Course Outline of Record (COR) Checklist

Each section of SRJC's COR is described below and contains pertinent information for course submitters and reviewers to consider when developing, revising, or reviewing a course. The information is based on Title 5, the Chancellor's Office Program and Course Approval Handbook (PCAH), 7th Edition, ASCCC's 2017 publication, titled "The Course Outline of Record: A Curriculum Reference Guide Revisited and from SRJC's recent versions of the Curriculum Writer's Handbook and Course Reviewer's Guide.

Catalog Information

This section of the COR provides the full and abbreviated course titles, course number, date of last review, lecture and lab components and the maximum and minimum number of weeks. ASCCC Resolution 9.09 S06 requires any class undergo a full review by the Curriculum Review Committee if the number of weeks is compressed into a timeframe that requires a student will spend more than 26.25 hours/week on that one course.

Catalog Description

This description should concisely describe the course's purpose and goals and the subject matter to be covered. When the course purpose is to serve a special population, (e.g., older adults), the description must illustrate that the course is written and designed to meet the target population's interests and needs. (See PCAH, page 33)

Prerequisites, Corequisites, Recommended Preparation & Limits on Enrollment (LOE)

These course-related requirements, advisories and special limitations provide the basis for determining the degree of preparation (prerequisites, corequisites, and/or recommended preparation) that students need to advance successfully through a series of courses. (See PCAH, page 55, 57 and 62)

- Prerequisites-Prerequisites are a condition of enrollment that students must meet before enrolling in a specific course or program.
- Corequisites-These requirements mean that students need a body of knowledge or set of course skills to succeed in a course; this body of

knowledge or set of skills can be acquired or developed while enrolled in the primary course. So, a student must enroll in a corequisite simultaneously with the primary course.

- Recommended Preparation (Advisories)-Such preparation is only suggested, but students are not required to meet these advisories before or in conjunction with course or program enrollment program.
- Limits on Enrollment-Some courses require students to be a certain age or to obtain certain types of clearance, such as fingerprinting. At SRJC, these are listed in the prerequisite section and in the LOE section.

Title 5 Notes regarding prerequisites, corequisities, and advisories

1. [Title 5, Section 55002](), c, 5 says: " Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, a noncredit course may serve as a prerequisite or corequisite for a credit course as established, reviewed, and applied in accordance with this article."
2. [Title 5, Section 55003](), k, says: "The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section 55522. Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with section 55500) of this chapter."

Schedule of Classes Description

At SRJC, the Schedule of Classes Description is the same as the Catalog Description.

Articulation, Major and Certification Information

1. If C-ID listed, confirm that the course aligns with [C-ID Descriptor.]()
2. If no C-ID is listed, check [C-ID Final Description List]() to see if an equivalent is listed. If course aligns with C-ID Descriptor, add C-ID Course Number to the COR.

Course Content

Student Learning Outcomes (SLOs)

Student Learning Outcomes are statements that show what students should be able to know and do upon completion of a course; SLOs must be clearly supported by objectives. In general, SLOs are broader, more global statements than instructional

objectives for the course. ACCJC requires student learning outcomes to be in the official course outline of record.

- Use active verbs that are measurable
- Avoid repeating SLOs in Objectives section
- A COR generally lists 2-6 SLOs; more specific course goals are listed in the Objectives section.

Objectives

Instructional objectives are more specific than outcomes.

SLOs and Objectives

As indicated above, SLOs are more general than objectives, but they have these commonalities:

- 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;
- They emphasize the higher levels of critical thinking involved in the course; and
- They are supported by the content of the course and the kinds of assignments students complete.
- They should align with Topics and Scope, Assignments and Methods of Evaluation.

Topics and Scope

1. All Topics and Scope are required components of class and should align with SLOs and Objectives
2. If class involves lab, indicate what sections of Topics and Scope will be covered in lab. There are two ways to do this:
   1. Each applicable lab topic can have an asterisk, and a key at the end of the Topics and Scope list with the phrase "*Lab only."
   2. Create a separate Topics and Scope list titled "Lab Only"
3. If all Topics and Scope sections are covered in both lecture and lab, include the statement below at the end of the Topic and Scope list
   1. "All topics are covered in both the lecture and lab portions of the course."

NOTE: Items 2 and 3 above practices are based on previous versions of Curriculum Writer's Handbook and guidance provided on 10/23/20 from Chancellor's Office Dean, Raul Arumbala.

Assignments and Methods of Evaluation

1. Use parallel language in these two sections to increase clarity for instructors, students, counselors, other colleges, etc.
2. Use umbrella assignments with examples that follow the phrase 'such as' to provide transparency for those who read CORs as well as academic freedom for those who teach the course.
    1. Example from English 1A Assignments
        1. *Weekly reading-based writing and discussion assignments*, **such as:**

            a. Annotating, paraphrasing, and summarizing exercises/activities

            b. Reading responses, reading journal entries and/or double entry reading logs

            c. Jigsaw reading activities

            d. Posts and replies to Canvas discussion boards
        2. Method of Evaluation for above assignment is *Weekly reading-based writing and discussion assignments*
3. Specifying exam types is okay, especially when essay exams are used to fulfill a course's writing requirement.
4. Labs generally require little or no homework
5. For UC Transferable Courses, check any discipline-specific requirements with UC's Transferable Course Agreements
    1. For example, English literature courses are required to have a 5,000 word count minimum on their CORs

NOTE: Additional Considerations below are based on guidance provided on 10/23/20 from Chancellor's Office Dean, Raul Arumbala. For clarity and transparency for all who read the COR, consider the following when the course includes both lecture and lab.

1. Identify lab assignments and lecture assignments clearly. This can be accomplished in one of the following ways:
    1. Create a 'lecture-related' assignment list and a 'lab-related' assignment list.
    2. On Assignment list, indicate which assignments take place only during lab by writing (Lab only) at the end of the assignment description.

Textbooks

1. For UC courses, be sure to check [UC-TCA subject area guidelines](#) for subject area requirements.
   1. For example, many science courses that include a lab require a lab manual is included in the list of textbooks.

Additional Considerations

1. Align COR with accrediting agency requirements
2. Check [Disciplines List for Minimum Qualifications](#)