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"

or "compare and contrast." Use active verbs for observable student skills. For instance, "describe animal hunting behavior" does not indicate what specific capabilities students would need to demonstrate; "compare and contrast social aspects of hunting tactics of major mammals" does

i) Course Content

In this section, include a complete listing of the topics taught in the course. For courses with Lecture and Lab, only include the topics taught in the Lecture portion.

- Compile a list all topics to be taught in the course, listing ideas, not just key words, and arrange the list by topics, with sub-topics, in outline form.
- The content must reflect support the Measurable Objectives
- If the course is to satisfy LPC GE, be transferable to UC or CSU, articulate with courses at UC or CSU, or meet CSU-GE or IGETC requirements, then include content relevant to general education, transfer or articulation criteria.

j) Lab Content

If your course has both Lecture and Lab, then in this section, include a complete listing of the topics covered during the Lab portion of the course.

k) Assignments

Assignments should be directly related to the objectives of the course. A description of types of assignments and specific examples of assignments are required. This section must establish that the work is demanding enough in rigor and independence to fulfill the credit level specified.

- Give at least two (2) specific examples of typical assignments that reflect coverage of objectives and content in the class
- The nature of the assignments must clearly demand critical thinking
- If a reading assignment is expected, list a typical assignment
- If a writing assignment is expected, list a typical assignment/topic
- Appropriate out-of-class work is required for credit courses. Be sure to include out of class assignments sufficient to show independent work
- Assignments should be adequate to assure that students who successfully complete them can meet the objectives of the course
- Be sure that knowledge of required material constitutes a significant portion of the grade as reflected in the Methods of evaluation.
- Examples of typical assignments should be specific enough to provide effective guidance to faculty and clear expectations for students. Individual instructors are, free to use different assignments as long as the types selected are equivalent in covering course content and achieving student outcomes to those illustrated in the course outline.

l) Methods of Instruction