



Course Outline of Record Basics

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Course Approval Process

1. All courses must be approved by local curriculum committee composed of faculty and others as agreed upon by the academic senate and the administration. (§55002).
2. All courses must be approved by the district governing board (§55002).
3. PCAH: "Program applicable courses are approved as a part of the credit program approval process, which requires that colleges submit CORs for all required courses with the program approval application. After the program is approved, new courses developed for the program are not subject to Chancellor's Office approval."
4. All noncredit courses are subject to CO approval

Role of the Course Outline of Record

- Legal contract between student, instructor, and institution
- Content and level of rigor for which students across all sections of the course will be held accountable.
- Basis of articulation
- Primary document for course and program planning
- Establishing prerequisites, co-requisites, or recommended preparation (advisories)

**Regulations and Best Practices
Reinforce Quality Curriculum**

- Course Number and Title
- Unit Value
- Grading Basis
- Requisite/Prerequisite/
Corequisite
- Limitation of Enrollment
- Repeatability
- Contact hours (as a whole)
- Course description
- Course Objectives
- Expanded Content
- Methods of Instruction
- Textbooks/Resources
- Required/Suggested Reading
- Required Writing
- Outside Assignments
- Methods of Assessment
- Need/Justification
- Open Entry/Exit

Title 5 § 55002.5 & 55002(B) - Units

- "One credit hour of community college work requires a minimum of 48 hours of lecture, study, or lab work at colleges operating on the semester system or 33 hours of lecture, study or lab work at colleges operating on the quarter system."
- 1 hour lecture = 16 hours in class and 32 hours outside of class (semester) or 11 hours in class and 22 hours outside of class (quarter)
- 1 hour lab = 48 hours in lab (semester) 33 hours in lab (quarter)

Title 5 § 55002.5 & 55002(B) - Units

- Content, objectives, and homework sections of the COR should substantiate unit assignment
- PCAH: "Of course, it is impossible to predict exactly how long it will take for any individual student to complete a given amount of assigned study or homework; therefore, these ratios will not hold true for every individual taking the course. Nevertheless, instructors are required to follow the course outline of record and assign an amount of homework that is consistent with the time it would take the average student to complete the coursework"

Contact Hours

- As a **WHOLE**
- Examples (semester system)
 - 1 unit lab course = 48 contact hours
 - 1 unit lecture course = 16 contact hours
- Must be substantiated by other elements in the COR

Course Numbering System

- Using a consistent system helps students & counselors
- Foothill College's system is shown as an example:
 - Course numbers: 1 – 49
 - Transferable to the University of California system.
 - Course numbers: 1 – 99
 - Transferable to the California State University system.
 - Course numbers: 1 – 199
 - Foothill AA/AS degree applicable courses.
 - Course numbers: 200 – 299
 - Prerequisites for required courses that lead to an AA/S degree and non-degree applicable courses.
 - Course numbers: 300 – 399
 - Workshops, review and other courses offered to meet special collegiate needs of a community nature; not degree applicable.
 - Course numbers: 400 – 499
 - Non-credit, non-graded courses (specific requirements)

Prerequisites/Corequisites

- Prerequisite
 - condition of enrollment
 - student is required to complete prior to enrolling
- Corequisite
 - condition of enrollment
 - student is required to take simultaneously
- Possible to say "Requires prior completion of OR concurrent enrollment in Bio XXX"

Prerequisites/Corequisites

- Title 5 §55003. Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation
- Must be carefully scrutinized prior to their establishment
 - May be accomplished via "rigorous content review" or via statistical validation
 - Must be necessary, appropriate and non-discriminatory, or as required by regulation or statute
- MUST be affirmed by content review at least once every six years (CTE courses every two yrs)

Recommended Preparation ("Advisory")

- 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
- Also subject to content review at least once every six years

Catalog Description

- Purpose
 - Assist students in developing their education plan
 - Assist counselors in advising students
 - Assist transfer institutions to determine transferability and/or comparability with other courses
- What's supposed to be there?
 - Brief overview of course content
 - Requisites, advisories, and/or limitations on enrollments (e.g. repeatability)
 - Helpful to include statement identifying target audience
 - If leads to a certificate/degree, helpful to include statement as such "Completion of this course may lead to a certificate in blah blah blah"

Catalog Description

- What's supposed to be there?
 - Course number and title
 - Status (noncredit vs. credit, number of units)
 - Brief overview of course content &/or objectives
 - Requisites, advisories, and/or limitations on enrollments
 - Repeatability
 - Course type (lecture/lab)
 - Statement identifying target audience
 - Ability to use course to fulfill local or transfer GE requirements
 - If leads to a certificate/degree, helpful to include statement as such "Completion of this course may lead to a certificate in blah blah blah"
 - Field trips/other potential requirements beyond normal class activities

Course Repeatability for Reason(s) Other than Deficient Grade

- If a course is repeatable for reasons other than a deficient grade, identify specific provision of Title 5 §55040 and §55041.
 - Repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment
 - Content of course differs each time it is offered
 - The course is an "activity course" in which student meets course objectives by repeating similar primary educational activity AND gains an expanded educational experience each time course is repeated
- If course is repeatable, please specify rationale on COR, e.g. "Content differs each time course is offered."

