2016/2017 Guide to Reviewing the Course Outline of Record (COR)

Introduction

This guide is for faculty, administrators, and support staff involved in reviewing a Course Outline of Record (COR) during the revision process or towards recommendation for approval through Cluster Tech Review or the Curriculum Review Committee. During the review, it is important to keep the purposes of the COR in mind.

1. The COR demonstrates compliance and best practices. The COR must meet specific requirements of Title 5, the Chancellor's Office's *Program and Course Approval Handbook (PCAH)*, accreditation standards, and SRJC policies and procedures. Since curriculum is designated as faculty directed, the COR also reflects the Academic Senate for California Community Colleges' best practices in curriculum development and implementation. More information about external requirements and recommendations is available on the Curriculum Website at https://curriculum.santarosa.edu .

2. The COR demonstrates an integrated approach to instruction.

- College level critical thinking and the basic theory and concepts of the discipline are evident through the Student Learning Outcomes (SLOs) and objectives.

- The content listed in the Topics and Scope section relates to the SLOs and objectives. It must be clear in the course outline that the information and skills essential to meeting the outcomes and objectives has been taught in the course.

- Assignments support and assess students' achievement of the SLOs and objectives.

- Textbooks and instructional materials relate directly to the content and are at an appropriate level for the course.

3. The COR provides information and guidance for multiple audiences.

- The description, SLOs, and course objectives are important to the general college community, accrediting agencies, and public. Students, instructors, counselors, other community colleges, transfer institutions, and occupational boards need to know the outcomes, expectations, rigor, and level of critical thinking of the course.

- The Topics and Scope section outlines the content of the course and is especially important to instructors who will be teaching the course or who teach related courses.

- The assignments, methods of evaluation, and textbook sections answer two of students' main questions: "What kind of work do I have to do, and how am I going to be graded?" At the same time, this section guides instructors about the latitude they have in selecting, designing, and grading assignments. A well-written, integrated course outline provides for consistency across instructors, sections, and semesters to guarantee that the course offers the preparation students require to meet their educational goals.

Guide to Reviewing the Course Outline of Record (COR)
Step by Step Through the COR

1. Term Effective Date

This date appears with the title at the top of the COR. Example: AGRI101 as of Fall 2017

Generally, any course approved within the Curriculum Office deadlines for an academic year becomes effective in Fall of the next academic year (e.g., approved in October 2016, scheduled Fall 2017). This is to align changes in courses and programs with the college catalog. Occasionally, a department may have a compelling reason why a new or revised course approved in fall needs to be offered in the subsequent spring. (Example: State requirements mandate that the curriculum changes in a licensing program become effective immediately.) Departments with compelling reasons should consult with the Curriculum Dean before submitting the course for review.

2. Prefix and Course Number

An official discipline prefix and number identify every course. The course number communicates to students, counselors, faculty, and other institutions information such as the level, transferability, relationship to other courses and programs, and any special designations, such as noncredit or independent study.

a.   **SRJC Course Numbering System**

1-49	**Transferable to the University of California (UC) system**. The CRC provisionally approves these courses before they are sent to UC for final approval. Such courses must be approved during the spring semester to be submitted in the summer and fall and cannot be scheduled until UC has approved them.
50-99	**Transferable to the California State University (CSU).** These courses are designed to be accepted to CSUs and most other four-year colleges and universities, but not the UC system. Courses numbered 50-99 must demonstrate comparability to specific lower division courses at least one CSU.
100-299	**Associate degree applicable, but not transferrable**. These numbers are used mainly for courses in Career Technical Education (CTE) certificate or degree programs or for academic courses at the pre-transfer level (e.g., MATH 151, Beginning Algebra).
300-399	**Credit non-degree applicable courses.** Courses at the 300 level earn credit but are not counted toward required units for certificate or degree programs. These courses are intended to assist students in performing skills needed for college level courses, units apply toward residency, athletic eligibility, work-study, financial aid, veterans' benefits, associated student body office, and full-time status. Example: ESL 373, Advanced Reading/Writing for ESL Students
400-799	**Noncredit courses**, including tutorial sites and labs. Noncredit courses must fit specific criteria for noncredit courses listed in Title 5 and the Chancellor's office.
49	**Independent Studies Courses, UC transfer level**. Independent study courses designed to transfer to UCs. These include instruction, research, or activities beyond the scope of currently offered courses.
98	**Independent Studies Courses, CSU transfer level**. Special project courses are offered for students to further their knowledge and skills in a specific subject.
99-99I	**Work Experience and Work Experience Internship**. For work experience, one credit is earned for each 75 hours (paid) or 60 hours (unpaid) of work experience within a semester.

b. Numbers, Letters, and Decimals: A course may use a whole number alone or in combination with letters or decimals to indicate relationships among courses within a discipline.

