Curriculum Process (from submission to COCI approval)

Definitions and Clarifying Terms:

COCI: Chancellor's Office Curriculum Inventory System. Course/Programs must be submitted to the Chancellor's Office for approval to ensure that all criteria has been met.

eLumen: The curriculum and assessment management system that BCC currently uses. Right now, the Curriculum Specialist enters all courses and programs into the system so that it can be used for assessment and tracking.

Banner: The Student Information System used for curriculum management to record and maintain course information for students.

TOP Code: The Taxonomy of Program (TOP) is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes.

CIP Code: The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

COR: The Course Outline of Record (COR) is the official, approved document that outlines what students are expected to learn in a course and what they can expect in the way of instructional methods, activities, assignments and grading methods. The content and student learning outcomes (SLOs) in the course outline must be addressed by faculty teaching each section of the course.

Face Page: The Face Page of the COR (the front page) is referred to repeatedly. Changes to the following items on the Face Page will result in a new CCN and is referred to as a ***substantial change***:

- Course subject
- Course number
- Hours and units
- Lecture and lab hours
- Unit minimum/maximum
- Credit Status
- TOP Code
- SAM Code

These changes can result in a longer processing time.

Articulation: The process of developing a formal, written and published agreement that identifies courses (or sequences of courses) on a "SENDING" campus that are comparable to, or acceptable in lieu of, specific course requirements to a "RECEIVING" campus. Example of new course:

Complete by	
Sept/Oct	The new course (ex: Physics 2A) is approved by the Curriculum Committee and sent for BOT approval. Curriculum Specialist uploads PHYS 2A to COCI for a unique ID number.
Oct/Nov	The AO submits for C-ID approval (descriptor PHYS 205). AO determines CSU transferability using CSU Guiding Notes.
Dec *(annual deadline)*	AO submits previously BOT approved courses to Assist Next Generation for CSU GE designation (e.g. Areas A-E) ***AO submits courses for IGETC designation IF the course has been approved as UC transferable the previous July.***
April/May	AO receives results of CSU GE and IGETC decisions. AO notifies discipline faculty of CSU/IGETC decisions.
July *(annual deadline)*	AO submits PHYS 2A for UC transferability (UC TCA) ***PHYS 2A can be submitted for IGETC in December proceeding July approval**
Special Considerations	- All new courses, degrees and Certificates of Achievements require State Chancellor's approval and assignment of a "unique ID number" before it can be used and published in our catalog. - July UC TCA submissions ***MUST*** be approved in order to submit for IGETC designation (December). - Once a course has CSU transferability and/or UC transferability, the AO can request course to course articulation* with CSUs and UCs. **due to ASSIST issues, there is a delay on requests.* - AO can make articulation requests (course to course equivalencies) with transfer school; can be submitted year round (unless the 4-year has stipulations). - Courses are only submitted for C-ID if there is a corresponding course descriptor. - Due to GE review process changes CSU/IGETC decisions may have unforeseen delays. CSU-California State University; C-ID – Course Identification Number; CSU GE – California State University General Education; UC – University of California; UC TCA – University of California Transfer Course Agreement; IGETC GE – Intersegmental General Education Transfer Curriculum; AO – Articulation Officer

UCs – Transferable Course Agreements (TCAs): TCAs are the baseline for establishing transferability of community college courses to UC. Courses approved for the TCA count as advanced standing elective credit toward an undergraduate degree at any UC campus and may also be submitted for campus-specific articulation or for IGETC.

Two basic principles are involved in determining whether a community college course is transferable to UC:
- The course should be comparable to one offered at the lower-division level at a UC campus.
- If the course is not equivalent to a particular UC course, it must be appropriate for a university degree in terms of purpose, scope and depth.

Guiding Notes for GE Course Review
PCAH (Program and Course Approval Handbook)
ASSIST Resource Center
C-ID

Articulation Substantial Change: A substantial change can also occur if changes are made to the content, units, prerequisites, SLOs or objectives. Changes in either of these areas will require the course to go back through the Articulation process. A non-substantial change may be a prefix, or textbook a change.

CCN: Course Control Number (assigned to every course submitted to COCI upon approval).