Catalog Description Examples

- ENGL 110: Intro to College Writing. 4 Units. 4 Hours Lecture. Not open to students with credit in ENGL 108. Advisory: Prior completion of PFY 101. Not repeatable. This is a writing course for the student who wants to develop college-level essay writing skills needed to acquire an A.A. degree, or be successful in transfer-level coursework. Completion of this course with Courses X, Y and Z can lead to a Certificate of Achievement in Pancakes. Requires field trip to the Mark Twain House & Museum.



Catalog Description Examples

- MATH 22: Discrete Mathematics. 4 Units. 4 hours Lecture.**
Prerequisite: MATH 49. Not repeatable. This course is the study of propositional and predicate logic, number theory and methods of proof, elements of set theory, relations and functions, the Pigeonhole Principle, sequences, infinite sets, basic counting techniques, permutations, combinations, and applications directed to the field of computer science. Designed for students wishing to study mathematics at a four-year school. Core requirement for the A.S. Degree in Math. UC/CSU transferable. Satisfies Foothill GE Area V and IGETC area 2.

Goal: Integrated Course Outline

Course Objectives	Content	Methods of Instruction	Outside Assignments	Methods of Evaluation
The student will: A. Demonstrate understanding of general theatre terminology.	A. General theatre terminology. 1. Stage directions 2. Lighting 3. Dialog	A. Lecture presentations and classroom discussion using the language of theatre.	A. Textual analysis in discussion and writing: required study of assigned dramatic texts, including works representative of diverse gender, ethnic, and global perspectives.	A. Evaluation of written analyses for content, form, and application of dramatic performance review techniques.

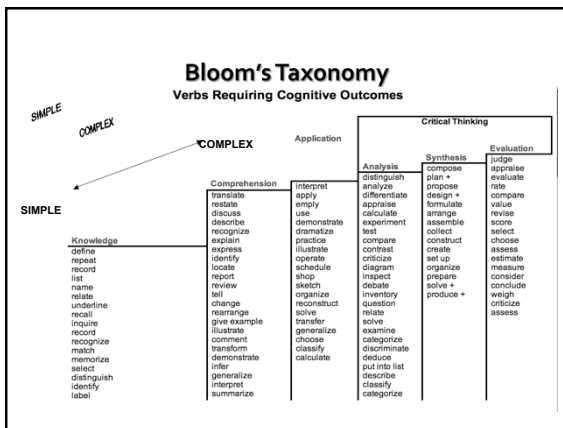
Linking all components back to the course objectives

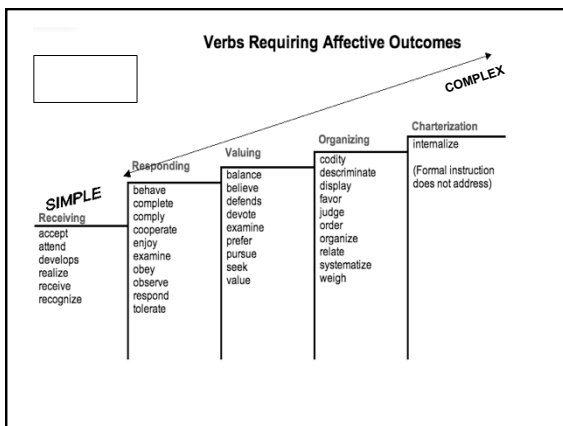
Course Objectives

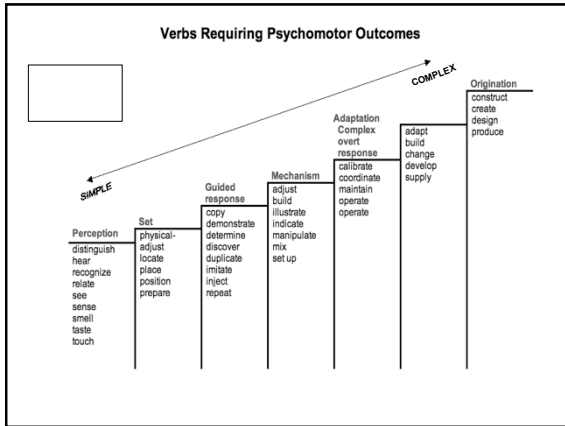
- BIG PICTURE: What do I want the student to know/do as a result of this course?**
 - Principle Concepts
 - Knowledge
 - Skills
 - Abilities
- Typically begins with "The student will be able to..."
- Should be objective, measurable
- Use Bloom's taxonomy