Course Numbering	Example
A whole number with a letter indicates a course with a sequential and prerequisite relationship among courses.	MATH 1A, MATH 1B, MATH 1C (Calculus 1, 2, and 3). MATH 1A is a prereq for MATH 1B, MATH 1B is a prereq for MATH 1C.
A series of courses with the same whole number and sequential decimal indicates a relationship between courses, but they do not need to be taken in sequence.	CS 70.12 and CS 70.13 are both advanced Photoshop courses that can be taken in either order.
The same whole number with a range of decimals indicates that these courses are specific topics within an "umbrella" Special Topics course.	CUL 275 is Special Topics in Ethnic Cuisine and has many courses with different decimals to indicate the specific cuisines: CUL 275.21 (Lebanese), CUL 275.34 (Cantonese), and CUL 275.50 (Moroccan). No sequence is implied.
Courses with whole numbers, decimals, and letters follow the prerequisite relationship indicated by the letters	CS 60.11A and CS 60.11B (Microsoft Word 1 and 2).
Other Letters: The letter "I" indicates "internship" and is used with some Work Experience courses. The letter "L" may be attached to a course number to distinguish it as the lab that goes with a lecture course.	COUN 99I, RADT 64L

3. Course Titles

The COR lists two titles, the full title and the short title. The **full title** is used in the SRJC Catalog, in the online descriptions, and in the syllabus. The **abbreviated (short) title** appears in the Schedule of Classes, official registration printouts, grades, transcripts, and other listings related to Admissions and Records.

The abbreviated title is limited to 24 characters, but the two versions of the titles should be as similar as possible, truncating words and using slashes (/) and ampersands as needed. For instance, ANAT 140, Fundamentals of Anatomy and Physiology, has the short title of FUNDAMENTALS ANAT/PHYSIO.

Course titles should be unique, but related courses may use the same title with numbers. Example: Jazz Dance I, Jazz Dance II, Jazz Dance III. The discipline may use either Roman or Arabic numerals to indicate the level, as long as the use is consistent across the courses.

4. Hours, Units, Weeks

The Course Outline of Record must state the units, the number of hours per week and total hours per semester, the maximum and minimum number of weeks, and the type of activity involved in a course—lecture, scheduled lab, activity, or DHR ("Days and Hours by Arrangement").

a. Units: One unit of credit is earned through 3 hours of student learning per week for a semester. At SRJC, the semester is 17.5 weeks. The relationship between "student learning hours," units, and method of instruction is defined by Title 5 and the *Chancellor's Program and Course Handbook (PCAH)* in the table below.

One unit equals one semester (17.5 weeks) of:

Instructional Category	In-class Hours per week	Outside of Class Hrs/Wk
Lecture (lecture, discussion, seminar, related work)	1	2 (reading, writing, research, other preparation
Activity (traditional athletics/dance/physical education)	2	1 (practice, preparation)
Lab (traditional lab, clinical, computer lab)	3	0 (no significant preparation required)
Contact DHR (also TBA): student work in the presence of faculty or supervisor (i.e., clinical). Calculated as traditional lab	3	0 (no significant preparation required)

b. Unit/Hour/Learning Time Relationship: When reviewing or revising a course, it is important to refer to ensure that the unit/hour relationship is supported throughout the COR.

- **Maximum/minimum weeks:** The minimum number of weeks should allow adequate time for student work. For instance, a lecture course requires 2 hours of homework for every hour in class. A typical 3-unit lecture course demands 6 hours/week of outside work. While the COR lists a total of 52.5 hours for a 3-unit course, this represents only the in-class time. The actual number of student learning hours is 52.5 in class and 105 outside of class, totaling 157.5 hours per semester. All of these hours need to be accounted for when a course is compressed, typically when offered during the summer at 6 weeks. A 3-unit course over 6 weeks would require 26.25 hours of student learning per week, which is accepted as feasible for a full-time student. However, a 4-week version would not be possible, nor would 6 weeks for a 4-unit course.

