctly states the topics to be covered, the scope of the course, its level, and the kinds of goals it is designed to fulfill. It may state who the course is designed for (for example – “designed for engineering majors”).

h) Measurable Objectives

In this section, list the knowledge, skills and abilities students should have achieved upon successfully completing the course. The objectives must establish that critical thinking is an integral part of the course. They should:

- Be broad and introductory in scope, not too narrow or specific.
- Adequately cover theory, principles, and concepts
- Use skills and applications to reinforce and develop concepts (don't add concepts to supplement skills)
- Be measurable
- Be specific about what content the learner is expected to engage.
- Use verbs that connote analysis, not simply recall, require cognitive outcomes (see Taxonomy in the Appendix). For instance, rather than “understand,” “identify” or “describe,” say “explain”