years old. Explanations of currency or appropriateness should be provided when texts are more than five years old.

For more information see
- Title 5, section 55002
- "The Course Outline of Record: A Curriculum Reference Guide Revisited" (ASCCC, 2017) pg. 33

In addition to traditional textbooks, the adoption of Online Educational Resources (OER) is being widely promoted in order to keep the costs of college down for students. This has been shown to aid in student success and to be important for student equity.

For more information on OER see
- http://www.asccc.org/content/open-educational-resources-and-california-community-colleges

Materials Fee

Field trips, required materials for the course, and other probable expenses should be listed in the catalog description. This practice alerts students to possible costs that may influence their decision to enroll in a course. Under current regulations, colleges may not charge a general materials fee if students do not walk away with a physical object or permanent access to a body of knowledge as they would with a book and may not require online materials to which a student does not have access for a minimum period after the conclusion of the course.

For more information see
- "The Course Outline of Record: A Curriculum Reference Guide Revisited" (ASCCC, 2017) pg. 33-34

Distance Education Addendum

The number of online course offerings continues to grow across all segments of education. Curriculum development and management of distance education courses often present some unique challenges beyond those of traditional face-to-face classes. For example, in addition to all of the core requirements for Course Outlines of Record, faculty who wish to teach a course online must also determine how to establish and document regular and effective contact (both between instructor and student and among students), ensure accessibility of all online resources and materials, and verify legitimate student attendance in the online environment. Many faculty members also have great interest in exploring best pedagogical practices to promote student success and retention in online courses. Also, Distance Education portions of any class go through a separate approval process, which occurs concomitantly with the course review process (Title 5, 55206).

Cerro Coso provides students the opportunity to take several courses through CC Online. By means of the Internet and Canvas, students can interact with faculty in a virtual classroom setting, allowing for great flexibility and convenience. CC Online offers 18 accredited online Associate's Degrees, 17 online certificates, and more than 160 courses per year. Many resources are available to assist faculty with distance education. Some of these include

- Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates (ASCCC, 2008)
- Evidence of Quality in Distance Education (U.S. Department of Education, 2006)
- Title 5 Guidelines on Distance Education: 55200 – 55210
- Distance Education Access Guidelines for Students with Disabilities
- Guide to Evaluating Distance Education and Correspondence Education (ACCJC, 2010)

Establishing Prerequisites

A prerequisite may be justified for a Cerro Coso course based on content review with statistical validation or content review alone.

However, for out-of-discipline prerequisites not already identified as necessary by articulation or C-ID, the following principles must be applied.

(The following is adapted and abbreviated from the CCC Chancellor's Office's "Guidelines for Title 5 Regulations, Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation" [February 3, 2012])

Prerequisites or corequisites may be established only for any of the following purposes:
(1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or
(2) the prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at] least one course within the program) for which the prerequisite is being established; or
(3) the corequisite course will assure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or
(4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

For prerequisites requiring precollegiate skills in reading, written expression, or mathematics, regardless of the level of scrutiny (content review with statistical validation or content review alone), the college must do the following:
• Ensure that courses and sections designed to teach the required skills are available with reasonable frequency based on the number of students who are required to meet the prerequisites;
• Conduct an evaluation to determine the impact on student success and whether there is any disproportionate impact. Where there is disproportionate impact, develop and implement a plan to correct the disproportionate impact.

Guidelines:
Examining success rates for all students in all courses in a discipline can help faculty identify the course with the lowest student success as measured by withdrawal and pass rates. CIC has identified a 55% success rate as a standard for justification of a prerequisite, but courses will be reviewed on a case-by-

case basis. A course with this rate of success or lower may be the best and first to consider for a prerequisite or corequisite in the discipline. Alternatively, courses where students are generally more prepared may also be viable candidates; if a course has a high pass rate due to students generally being more prepared, proper signaling of a required level of preparation may protect students from enrolling in a course in which they have little chance of success.

Once the prerequisite or corequisite is established, data on student success must be tracked. The initial collection and review of data prior to establishing the prerequisite or corequisite will form the baseline for future comparisons. In other words, data to justify a prerequisite for an established course will need to be gathered for the past two years. On the other hand, in the case of a newly proposed course, data will first need to be gathered for two years before a prerequisite can be justified. Prerequisites and corequisites must be reviewed every six years, or two years for career technical education courses and programs.

Plan for Content Review:
The content review process should, at a minimum, be comprised of the following steps:
a) Faculty in the discipline should review the course;
b) The process should be based on the examination of the course outline of record, course syllabi, texts, tests, and other grading criteria;
c) The body of knowledge or skills determined as necessary and appropriate for a student to be successful in the "targeted" course should be documented;
d) A course that develops the substantive skills or body of knowledge required by the target course should be identified, then reviewed for exit knowledge and skills; or an assessment process should be identified that could measure the necessary skills or body of knowledge; and,
e) A systematic matching of the knowledge and skills between those required in the targeted course and those developed or measured by the proposed prerequisite or corequisite should be documented to determine whether a rational basis exists for requiring the course or assessment procedure as a prerequisite or corequisite.

CAMS Curriculum Step-by-Step Process

1. Log into the CIC webpage:
   https://www.cerrocoso.edu/curriculum-instruction-council/index.html
2. Log into CORs and Curriculum Proposals:
   https://www.cerrocoso.edu/curriculum-instruction-council/cors-and-curriculum-proposals.html
3. Under New, Revised, or Deleted Course Proposals, log into Start a New Proposal:
4. https://dynamicforms.ngwebsolutions.com/Submit/Page?form=d22bf11b-2475-4262-b4c1-fca543fa1ced&section=559829&page=445861&token=D_S2EVnO6ENsYIK_o1-Omcfk_HN1BJ2ZO2_QJT7zb_Y
5. Choose the kind of proposal you want to create, enter your name, and get started. For revisions or deletions, simply type in the course name and number: the COR will self-populate with all previously approved course content.
6. Here's a link to the dashboard, where proposers will find all current COR proposals:

   https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=http://www.okta.com/e