- **Topics and Scope:** Some courses are listed as a combination lecture and lab and/or DHR hours. If appropriate, topics that are addressed in lab should be labeled as such within the Topics and Scope area. However, some courses may deliver information during the lecture and allow students to interact with the concepts during lab, so separate designations would not be necessary.

- **Assignments:** For a lecture course, assignments should reflect the amount of out-of-class learning through references to reading and writing assignments, research, and the implied preparation for projects, presentations, and exams. Activity courses should state the expected work outside of class (usually practice). For courses that are a combination lecture and lab or DHR lab (such as clinical time), typical activities that occur during the lab or DHR/clinical time should be distinguished from other assignments.

- **Methods of Evaluation:** Appropriate weight should be given to assignments that require more student time. For instance, a typical lecture class would have higher grading percentages assigned to activities that involve considerable reading, writing, and exam preparation.

- **Textbooks:** Most lecture classes involve considerable reading and homework and specific textbooks are usually expected, especially at the transfer level.

5. Required Codes and Information: The SRJC COR lists specific information required by the Chancellor's Office. This information is determined to be accurate by the submitting department in consultation with the Curriculum Dean prior to Cluster Tech Review, but it's important to understand the options for each category.

a. Title 5 Category. This relates to the level of the course and should align with the course number.
- AA-degree applicable (for courses numbered 1-299)
- AA-degree non-applicable (300-399)
- Noncredit (400 and above, mainly 700 at SRJC)

b. Grading. The grade option is usually made at the discipline/department level:
A. Credit Course for Grade or Pass/No Pass (P/NP)
B. Credit Course Taken for P/NP Only
C. Grade only
D. Non-graded Credit Course
E. Noncredit Only

c. Repeatability
Under Title 5, most community college courses are *not* eligible for repeat. Once a student has successfully completed a course (by definition, with a "C" or better, or "P" [Pass]), the State will not compensate the college for students retaking the same course. However, students may repeat a course two more times if they failed to pass the first time (received a D, F, or NP).

Only certain courses may be eligible for additional repeatability. These are very specific categories named by the Chancellor's Office and are listed below.

SRJC Repeat Codes

Title 5 Course Category	Repeat Code	Example
Almost all credit courses.	00 = Two repeats if grade of D, F, NC, or NP	ANTHRO 1
Specific Courses required for CSU or UC major requirements (usually performing arts).	May be taken: 39 = Total of 2 times 33 = Total of 3 times 34 = Total of 4 times	MUSCP 42A Jazz Ensemble 1
Intercollegiate Athletics Courses	34 = May be taken a total of 4 times	ATHL 14 Women's Varsity Basketball
CTE Program Specific (often for licensing)	42 = One repeat if grade of D, F, NC, or NP	NR75D Advanced Care of Acutely Ill
Noncredit	27 = Exempt from repeat provisions	CSKLS 731 Basic Academic Skills/GED Prep 1
Required for State Certification/ongoing training (e.g., Public Safety)	21 = Legally mandated repetition	FIRE 258 Driver Operator 1B
Work Experience	25 = 16 units total	WRKEX 97 General Work Experience

d. Also Listed As: A few courses are listed with two different prefixes so they can apply to different certificates, but they are the same course. *Example:* AGBBUS 56 and WINE 56 (Intro to Agriculture Business Management and Intro to Agriculture and Wine Business Management).

e. Formerly. If a course had a different prefix or prefix and number, it will be listed for historical purposes. *Example:* KFIT 3.3, Advanced Body Conditioning, was formerly PHYED 31.3.

6. Course Descriptions for Catalog and Schedule of Classes

The same course description appears in the Catalog and Schedule of Classes. The course description should:

- State the course content clearly, concisely, and accurately. Complete sentences are preferable but not necessary if the description is clear.
- Describe the scope of the course, its level, and optionally, course outcomes and activities involved in the learning. It is not a marketing piece.
- Mention how the course fits within a certain program or fulfills external organization requirements
- Indicate for which students the course is intended. *Examples:* "first course in the graphics arts major"; "intended for students in allied health majors."
- Mention any required equipment or student participation outside of the usual expectations. *Examples:* "Students must provide their own guitars"; "Field trips required."

