

COR 101: Orientation for those new to the Secret Order of Curriculum



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The Course Outline



- ❧ The course outline of record (COR) is a legal document that must contain certain required elements that are outlined in §55002 of Title 5.
- ❧ The COR serves as a legal contract between the faculty, student, and the college
- ❧ All CORs must be approved by the local academic senate (curriculum committee) and the local governing board.

Importance of the COR



- ❧ The COR establishes the content and rigor of a course and ensures consistency for students across all section offerings.
- ❧ The COR serves as the basis for articulation agreements and course identification number (C-ID) approval.
- ❧ CORs are used to construct new or revised instructional programs

Required Elements of the COR



- | | |
|--|---|
| <ul style="list-style-type: none">• Course Number and Title• Catalog Description• Prerequisites/Corequisites
/Recommended
Preparation• Units• Total Contact Hours• Course Content• Objectives/Outcomes | <ul style="list-style-type: none">• Instructional Methods• Methods of Assessment• Grading Criteria• Outside of Class
Assignments• Required and
Recommended Textbooks• Repeatability• Open Entry/Open Exit• Justification of Need |
|--|---|

Optional Items for COR



Item	Why you might want it
Student Learning Outcomes	Requested to be part of COR by ACCJC
College Level Reading and Writing Assignments	Insufficient detail might lead to a request for syllabi
Transfer/GE Information/C-ID	It can be helpful to have this info on the COR
Supplemental Instruction	Could SI be part of your course?
TBA Hours	Include TBA regulations?

Course Numbers



- ❧ Every college will have a different numbering system.
- ❧ Many colleges follow either the UC or CSU numbering methods
 - ❧ UC: 1 – 99 for lower division classes
 - ❧ CSU: Below 100 lower division, 100 – 199 upper division, 200 – 299 graduate level
- ❧ There is no specific numbering system required but you should decide on a system and be consistent. The numbering system should be described in your course catalog so all interested parties will know what it is.

Course Description



- ❧ Should describe the content of the course and indicate who the intended audience is (if there is one).
- ❧ This information is usually part of the catalog description.
- ❧ Does your college require the use of complete sentences or are fragments acceptable (Remember this is a public document)?
- ❧ What about special types of courses like TBA, Supplemental Instruction, Work Experience, etc? Do these courses need additional information?
- ❧ Your college may have different descriptions for the catalog and class schedules. If so, both should be part of the COR. (Short Schedule Description)

Units and Hours: Following the Carnegie Unit



- ❧ “One credit hour of community college work (one unit of credit) 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.” (§55002.5)
- ❧ “A course requiring 96 hours or more of lecture, study or laboratory work at colleges operating on the semester system or 66 hours or more of lecture, study, or laboratory work at colleges operating on the quarter system shall provide at least 2 units of credit.” (§55002.5)

Lecture and Lab



- ❧ 1 unit of lecture:
 - ❧ 16 hours of lecture (could be between 16 and 18 hours)
 - ❧ 32 hours of outside of class assignments or study
 - ❧ There is no way to know exactly how many hours each student will spend on homework but the assignments listed should correspond to approximately this amount of time given an average student.

- ❧ 1 unit of laboratory:
 - ❧ 48 hours of lab (could be as high as 54)
 - ❧ It is generally assumed that all work for lab courses is done in class but that is not always the case.

Requisites



- ❧ Requisites and Advisories are described in §55003.
- ❧ Prerequisites and corequisites should be established based upon skills that a student **MUST** have to be successful in a course.
 - ❧ Typically, “a grade of C or better” is the language used.
 - ❧ You **MUST** have a challenge policy in place established by your local board and it should be described in your college catalog.
 - ❧ Prerequisites and Corequiresites must be reviewed every **6 years (2 years for CTE)**

Advisories (Recommended Prep)



- ∞ 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
- ∞ Typically these are courses that you feel will help the student be more successful but either there is no data available or content review is not appropriate to establish this as a prerequisite
- ∞ These must be reviewed ever 6 years just like prerequisite and corequisites!

Course Content



- ❧ This is the “meat and potatoes” of your course. It needs to include all of the material that will be covered!
- ❧ Instructors have flexibility in how much time they spend on each item but they must cover them all.
- ❧ If time permits, you can cover additional material that is not listed but not at the expense of the content listed.
 - ❧ If you are teaching the next course in a sequence, you can only assume that the content listed on the COR of the prerequisite course was covered, nothing more.
- ❧ *Try to be as detailed as possible to help your adjunct faculty as well as anyone reviewing your COR.*

Objectives



- ❧ These are a REQUIRED part of the COR (SLOs are not required by Title 5).
- ❧ The objectives should indicate what skills or knowledge the student will acquire during the course.
- ❧ Remember that courses must address critical thinking and the objectives are a good place to demonstrate that.
- ❧ Typically there will be three to ten objectives for a course.
- ❧ Objectives can be integrated with content (and methods of evaluation and instructional methods) as part of an Integrated COR

What About SLOs?