ADT: There are two types of ADT programs: Associate in Art for Transfer (AA-T) and Associate in Science for Transfer (AS-T). These programs are intended for students who plan to complete a bachelor's

degree in a similar major at a CSU campus. Students completing these degrees are guaranteed admission to the CSU system, but not to a particular campus or major.

BOT: Board of Trustees. All courses and programs have to be approved by the BOT before they can be submitted to the Chancellor's Office Curriculum Inventory system (COCI).

Tech Review Committee: The purpose of this committee is to review courses and programs that are submitted with revisions or as new for accuracy and for compliance with both internal and external policies and procedures. Once course/programs are approved by the Tech Review Committee, they are moved to the Curriculum Committee for review.

Curriculum Committee: The purpose of this committee is to review and recommend curriculum to be approved by the Board of Trustees (BOT).

Course Revision: There are two types of course revisions; substantial and non-substantial. Anything that is updated on the Face Page of the COR is considered to be a substantial and could result in a new CCN for the course. Substantial changes are any changes made to the Face page (see above).

FORMS: All forms can be found on the Curriculum Committee website towards the bottom of the page.

ADT Narrative: The ADT Narrative is needed for all NEW ADT submissions. This form must be signed by the Articulation Officer. Refer to PCAH.

COR Template – Credit: The COR Template – Credit is used for all credit course submissions. This form must be filled out it its entirety and signed by the Area Dean prior to submission.

COR Template – NonCredit: The COR Template – NonCredit is used for all noncredit course submissions. This form must be filled out in its entirety and signed by the Area Dean prior to submission.

Course Modification Request: The Course Modification Request must accompany the COR (credit or noncredit) when any changes have been made to the course. As with the COR, this form must be signed by the Area Dean and indicate what specific changes were made to the course.

Credit Certificate Narrative: The Credit Certificate Narrative is needed when a new program is being submitted. This is different than the ADT Narrative and is needed for all local and certificated programs.

Credit Certificate Program Outline (Program Requirements): The Credit Certificate Program Outline is needed for ALL new programs (ADT, Local and Certificates). This form includes the program requirements (the specific courses that are needed to acquire this degree), the proposed sequence of when these course should be taken and also requires the Area Dean signature prior to submission.

Distance Education Proposal Form: The Distance Education (DE) Proposal Form is required when a course is brought through for approval to be taught via distance education. On the face page of the COR, if the Distance Ed box is marked 'yes' – this form MUST be attached.

Materials Fee Request Form: If a course will require an additional fee for the student (i.e. the cost of a certification card), this form will need to be included. On the face page of the COR, the amount of the fee will need to be included in the materials fee box.

New Course Approval Form: For ALL new courses that are submitted, the New Course Approval Form will need to be included and all information on the form must be filled out. This form will also need to be signed by the Area Dean prior to submission.

NonCredit Certificate Narrative: The NonCredit Certificate Narrative is used for any noncredit programs put forward for approval. The Area Dean will need to sign this form prior to submission.

NonCredit Certificate Program Outline (Program Requirements): For any NEW NonCredit Program submissions, this form, along with the NonCredit Certificate Narrative, will be submitted. For existing noncredit programs, just this form will be needed. The Area Dean will need to sign this form prior to submission.

Program Verification Form: The Program Verification form is needed for Existing Programs (ADTs or Local). This form will need to be signed by the Area Dean prior to submission.

Program Modification Form: When a program is submitted for revision, the Program Modification form is needed. The specific changes need to be listed on the form and the Area Dean's signature is needed prior to submission.

Course/Program Submission Checklist

New Course – Credit or NonCredit

- ✓ New Course Approval Form
- ✓ New COR
- ✓ DE Approval/Materials Fee Form (as applicable)

Existing Course Revision

- ✓ Course Modification Form
- ✓ New COR
- ✓ DE Approval/Materials Fee Form (as applicable)

New Program

- ✓ Credit Certificate Program Outline
- ✓ Credit Certificate Narrative
- ✓ CTE Programs will need to include LMI Data and Consortia Minutes