The method of delivery, specifically online offerings, should not be specified in the course description of the COR. If all or part of the course is offered online or is significantly web-based, this will be indicated in the *Schedule of Classes* through the department's scheduling process.

7. Student Preparation: Prerequisites, Corequisites, and Advisories

Determination about prerequisites, corequisites, and advisories for recommended preparation are made by discipline faculty based on their analysis of the rigor and content of the course, requirements of transfer institutions, and/or external bodies such as licensing agencies.

a. Prerequisites and corequisites: Prerequisites are courses that discipline faculty have determined are necessary for students to complete in order to succeed in the target course. **Corequisites** are courses that are taken concurrently to insure students are adequately supported to pass the target course.

The English and Math Pathways have a sequence of prerequisite courses leading to degree-applicable and transfer level English and math courses. These kinds of prerequisites may be stated as a specific course (e.g., Math 151) or as a qualifying Placement Test score.

Most other prerequisites and corequisites are within the same certificate or degree program. However, a math or English prerequisite may be added to a course outside of their respective departments if:

- Discipline faculty have determined, in consultation with math or English faculty, that the prerequisite is essential for student success in the target course.
- A detailed Content Review is conducted and submitted on the appropriate form.
- The CRC approves the prerequisite/corequisite.

- The submitting department follows up with a study demonstrating that the addition of the prerequisite or corequisite has increased student success. Results must be reported back to the CRC.

Most departments choose to represent the level of reading, writing, or math required for success in a course through an **Advisory for Recommended Preparation**. This advisory, listed under "Recommended Preparation" on the COR, helps students decide if they are academically prepared for the course, but it does not block them from taking it.

b. Non-course Prerequisites and Advisories: Generally, prerequisites are listed as completion and/or concurrent enrollment of *courses*, but there are some exceptions:
- Minimum age
- Declared specific major
- Qualifying test score
- Minimum units enrolled

Advisories for recommended preparation are usually courses, sometimes within a discipline, but most commonly eligibility for ENGL 100/ESL 100 or ENGL 1A. This advisory denotes the level of reading required for most degree-applicable and transfer level courses.

c. User Generated Description: If a course has several prerequisites plus an advisory, the automated wording in SIS can be cumbersome. It is important to remind submitters that they can often streamline the list through the "User Description" field in SIS. This also allows for other non-course recommendations. For instance, the SPAN 1 advisory states, "Not recommended for students who have successfully completed 2 years of high school Spanish or equivalent within the past 3 years."

d. The *Content Review* Form. The relationship between a target course and its prerequisites, corequisites, and/or advisories is articulated in through a "content review," which is represented through the Content Review (CR) form in SIS. This form shows the relationship between some or all of the SLOs, objectives, and assignments ("the content") of the prerequisite or advisory and the SLOs, objectives, and assignments of the target course. One CR form is needed for every prerequisite, corequisite, and/or advisory course. Forms must accompany the proposal for any new course that has prerequisites or advisories. Every submission for revision of a new course with prerequisites or advisories must include CR forms unless the last review was within 2 years.

8. Limits on Enrollment
Title 5 provides that all courses at the college shall be open to enrollment by any student who has been admitted to the college, but may be limited for specific reasons authorized by Title 5, §58106. Here are general situations that could require a *Limits on Enrollment* form.

a. Admission to Program: Statutory, regulatory or contractual requirements. Enrollment in certain courses is restricted because of statutory, regulatory or contractual requirements. For example, age limits and possession of a valid driver's license are common requirements. The limitation "Must be age 18 or older" requires a Limits on Enrollment designation, but it is also listed as a prerequisite so that the Admissions and Records system can automatically block underage students from enrolling.

b. Tryout or Audition: A limit on enrollment may be tryouts for intercollegiate athletic teams and auditions for courses involving public performance, such as band, play rehearsals, forensics, chorus, and dance performance.

c. Health and Safety. Course enrollment may be limited for reasons of health or safety. For instance, a number of Athletics courses require that participants meet a certain standard of health.