- ❧ Student Learning Outcomes (SLOs) are not a required component of the COR according to Title 5
- ❧ The ACCJC wants to see SLOs listed on the COR.
 - ❧ Does this mean that you have to?
 - ❧ If SLOs are part of your COR, do you need to go through the same approval process to change them that you would to change any other part of the COR?

Instructional Methods



- ❧ Title 5 does not mandate a comprehensive list of instructional methods. Therefore faculty have the academic freedom to choose methods to best suit different teaching and learning styles*
- ❧ Should be appropriate to course objectives
- ❧ COR must specify types/examples
- ❧ Lecture and/or Discussion, Lab/Studio/Activity, Lecture/Lab, Tutoring, Work Experience, Other Independent Study
- ❧ Lots of examples in the ASCCC COR Curriculum Reference Guide on page 31

Methods of Evaluation



- ❧ Title 5 does not mandate a comprehensive list of methods for evaluation. Therefore faculty have the academic freedom to choose assignments following their expertise
- ❧ COR **must** specify types/examples
- ❧ **Must** be appropriate to course objectives
- ❧ Must effectively evaluate students' critical thinking ability
- ❧ Examples:
 - ❧ Written Short Answer/Essay Exams
 - ❧ Instructor evaluation of contributions to class discussions
 - ❧ Evaluation of interpretations of live performances and dramatic texts for cultural context
 - ❧ Demonstrated proficiency (CTE areas)
 - ❧ Lots of other examples in ASCCC COR Reference Guide on pages 55-56

Assignments and/or Other Activities



- ∞ The assignments listed should be designed to support the content of the course and be expected to take an average student ~32 hours per every unit of lecture to complete.
- ∞ The assignments section should be detailed enough to give instructors, students, and reviewers a clear understanding of the rigor of student work that is expected but not be so restrictive that it limits the flexibility of individual instructors.
- ∞ This is an area where course syllabi are often requested because the COR does not adequately describe the rigor of writing assignments or problem solving that the student is expected to complete.

Textbooks



- ❧ Any course that is part of CSU GE Breadth or IGETC MUST have a required textbook
 - ❧ Do all instructors have to use the textbook listed on the COR?
 - ❧ The textbook listed may help your articulation with other universities.
 - ❧ For textbooks with a publication date more than five years old, a brief justification should be included in case your AO is asked about it. For example: classic text, Shakespeare, etc.

Course Review Cycle



- ❧ There is no specific review cycle outlined in Title 5 or the accreditation standards.
- ❧ Title 5 §55003 requires that all prerequisites and corequisites are reviewed every six years (every two years for CTE).
- ❧ Standard II.A.2(e): “The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.” This specifies no set review cycle, but it indicates a self-evaluation process every sixth year.
- ❧ CORs submitted for C-ID approval must have been reviewed within the last five years.

Putting it All Together: The Catalog Description



- ❧ The catalog description should include:
 - ❧ Course Number and Title
 - ❧ Number of units and hours
 - ❧ Brief description of the course and content
 - ❧ Any prerequisites or advisories
 - ❧ Whether the course is lecture, lab, or both
 - ❧ Are there required field trips or other required activities?
 - ❧ Materials Fees? Grading? Credit by Exam allowed?
 - ❧ You could also include information about transferability, C-ID, General Education, Etc.

Description Examples



History 014

Women in American History

Unit(s): 3.0

Class Hours: 48 Lecture total

Prerequisite: None

Recommended Preparation: RW3=Completion of English 102

Students will analyze the social, political and economic aspects of women in present-day U.S. from Pre-Columbian to present times using primary and secondary sources.

CSU GE: D3, D4, D6/IGETC: 4D, 4F (C-ID: none)

Not repeatable, Letter Grade, No Credit by Exam

Description Examples



BIOL-034 Biotechnology Laboratory Methods 3.0 units

2.0 hours lecture, 3.0 hours laboratory per week

Recommended Preparation: Chemistry 015 and Biology 33, both with a grade of C or better.

Grading: letter grade, Not repeatable

Biology 034 is a beginning course in biotechnology laboratory methods. Topics covered include: lab safety; documentation of procedures and experimental data; measurement techniques; basic math appropriate to preparing materials used in the lab; solution and media preparation; separation techniques; microbiology techniques; and manipulation of DNA. Laboratory work emphasizes skill development in: use of standard lab equipment; documentation; safety practices; basic microbiology; DNA manipulation; solution and media preparation; and separation techniques. Field trips may be required.

Transfer Status: Transferable to CSU; not GE applicable

Useful Resources



☞ <http://www.cccco.edu>

- ☞ CCC: Program and Course Approval Handbook
- ☞ CCC: Distance Education Guidelines
- ☞ CCC: Guiding Principles and Assumptions for Credit Course Repetition and Withdrawal Examples

☞ <http://www.ccccurriculum.info>

- ☞ Curriculum FAQ Document
- ☞ Components of a Model Course Outline of Record
- ☞ Links to other curriculum resources

Questions??



- ❧ Do you have any other questions?
- ❧ Presenter Contact Information:
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