Course Outline of Record (COR)

- Legal document outlined in Title 5 § 55002.
- Legal contract between faculty, student, and college.
- CORs are approved by the Curriculum Committee and the local governing board and then submitted to the CCCCCO for approval.
  - Entire process should be completed prior to offering course and takes 1 full academic year to complete.
Importance of the COR

- Is a dynamic document.
- Establishes the content and rigor of a course and ensures consistency for students across all section offerings.
- Serves as the basis for articulation agreements and course identification (C-ID) approval.
- Should be used as a reference tool for all incoming faculty (adjunct).
<table>
<thead>
<tr>
<th>Required Elements of the COR</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course Number and Title</td>
</tr>
<tr>
<td>• Catalog Description</td>
</tr>
<tr>
<td>• Prerequisites/Corequisites /Recommended</td>
</tr>
<tr>
<td>• Units</td>
</tr>
<tr>
<td>• Total Contact Hours</td>
</tr>
<tr>
<td>• Course Content</td>
</tr>
<tr>
<td>• Objectives</td>
</tr>
<tr>
<td>• Instructional Methods</td>
</tr>
<tr>
<td>• Methods of Evaluation</td>
</tr>
<tr>
<td>• Grading Criteria</td>
</tr>
<tr>
<td>• Out of Class Assignments</td>
</tr>
<tr>
<td>• Required/Recommended Textbooks</td>
</tr>
<tr>
<td>• Repeatability</td>
</tr>
<tr>
<td>• Open Entry/Open Exit</td>
</tr>
<tr>
<td>• Justification of Need</td>
</tr>
</tbody>
</table>
## Optional Items for COR

<table>
<thead>
<tr>
<th>Item</th>
<th>Why you might want it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
<td>Requested to be part of COR by ACCJC</td>
</tr>
<tr>
<td>College Level Reading and Writing Assignments</td>
<td>Insufficient detail might lead to a request for syllabi</td>
</tr>
<tr>
<td>Transfer/GE Information/C-ID</td>
<td>It can be helpful to have this info on the COR</td>
</tr>
</tbody>
</table>
Basic Course Information

- **Course/Catalog Description**
  - Should be an accurate, clear, and concise description written in 50 words or less in language understandable to the students.
  - **Rationale**: “Six year revision to keep course content current.”
  - **Summary**: Concise summary of changes to course, as well as, GE/Articulation/C-ID request(s).
  - **Proposed Start**: Year: 2015   Semester: 50=Summer
Course Standards

- 1 unit of lecture:
  - 18 hours of lecture (16 – 18)
  - 36 hours of outside of class work/study

- 1 unit of lab:
  - 54 hours of lab (48 – 54)
  - Assumed that all work for lab courses are done in class.

Examples
- 3 unit course = 108 hours of outside work
- 5 unit course = 180 hours of outside work
Course Standards

- Grading Method
- Credit Status
- Repeatable Courses § 55040(b)(1), § 55041
  - Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree
  - Intercollegiate athletics
  - Intercollegiate academic or vocational competition
Program Applicability

- **Basic Skills**: Generally “No” with the exception of ACDV and ENSL
- **Core Mission**: Eight critical attributes
- **Stand Alone**: Only courses not part of a program
- **Local Program**: Check all that apply
General Education/Transfer Applicability

- Indicate current BC GE/CSU Breadth/IGETC status.
  - Verify status at www.assist.org.

- Indicate CSU/UC transfer status by identifying three comparable courses.

- C-ID is filled in by Articulation Officer upon course approval.
Student Learning Outcomes (Course Objectives)

- What’s the difference?
  - Objectives are required by Title 5
  - SLOs are required by ACCJC

- Indicate skills or knowledge student will acquire during the course.

- Must address critical thinking
  - Bloom’s Taxonomy

- Typically there are 3 – 10 SLOs.
Conditions of Enrollment

- **Prerequisites/Corequisites**
  - Established based upon skills that a student must have to be successful in a course.
  - Content Review forms are **required** and are found on the Curriculum Committee webpage.

- **Advisories**
  - Established based upon skills that a student is advised, but not required to have to be successful in a course.
  - Content Review forms are **required** and are found on the Curriculum Committee webpage.
SCANS Competencies

- Required for CTE courses only.
- Refer to “Labor Market Data” link in left-hand menu.
Topical Outline

- Course Content: “meat and potatoes” of the course
  - The more detailed the better.
    - For new faculty and adjunct
    - Articulation purposes

- Instructors have flexibility with regard to time spent on each topic but all topics must be covered.
  - List approximate hours, weeks, or percentage of time spent on each topic.
  - Topics covered should be listed in standard outline format (e.g. I. A. 1.).
Methods of Instruction

- Title 5 does not mandate a comprehensive list of instructional methods.
  - Academic freedom to choose methods
- Should be appropriate to course SLOs.
Out of Class Assignments

- Assignments should demonstrate critical thinking and be expected to take an average student 36 hours (per unit) to complete.
  - Upload example assignment to Attached Files.
- Assignments should be detailed enough to demonstrate rigor, but not be so restrictive that it limits the flexibility of individual instructors.
- For articulation purposes, the more detailed the better or individual syllabi may be requested.
Methods of Evaluation

- Title 5 does not mandate a comprehensive list of instructional methods.
  - Academic freedom to choose methods.
- COR must specify types/examples.
- Must be appropriate to SLOs – critical thinking.
Texts, Readings, and Materials

- Textbooks should be no more than 5 years old, if the book is older than 5 years a brief justification should be included in the COR.

- If all instructors teaching the course do not use the same book, all versions should be listed on the COR.

- Courses that are part of the CSU GE Breadth or IGETC must have a required textbook.
Delivery Methods & Distance Education

- Be sure to fill out each section thoughtfully and with complete sentences.

- ACCJC has increased rigor with regard to Distance Education course offerings.
  - Explanation of “regular and effective” contact.
  - 50% rule with regard to programs that offer distance education courses.
Minimum Qualifications

- Select appropriate option from pull down menu.
- If unsure refer to “Minimum Qualifications” link in left-hand menu.
Curriculum Member Responsibilities

- You are the committee’s 1st line of defense
  - Communication
    - Changes in Title 5, ACCJC standards, process
    - Timeline for on-going compliance
    - Current approval status
  - Training
    - For faculty creating, revising, and/or deleting
- Reward
  - Great reviews on Mode B: Faculty