A *Limits on Enrollment* form must reflect the same language as that in the COR and be signed by the submitter and supervising faculty and administrator.

9. Articulation, Major, and Certification Information
Articulation, Major, and Certification Information is historical or, for new courses, reflected in the appropriate forms. In general, credit courses numbered 1-299 must be related to a degree or certificate or be transferable to a CSU or UC.

10. Student Learning Outcomes and Course Objectives
The section on Student Learning Outcomes (SLOs) and course Objectives is a crucial part of the Course Outline of Record because it reflects not only the content, but also the level of rigor, critical thinking, and specific skill levels of the course. This section informs SRJC students, instructors, and counselors about course expectations and also communicates to other community colleges and four-year institutions how the course fulfills prerequisites, program, or transfer requirements. Furthermore, the list of SLOs and course objectives demonstrates to state boards and licensing agencies how an occupational course meets industry standards. And of course, the SLO statements meet specific accreditation requirements.

While **Student Learning Outcomes** are broader, more global statements, and **Objectives** are more specific, they have these things in common:
- They refer to what students should be able to do *after* they have completed the course (in other words, they are not course assignments or activities)
- They use active verbs that reflect how the learning could be observed or measured (see list on Curriculum website)
- They emphasize the higher levels of critical thinking involved in the course
- They are supported by the content of the course and the kinds of assignments students complete
- They should never be so prescriptive that they sound like assignments. For example, an SLO would say, "Students will be able to distinguish between primary and secondary sources as historical evidence" as opposed to "Students will use primary and secondary sources when researching for a final term paper."

a. Student Learning Outcomes Format: SLO statements describe the general abilities students will be able to apply as a result of their experience in the course. Most courses list 2-5 SLOs. One broad SLO may be appropriate for a lower-unit course, while a higher unit course may have more. If a course has more than 5, consider whether some might be subsumed under a more general statement or if they might be listed as objectives. It is not appropriate to ask a submitter to eliminate an SLO because "it's too much work to assess that many outcomes."

Course SLOs may have the introductory phrase "Upon completion of the course, students will be able to" or "Students will," or they may stand alone as statements, since "outcome" implies an ability or skill gained through completion of the course. There is no need to repeat "Students will be able to" with each statement. SLOs are numbered unless there is only one.

b. Assessment of SLOs: It should be evident in the Assignments section of the COR that students' achievement of each SLO is assessed, whether through formal testing or projects, writing assignments, demonstration, or collectively through various activities that incorporate the abilities stated in the SLO.

c. Objectives Format: Objectives are the more specific skills or knowledge that students need to master in order to achieve the SLOs. Objectives should relate to and support one or more of the SLOs. Since they reflect the more discrete skills and abilities, objectives should not restate any of the SLOs word for word. While these statements are more specific than SLOs, they should focus on the student's ability

The Objectives field includes a standard preamble: *"Upon completion of the course, students will be able to."* The objectives should be numbered but do not need to directly correspond to each SLO. Typical semester length 3-unit academic courses may have 6-10 objectives, but shorter courses may have fewer. Some CTE courses, especially those designed to meet external standards or licensing requirements, may list considerably more.

11. Topics and Scope
The Topics and Scope section lists the course content and concepts (Topics) and details the extent to which each of those topics will be covered (Scope) in order to support students' achievement of the Student Learning Outcomes and course objectives.

a. Content: It is helpful to think of the Topics and Scope section of the COR as the "table of contents" for a course, outlining or "mapping" the course material. It should be detailed enough to convey fully the topics to be covered, providing clear guidance for any instructor assigned to teach the course. This section should also give instructors, students, counselors, and transfer institutions a sense of the breadth and depth of the material covered in the course.

