

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

**Face Tab**

GENERAL INFORMATION

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

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| --- | --- | --- | --- | --- | --- | --- |
| **Contact Hours:** (per week, based on a term of 18 weeks) | **Lecture:**(round to .5) |  | **Laboratory:**(round to .5) |  | **Total Contact Hours:** |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard Lecture Hour:** |  | **Class Size Max:** |  | **Materials Fee:** |  | **Unit:** | 0 |
| **Grading:** | Ungraded | **DE Approval:** |  | **Credit Status:** | Noncredit |
| **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. 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. 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. |

**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 might include the development of 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 rigor. This content must align with the SLOs and objectives and reflect the catalog description.)

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| **Topics/Subtopics** |
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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** |  |
| **Demonstration**(instructor and/or student) |  |
| **Discussion** |  |
| **Technology**(web, computer-assisted, video, audio, etc.) |  |
| **Workshop** |  |
| **Other** (specify) |  |

**Assignments and Activities Tab**

**ASSIGNMENTS AND ACTIVITITES**(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 are recommended as appropriate. 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**(worksheets, reading responses, lab reports, Q&As, etc.) |  |
| **Reading Assignments**(textbook, journal article, website, literature, etc.) |  |
| **Lab Activities**(activity, product, process steps, 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/activities and confirm the SLOs and acquisition of course content. 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**(lab or field trip reports, reading responses, worksheets, etc.) |  |
| **Computational / Problem-Solving Demonstrations**(quiz, lab reports, homework problems, fieldwork, etc.) |  |
| **Skill Demonstrations**(class performances, skill exams, etc.) |  |
| **Objective Examinations** |  |
| **Oral Presentations** (verbal and listening) |  |
| **Portfolio**  |  |
| **Other** (specify) |  |

**Instructional Materials Tab**

**INSTRUCTIONAL MATERIALS**(List representative, texts, manuals, and workbooks which will integrate with the content, support the SLOs, relate to the assignments, and perhaps contribute to the assessments for this course. Provide full information including the ISBN if available. Currency of reading materials is recommended (5-7 years). A sampling of appropriate lab equipment, technology, and/or multimedia presentations should be listed under the corresponding prompts if these items support instruction and assignments. Open educational resources (OER) may be listed but these materials must equal this course’s expected materials standards and use a reliable source.

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| Reading Materials(texts, manuals, workbooks, etc.) |  |
| Technology(web, equipment, slides, apps, etc.) |  |
| Lab Equipment(manipulatives, tools, materials, etc.) |  |
| Multimedia(video, audio, graphics, etc.) |  |
| 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.