

**[Course Outline of Record (COR) Template-Credit](http://www.barstow.edu/Pdf/Committees/Curriculum/Forms/COR-Help-Final.pdf)**

**Face Tab**

##### GENERAL INFORMATION

|  |  |
| --- | --- |
| **Subject:** (5 alpha limit) |   |
| **Number:**(5-character limit) |  |
| **Course Title:**(65-character limit) |   |
| **Discipline:**  |  |
| **Program of Study:**  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Hours & Units:** (per week, based on a term of 18 weeks) | **Lecture:**(round to .5) |  | **Laboratory:**(round to .5) |  | **Unit Min:** |  |
| **Unit Max:** |  |

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| --- | --- | --- | --- | --- | --- |
| **Standard Lecture Hour:** |  | **Class Size Maximum:** |  | **Materials Fee:** |  |
| **Grading:** |  | **DE Approval:** |  | **Credit Status:** |  |
| **TOP Code:** |  | **SAM Code:** |  | **CIP Code:** |  | **SOC Code:** |  |

COURSE REQUISITES
(This is a listing of any limitations on enrollment deemed necessary for student success or health and safety.)

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| **Prerequisite**  |   |
| **Corequisite**  |   |
| **Recommended Preparation**  |   |
| **Limitation on Enrollment** |  |

CATALOG DESCRIPTION
(This is an overview of course scope, level, and topics plus identification of audience. Use complete sentences. May use up to five lines of text.)

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| These are the names of the processors of this document. They acknowledge and understand that all information here is complete and correct and each individual has reviewed and supports this course outline of record.  |
| **Faculty Author:** |  | Date: |  |
| **Area Dean:** |  | Date: |  |
| **Peer Reviewer:** |  | Date: |  |

**For Office Use Only**

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| **Course Control Number (CB00):** |  | **Date Generated:** |  |
| **COR Status** | Draft | Pending | Adopted |

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| Process Approvals |
| Curriculum Committee Approval Date |  |
| Board of Trustees Approval Date |  |
| External Review Approval Date |  |
| Proposed Start Date |  |

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| Routine Course Review | Name | Date |
| Last Revised By |  |  |
| Last Reviewed By |  |  |

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**Outcomes & Objectives Tab**

STUDENT LEARNING OUTCOMES (SLOs)
(List the broad learning goals for this course. These should be limited but encompass course scope, correlate with the learning objectives, and support the course’s content. Most of these outcomes must include college-level critical thinking. Align the responses with the stem sentence provided so begin each statement with an appropriate verb.)

Upon completion of the course the student should be able to:

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| --- |
| 1.2.3.4. |

**OBJECTIVES**(List a limited but sufficient number of major objectives that align with the course SLOs and identify the observable knowledge and/or skills to be attained from completing this course. Some of these objectives must include college-level critical thinking.)

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| 1.2.3.4.5.6.7.8.9.10. |

**Course Content Tab**

**CONTENT**(Outline all topics/concepts to be covered in the course. Use a heading and subheading format, which is needed to demonstrate college-level rigor. This content must align with the SLOs and objectives and reflect the catalog description. The emphasis of subject matter is identified by the weeks devoted to each major topic/ concept and must be indicated in the right-hand column.)

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| **Topics/Subtopics** | **Weeks/Topic** |
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**Methods of Instruction Tab**

**INSTRUCTION**(Identify and describe the typically used instructional methods as they relate to this course’s SLOs, objectives and content. Specific lecture topics are not necessary but adequate information is needed to explain the scope and purpose of an instructional methodology. Use complete sentences when writing these responses. Instructors may use other equivalent methodologies.)

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| **Lecture** |  |
| **Laboratory**(studio, shop, clinical, etc.) |  |
| **Demonstration**(instructor and/or student) |  |
| **Discussion** |  |
| **Technology**(web, computer, video, audio, etc.) |  |
| **Group Work** |  |
| **Other** (specify) |  |

**Assignments for In and Out of Class Tab**

**ASSIGNMENTS**(Identify and explain course-specific assignments and/or activities that provide students the opportunity to achieve this course’s SLOs and master the required content. Specific textbook chapters, lab assignments, and such are not necessary, but adequate information is required to explain the scope and purpose of assignments. Writing and reading assignments validate rigor and lecture contact hours. Out-of-class assignments must be sufficient to show independent work expected for course unit value. Use complete sentences when writing these responses. Not all types of assignments listed below may be appropriate for this course.)