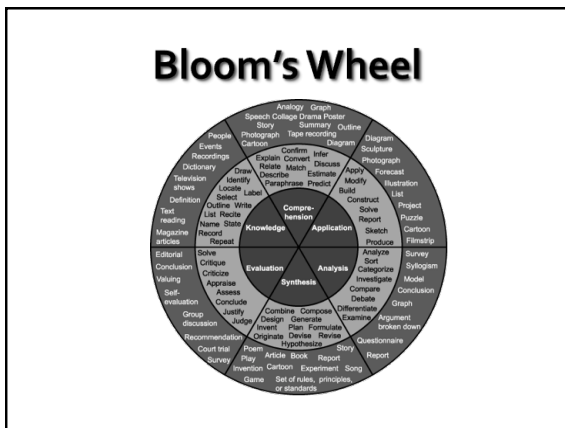
Course Objectives: Challenges

- Write from approximately three to ten of the specific learning objectives of the course
- Remember that objectives and content must substantiate unit value
- Courses are required to demonstrate critical thinking.
- Incorporation of critical thinking must be evident throughout the course outline but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation
- Typically uses verbs from the Application, Analysis, Synthesis and/or Evaluation domains of Bloom's taxonomy









Course Content

- **Nitty gritty nuts and bolts**
 - **A LIST of the minimum material to be covered (rather than sentences)**
 - **Should CLEARLY align with course objectives**
 - **Needs to align with course(s) that precede or will follow course (avoid overlap of content)**

Methods of Instruction

- 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
 - E.g. *May include, but are not limited to: Lecture, Lab, Demonstration
 - E.g. *Will include lecture and demonstration.
- Lots of examples in the ASCCC COR Curriculum Reference Guide on page 31

* Word choice is important

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
 - Lots of other examples in ASCCC COR Reference Guide on pages 55-56

Assignments and/or Other Activities

- Should be appropriate and clearly connected to course content and objectives
- Should help substantiate unit value of course (Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments)
- Critical thinking should be evident
- COR must specify types or examples of assignments
- Lots of examples in COR Reference Guide on pp.57-58

Evidence of critical thinking is mandatory

Examples:

Among other topics, students will study the basic properties of sets, logic, and learn to construct proofs from elementary number theory. Students will be able to analyze problems from mathematics and computer science, formulate and test their problem solving techniques, and hence improve their critical thinking skills throughout the course, or

Patient care plans.
Application of theoretical knowledge in the clinical setting.

Evidence of critical thinking is mandatory

• E.g. Required Writing Assignments:

- A minimum of 6,000-8,000 words during the semester, including
 - At least four essays of critical thinking, 1,000-1,500 words each on specific topics;
 - A formal, argumentative, college-level research paper at least 15 pages in length.

Textbooks and Other Instructional Materials

- May include Textbooks, Manuals, Periodicals, Software, and other Resources
- Plays important role in articulation so should be completely referenced (author, title, date, publisher)
 - Currency should be appropriate – if text is more than five years old, should include brief explanation (e.g. "This book is a long standing icon for this discipline.")
- Appropriate reading level for course

Need/Justification

- Course must be appropriate to CCC mission (§66010.4)
- Must clearly state the course's role in fulfillment of a degree, certificate, transfer, or other need*
- New CTE programs provide data on labor market/job market

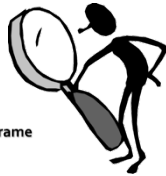
* Best practice = state in course description

Sample need/justification statements:

- This course in Jazz and Blues Music grew out of increasing student demand for more on this subject than was currently being covered in our Popular American Music course. This new course will be part of the restricted elective list for those majoring in music.
- This course is designed to meet the AA degree rationality requirement and CSU-GE and IGETC requirements in quantitative reasoning. This Liberal Arts Mathematics course provides a way for the general transfer student to meet these requirements without taking those courses designed to meet major preparation requirements in science and engineering (Pre-calculus and Calculus) or in biological, business, or social sciences (Bio/Bus/SS Calculus and Statistics).
- Medical Terminology I provides a basic introduction to students in all allied health majors. By combining portions of existing courses in those majors, this course will free those programs to provide more emphasis on content. An added advantage will be more flexibility in section offerings as well as emphasizing medical terminology across all specialties.

Changes that trigger COR review by full Curriculum Committee

- Change in catalog description, objectives or content which
 - Change the course need/justification
 - Call into question the ability of the course to meet Title 5 standards and/or PCAH
- Change in units/hours
- Change in repeatability
- Change of status (credit/noncredit)
- Change in prerequisites/advisories
- Change in modality (e.g. distance ed)
- Plan to deliver in highly compressed time frame
- Plan to offer course in experimental status



Changes that trigger COR review by Curriculum Committee on Consent Calendar Basis

- Minor, non-substantive changes in catalog description, objectives or content
- Change in course title, number
- Add/drop from associate degree or certificate program
- Add/drop from the associate degree GE list

Resources and Reference Materials

- 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
- www.asccc.org
 - Academic Senate for California Community Colleges, Curriculum
 - Components of a Model Course Outline of Record