Existing Program

- ✓ Program Verification Form
- ✓ Program Modification Form

New ADT

- ✓ Credit Certificate Program Outline
- ✓ ADT Narrative
- ✓ TMC (Transfer Model Curriculum) can be found at www.cccco.edu

Existing ADT

- ✓ Program Verification Form
- ✓ ADT Narrative
- ✓ TMC (Transfer Model Curriculum) can be found at www.cccco.edu

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Submission Guidelines

1. Submit to curriculum@barstow.edu
2. Only 1 course/program per email
3. Identify course name in subject line (ex: ENGL 1)
4. All documents must be in Microsoft Word format
5. Dean "signature" must be signed by the Dean and dated
6. CC the Dean on the email
7. All required forms must be submitted on one email

Program/Course Revision:

New Course: If the course has not been offered at BCC previously or if the course was previously offered but is currently inactive in COCI, it will need to be submitted as a new course.

New Program: Any program that is inactive in COCI, even if an update is being made to it, will need to be submitted as a new program. Older programs were recently inactivated due to lack of use or information on the program.

Process:

1. Course (revisions/new) and program (revisions/new) are submitted to the curriculum@barstow.edu email. The Area Dean is required to be cc'd on the email. The submitting faculty member will receive an email from the Curriculum Specialist letting them know what Tech Review meeting the course/program will appear. The course is then updated in the Master Tracker by the Curriculum Specialist with the date of the Tech Review meeting and what changes/updates were made to the course.
   a. All submissions for Tech Review need to be received by the end of day Monday prior to the Tech Review meeting. Anything received after that will be placed on the following Tech Review meeting.
   b. **New Course** submissions must include: New Course Approval Form, New COR, and DE Approval/Materials Form (as applicable).
   c. **Course Revision** submissions must include: Revised COR and Course Mod form.
   d. **New Program** submissions must include: Credit Certificate Program Outline and Credit Certificate Narrative. If submitting an **ADT**, the Credit Certificate Program Outline, the ADT Narrative and the Transfer Model Curriculum (TMC) are needed. Please contact the Articulation Officer (AO) for further details on the TMC at jrodriguez@barstow.edu.
   e. **Program Revision** submissions must include: Program Verification Form. If submitting a revision to an ADT, the Program Verification form, ADT Narrative and the updated TMC are needed.
2. The course/program are placed in the dated Tech Review folder (dated for the day of the meeting) so that Tech Review members can review the course *prior* to the Tech Review meeting.
   a. The Curriculum Specialist will fill out the CB Elements worksheet for ALL courses and include in the Tech Review folder.
3. If the course/program is approved at Tech Review, it will be moved to the next Curriculum meeting and placed on the Consent Agenda.
   a. New Programs will go on the Curriculum Committee Agenda as a first read as they must be seen by the Curriculum Committee twice.
   b. The documents will be placed in the corresponding Consent Agenda folder (dated for the day of the meeting) so that Curriculum Committee members can review the course *prior* to the meeting.
   c. The course/program is then updated on the Master Tracker by the Curriculum Specialist with the date of the Curriculum Committee meeting.
   d. An email is sent out to faculty members to let them know that their course will appear on the BOT agenda.
   e. If the course/program *does not* pass at Tech Review, the Curriculum Committee Chairperson will contact the faculty author with the updates that are needed.
   f. The Master Tracker is updated by the Curriculum Specialist to indicate if it was approved and forwarded to BOT or returned to the Faculty Author.