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| **Writing Assignments**(essay, written homework, journal entries, term/research paper, etc.) |  |
| **Reading Assignments**(textbook, journal article, website, literature, etc.) |  |
| **Lab Activities**(activity, product, report, etc.) |  |
| **Class Presentations** |  |
| **Group Assignments** |  |
| **Portfolio**  |  |
| **Other** (specify)(field trips, etc.) |  |

**Methods of Evaluation Tab**

**EVALUATION**(Identify and describe general evaluation standards (expectations, criteria of judgment, etc.) as they align with the course’s assignments and confirm the SLOs and acquisition of course content. The evaluation of college-level critical thinking skills should be emphasized. Use complete sentences when writing these responses. Identify the required prompts carefully. A course grade may not be based solely on attendance.)

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| **Written Evaluations**(essays, papers, lab reports, written homework, field trip report, reading responses, essay exam, etc.) |  |
| **Computational / Problem-Solving Demonstrations**(exam/quiz, lab reports, homework problems, fieldwork, etc.) |  |
| **Skill Demonstrations**(class performances, fieldwork, skill exams, etc.) |  |
| **Objective Examinations** |  |
| **Oral Presentations**  |  |
| **Portfolio**  |  |
| **Other** (specify) |  |

**Textbooks and Materials Tab**

**TEXTBOOKS**(List representative, college-level texts, which will integrate with the content, support the SLOs, relate to the assignments, and support regulatory standards for intensity and rigor for this course. Include full information including the ISBN number if available. Textbook currency is important so identify those no older than five (5) years. Textbooks are not limited to those listed but alternatives must be equivalent. A sampling of appropriate professional journals, manuals, periodicals, and websites could be listed under the “recommended” prompt if these items were mentioned elsewhere in this document. Open educational resources (OER) may be listed but these materials must equal this course’s expected materials standards, use a valid source, and ensure student transferability if applicable.)

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| Required |  |
| Recommended |  |
| OER |  |

**Requisites and Recommended Preparations Tab**

**REQUISITES**(Any requisite listed on the face tab must provide corresponding justification evidence on this tab. One evidentiary form is required for each requisite listed.  Identify the necessary exit skills (learning objectives) from the requisite course that document the connection to success in this target course. Justify each pre- and/or co-requisite by matching those objectives to this target course’s relevant objectives and/or content.)

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|  | **Requisite Course Identification** | **Requisite Exit Skills  (learning objectives) Justification**Upon entry into this course the student should be able to: | **This Target Course’s Objectives/Content Match** |
| **Prerequisite** |  |  |  |
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| **Corequisite** |  |  |  |
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**Standards of Effective Practice**

Regarding Curriculum Documentation for New Course Outlines of Record

or Routinely Reviewed Course Outlines

1. Faculty who teach multiple sections of a course are expected to collaborate and reach agreement on the course outline’s contents and on the appropriateness of any requisites.
2. The faculty author is responsible for consulting collegially with others who teach the course and those in the collaborative circle who help review the document to achieve consensus (not unanimity) on:
	* General information (title, contact hours, catalog description, requisites)
	* Learning outcomes and objectives
	* Content topics and relative time devoted to each major area
	* Representative instructional methods, assignments, means of and criteria for evaluation, and textbooks
	* Presupposed knowledge and skills where pre/corequisites or recommended preparations are involved
3. The documentation must meet the minimum standards for curriculum documentation established by the Technical Review Group.
4. Resource personnel are to be consulted early in the development process to help strengthen the quality and compliance of the course outline of record.
5. Course reviewers are participants in the collaborative circle by providing a constructive critique that applies expectations inherent in Title 5 and locally developed standards of effective practice. They consult collegially with the faculty author and those in the signature path.
	* Where substantive changes are requested, the faculty author will be asked to make them, but if reluctant to do so, additional discussion is required.
	* Where procedural, mechanical, technical and proofing changes are needed, the individual making the corrections will inform the faculty author.
6. All signatories are expected to contribute to the proofreading process to ensure an accurate, complete and professional product. If proofing changes are needed, the individual making the corrections will inform the faculty author.
7. Office of Instruction will provide the faculty author with final notice when the course is ultimately approved or in the case of a routine course review, when the review is complete.