The material outlined in the Topics and Scope section represents the fundamental *required* content and concepts to be delivered in the course. However, any instructor teaching the course may choose to enhance material with additional information, theoretical approaches, themes, or emphases, while ensuring that all required content and concepts are covered to the extent indicated in Topics and Scope.

b. Outline Format and Style
- Detailed outlines with several levels of sub-topics should use Roman numerals for main topics I, A, 1, a, etc.).
- Simpler outlines with only two levels of topics and subtopics may use Arabic numbers and small letters only (1, a).
- For readability, outline formats should be set up to avoid using small Roman numerals (i, ii, iii, etc.) for subtopics.
- In outlines, if a topic has only one subtopic, collapse into a single topic (that is, if there's an A, there should be a B; if not, "A" becomes a topic heading)
- Capitalization should be consistent in outlines. Here is one recommended approach:

    I. Main Topics Use Title Case
       A. Subtopics use sentence case
           1. details do not need initial capitals

- Indentation should be used appropriately. If it looks uneven, check the PDF version. SIS does not use tabs, only spaces, for indentation, and results during input can vary.
- Topics are descriptions of subject matter covered, not specific assignments. For instance, a topic might be "muscular toning," while an assignment would be "practical demonstration of proper fitness technique."
- Since this section is primarily for the instructor, it does not need to include definitions or details that an instructor in that field would already know.

12. Representative Assignments

The Representative Assignments section (labeled "Assignments" in the web version) strikes a balance between listing the types of assignments recommended by discipline faculty and allowing for some degree of academic freedom. Thus, most lists include general descriptions of activities, assignment options or examples, and a range in the number of tests, papers, and pages for reading and writing. Assignments should reflect the appropriate level of rigor, intensity, critical thinking, and independent work required to meet the course outcomes.

a. Format and Style: The representative assignments should be described clearly and organized as a numbered list.
- This section should include all types of work expected of students during class and outside of class, graded and ungraded (e.g., outside reading, in-class group work, field trip participation).
- Graded activities must be listed in the Methods of Evaluation (see next section), so it is helpful to look at these two components together.
- If the students receive a relatively substantial percentage of their grade through participation (above 10%), some description of activities requiring that participation should be listed.
- If there is a lab component to the class, the assignments and activities related to the lab should be listed separately under "Lab."
- Quizzes, tests, and final exams should be listed with a range (e.g., "4-8 quizzes, 1-2 tests, final exam").
- Arabic numerals are preferred (such as in listing numbers of pages or tests) unless the spelled out version of a number is clearer (e.g., "two 5-7 page research papers").

b. A Note about Distance Ed: The same COR represents both online and face-to-face versions of the course. If a course is offered all or in part online, or if it has required web-based components, reference to online assignments should be included, and listed as options if not all sections use the online components. Also, for courses that are offered both face-to-face and/or online, it should be clear how all required assignments could be completed through either method of delivery. (For instance, for a required oral report, there should be reference to the kind of media use required for online classes.)

13. Methods of Evaluation

All graded assignments must be listed within an appropriate area in the Methods of Evaluation (MOE) table. The references to the assignments should use key words and drop most of the detail used in the Assignments section. For instance, an assignment of "10-12 exercises in textbook and workbook" could be listed as "exercises" in the Problem Solving section of the table. However, whatever terms are used in the MOE, while brief, should still clearly refer to specific assignments. For instance, "term paper" does not clearly relate to "8-10 page research report on local environmental issue"; "research report" in the Writing Assignments section would be a better reference.

a. Grading percentages: Each category is then assigned a percentage range to represent the weight of that category in the calculation of the total grade for the course. SIS Curriculum checks for appropriate percentage totals. If the percentage for a section is changed or eliminated, other sections of the MOE table must be adjusted accordingly. For instance, if a percentage has been assigned to "Skill Demonstration" but the assignment is actually a problem-solving assignment, then the Skill Demonstration percentage would be dropped and the Problem solving percentage increased.

b. Categories of Assignments: Sometimes it's hard to determine which section as assignment fits in. Here are some guidelines:
- **Writing Assignments** mean that all or part of the grade is based on the quality of the writing. Thus, an essay fits this category, but field trip notes may not. Such notes might either be ungraded or included under "Other."
- **Problem Solving** assignments demonstrate critical thinking through assignments such as textbook work, worksheets, online exercises. Assignments may include some writing, but it is the solution or ideas that get the grade.
- **Skill Demonstrations** mean that the student actually demonstrates an ability that is observable and for which they are graded. This could be a performance, an artistic or professional display, a demonstration of specific skills in a clinical setting, or the use of tools or instruments in the profession. An oral presentation assignment would not necessarily be a skill demonstration unless the student was being graded primarily on presentation skills. Rather, it would be listed as "Other."
- **Exams** includes quizzes, tests, midterms, and final exams, including essay exams. Title 5 requires some specification of the type of exam problems, and this has traditionally been included in this field of the MOE. The recommended format is to list the types of exams but not the number and to follow that with typical types of exam questions. *Example:* Quizzes, midterm, final exam: multiple choice, true/false, short answer, essay.
- **Other** is the field is for any assignments that do not fit in the above. *Examples:* participation, oral presentation, portfolios, attendance and participation in field trips, professionalism.