4. Once the course/program is approved on the Consent Agenda, it is sent to the Board of Trustees (BOT) for approval.
   a. New Programs will be placed on the Curriculum Committee agenda as a second read. Once seen the second time by the Curriculum Committee, it will then be sent to the BOT for approval.
   b. The Curriculum Specialist adds all approved courses/programs to the appropriate agenda items on Board docs and includes the COR (for new courses) and the updated COR and Course Mod Form (for course revisions). For programs, the Outline and Narrative are included.
   c. The Master Tracker is updated by the Curriculum Specialist with the date of the BOT meeting.
5. After the BOT meeting, all courses/programs that were approved are updated appropriately. This is usually done the day after the BOT meeting but can sometimes take several days depending on how many courses/programs have to be updated and what has to be done to each.
   a. For course revisions, eLumen is updated and the new COR report is added to COCI. Banner is then updated (if required) and the Master Tracker is updated to show the course is active now. The COR is saved to the Final CORs folder on One Drive which is on the BCC website and viewable to the public.
      i. An email is sent to faculty members to let them know their course has been approved.
   b. For new courses, the course is created in eLumen and then entered into COCI. Once approved by COCI, the course is added to Banner.
      i. An email is sent to the faculty author and the appropriate Dean of Instruction to let them know their course has been approved by COCI and is ready to be scheduled per the effective term.
   c. For new programs, the information is put into COCI. Once approved, the program is added to eLumen.
      i. New Programs can take months to get approved by COCI. If the program hasn't been approved after 60 days, the Curriculum Specialist contacts the reviewer at COCI.
      ii. Once approved, an email is sent to the faculty author, the appropriate Dean of Instruction and the Dean of Enrollment Management and Services to let them know the program has been approved by COCI.
   d. For program revisions, the information is updated in COCI and then in eLumen. Some changes to programs do not require approval by COCI so this can be done in the same day.

Example Timeline for Course/Program Submission

For a course/program submitted for Tech Review on Friday, January 29.

1/25/21: Course/program submitted to curriculum email. *Any items received after 1/25 will not be placed on the 1/29 Tech Review Agenda; they will have to wait until the 2/19 meeting. This would then mean that the item would not be seen until the March BOT.*

1/26/21: Email sent to faculty author letting them know their submission will be on the agenda for the 1/29/21 Tech Review meeting. The folder for the 1/29/21 meeting is sent to the Tech Review members so they have time to review the submission prior to the Friday meeting.

1/29/21: Tech Review meeting is held; any items that pass will move forward to the Consent Agenda for review at the 2/5/21 Curriculum Meeting. Items not approved will be returned to Faculty Author.

2/2/21: The folder for the 2/5/21Curriculum Committee Meeting is sent out to the Curriculum Committee members for review *prior* to the Friday meeting. For all Consent Agenda items that are approved at the meeting, they will be placed on the agenda for the 2/17/21 BOT meeting. *The Curriculum Specialist has a deadline for submission to the BOT agenda. This is generally the first Friday of the month.*

2/17/21: BOT meeting is held.

2/18/21: All items that passed at BOT will then be updated in the appropriate programs (eLumen, COCI, Banner).

- All courses (new and revisions) are approved immediately. If a new Course Control Number (CCN) is needed, then it will take up to a week for that to populate. Non-credit courses can take several weeks for approval.
- Updates to local programs/certificates are automatically approved. Any update to an ADT has to be reviewed by a reviewer at COCI; this can take 60 days or more.
- Once the course/program has been approved in COCI, Banner is then updated and an email is sent out to the faculty author, the appropriate Dean of Instruction as well as the Dean of Enrollment Management and Services.

