Academic Senate
for California Community Colleges

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The Course Outline of Record

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Significance of the COR

From ASCCC's 2017 paper, *The Course Outline of Record: A Curriculum Reference Guide Revisited:*

- "The course outline of record (COR) is a document with defined legal standing that plays a critical role in the curriculum of the California community colleges."

- The COR clearly lays out the content and objectives for use by any faculty member who teaches that course.
- Provide a type of quality control.
- Should reflect “core components” to be taught.
- Should demonstrate and integrated process for development of the course.

Stylistic Concerns

Because of the potentially wide audience, style matters:

- Content should be ***specific***
  - Quality control and consistency between multiple faculty
  - Details aid in articulation and transferability
  - Clear explanation of level, intensity and scope avoid duplication of curriculum - especially for sequential courses and courses with overlap in content

- Components should be ***integrated***
  - "Each element of the COR should reinforce the purpose of the other elements in the course outline" (ASCCC 2017 COR paper)
  - “An obvious relationship should exist" between content, description, title, objectives, outcomes, assignments, methods of instruction and evaluation, etc.

Requirements, Standards, and Guidelines

- CCR, Title 5 (esp. Section 55002)
- CCCCO Program and Course Approval Handbook (PCAH)
- ACCCJC accreditation standards
- C-ID and transfer institutions
- ASCCC 2017 paper: *The Course Outline of Record: A Curriculum Reference Guide Revisited*
  - *All citations here within this presentation*

Required Elements per Title 5 §55002: Noncredit

1. Total contact hours for course
2. Catalog description
3. Objectives
4. Content
    1. Typically in outline format
5. Assignments and activities
6. Methods of instruction (more on DE later…)
7. Methods of evaluation/grading policy

#5-7: specify types and/or give examples

Course Objectives

- Accomplish the intended purpose as indicated by the title and catalog description.
- Sufficient and appropriate learning for the course.
  - "The objectives can be distilled down to a manageable number, commonly no more than 20 for a typical one- to three-unit course and often fewer than ten that are based on the major areas of content and most important skills a student should learn."
- Objectives should be written in complete sentences or comprehensive phrases using language that is discipline specific and demonstrates the level of rigor appropriate for the class.
  - "Upon completion of this course, the student will be able to… ."
- Demonstrate that the course meets the standards for level and intensity
  - The incorporation of critical thinking must be evident throughout the course outline but particularly in the objectives (as a whole)

What about SLOs?

- SLOs should be related to, but distinct from, objectives:

  "Course objectives state the concepts or skills faculty introduce to students in a course or program in order to prepare students to meet a student learning outcome (SLO). Objectives are the means, not the ends.

  Course SLOs are the intended abilities and knowledge students can demonstrate after successfully completing the course objectives. SLOs must be written in measurable or observable terms and as actions that a student will perform in order to display the skills necessary to meet the SLO."

Physical Education Example

- SLO:
  - Swim all four strokes of the medley relay for 25 meters each within 3 minutes.
- Course objectives:
  - Demonstrate proper breathing techniques and arm position for the backstroke.
  - Demonstrate proper breathing techniques and arm position for the front crawl.
  - Demonstrate proper breathing techniques and arm position for the breaststroke.
  - Demonstrate proper breathing techniques and arm position for the butterfly.

Occupational Health and Safety Example

- SLO:
  - Students will be able to evaluate and diagnose most common fuel system problems safely.
- Objectives:
  - Students will be able to research, assess and determine the proper handling of fuels and combustible materials,
  - Students will be able to research and apply testing techniques and data to familiar and unfamiliar diagnosis scenarios.
- Content Elements (subject based)
  - Handling of Fuels
    - proper tool usage,
    - characteristics of petroleum products,
    - technical reading,
    - interpolating data in diagnostic process charts and schematics.

SAC Examples

- BUS.pdf
- FAC.pdf
- HSDP.pdf