c. Using Multiple Categories. Some assignments are graded in more than one category. For instance, an architecture design assignment may be graded for its creativity and problem-solving as well as the skill demonstrated in rendering it. In cases like this, the same assignment can be listed in two areas.

14. Representative Textbooks
This section asks for *representative* textbooks. For their specific classes, instructors may choose different texts or editions and will direct their students accordingly. The COR, meanwhile, must list the most current edition of the textbook(s) the discipline faculty choose as representative.

a. Citations: Textbooks are listed with the title first for easier readability. Beyond that, a modified MLA approach (with the title first) is acceptable, or periods may be used to separate the elements. SIS does not allow font formatting. Here is a recommended set-up:
- Title of Text (in title case, not all caps). Edition number (if applicable). Author last name, first name. Publisher. Year
- *Example:* Elementary Statistics, A Step by Step Approach. 9th ed. Bluman, Alan. McGraw-Hill. 2015

b. "Classic" Textbooks and Literature: Textbooks that have not had a new edition in five or more years but are still preferred by discipline faculty should have "Classic" listed in parentheses after the citation. For courses with a list of literary works that have had multiple editions, a heading such as "Classic literature" at the top of the list is adequate—the word "classic" does not have to come after each book title. In such a list, when no specific edition is required in the course, only the title and author are necessary in the citation.

c. Periodic Publications: Print material that changes frequently, such as legal codes or industry manuals, should be listed and use the term "current edition" instead of a year.

d. Instructor Prepared Materials: This section should also include "Instructor prepared materials" (a standard phrase in SIS) if the course has substantial reading material from non-textbook sources. This includes course readers, syllabi, worksheets, and readings distributed by the instructor.

Computer-based: Specific software or websites may be referred to by title if they are essential parts of the course for the majority of instructors, but the URL should not be included.

Appendix

General Stylistic Conventions for the Course Outline of Record
Each section of the COR has a specific format, but some general conventions apply to the outline in general.

- Language should be clear, concise, jargon free, and accessible to the general reader.
- Capitals and quotations may be used as appropriate, but all caps should not be used for formatting.
- Acronyms should be spelled out the first time they are stated, unless they are universally known.
- The word "and" should be spelled out except when an ampersand (&) is necessary due to the character limitation in the short title.
- Drop hyphens from "online," "email," and "noncredit."

The Relationship of the COR to Syllabi

In accordance with SRJC Board Policy 3.9 and the AFA/District Contract, the syllabus must contain the basic elements of the COR, including the Student Learning Outcomes (or a link to the COR with those SLOs), but each instructor's syllabus for the course will be more detailed and reflect that instructor's approach to the content. It is important to recognize that the COR must strike a balance between stating the required components of a course and allowing, to the extent possible, academic freedom.

COR	Syllabus
SLOs and Objectives	Included or referenced. Instructor may reword and/or include specific instructional goals (e.g., "Student will gain confidence as a writer.")
Units, hours; states lecture, lab, activity, DHR lab. Generally describes assignments related to lecture vs. lab	Defines and clarifies activities in-class and expectations for time spent on outside-of-class work
Topics and scope states minimum topics that must be taught	Syllabus may list topics in different order and in more specificity (e.g., specific authors' names) as appropriate to course, may include more topics as time allows
Assignments are usually representative and listed in general terms with range ("5-8 quizzes").	Specific dates, assignment parameters, grading weights, variations within COR
Methods of Evaluation give range of weight for areas of grading ("0-10% participation")	States weight of activities and assignment: "10% participation in in-class group projects"
Textbooks are representative, usually the latest edition or labeled as "classic" if older	Instructor may select textbook(s) according to preference and department policy