This timeline shows a quick turn-around. This can happen if all appropriate documents are received by the deadline for submission to Tech Review. If additional items are needed, this can slow the timeline down and push the submission to the BOT agenda by a month.
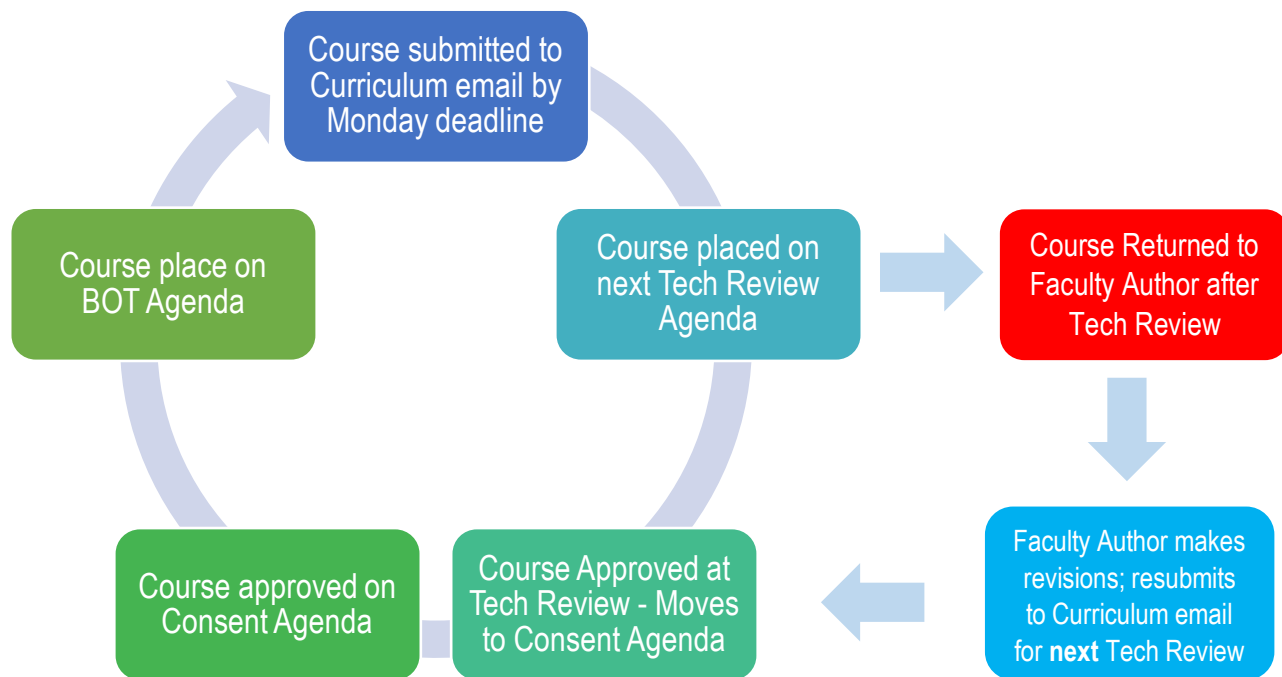
Course Outline of Record – How To

The following graphics will explain what each field of the COR is and give examples of what is supposed to be in each field. A complete Help Guide is available on the website.

BARSTOW COMMUNITY COLLEGE

Course Outline of Record (COR) - Credit

GENERAL INFORMATION

Subject: (5 alpha limit)	ACCT
Number: (5-character limit)	1
Course Title: (65-character limit)	Financial Accounting
Discipline:	Accounting
Program of Study:	AS, Accounting; AS, Business; AS, Management; AS-T, Business Administration; Certificate of Achievement, Accounting; Certificate of Achievement, Management

Hours & Units: (per week, based on a term of 18 weeks)	Lecture: (round to .5)	3	Laboratory: (round to .5)	0	Unit Min:	3
					Unit Max:	3

Standard Lecture Hour:	3	Class Size Maximum:	45	Materials Fee:	0
Grading:	A-F; P/NP	DE Approval:	Yes	Credit Status:	Credit, Degree Applicable

TOP Code:	0502.00	SAM Code:	C	CIP Code:	52.0301	SOC Code:	

Annotations (green boxes):

All courses must have titles that should be considered from the perspective of students as well as potential employers and transfer institutions.

Refers to the category of academic structure that this course is aligned.

Indicates which degrees and/or certificates the course will support.

Alphabetical abbreviation that references the discipline. This element is used for all courses within the college's discipline.

Based on the college numbering system (**1-49**: transferable; **50-99**: may transfer; **100-149**: not transferable; **150-199**: development courses). Following the course number, a letter designator may be used to differentiate levels of courses.

Based on the identified contact hours. (ex: 3 lecture units and 1 laboratory unit=4 Unit Min/Max)

Lecture, discussion, seminar, demonstration, guided practice, and related work. 18 hours=1 unit

Unless specified in the contract, this will always be 45.

Traditional lab, natural science lab, clinical, studio, fieldwork and similar. 54 hours=1 unit

Annotations (blue boxes):

This is the translation of *course contact hours* into faculty course workload. (3 lecture units and 3 lab unit=6 Standard Lecture Hour)

Choices should be designated as A-F (letter grade), P/NP (Pass/No Pass) or both.

Refer to the TOP Code Manual for further assistance.

Student Accountability Model (SAM Priority Code) is used to indicate the degree to which a course is occupational and to assist in identifying course sequence in occupational programs.

The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

The Standard Occupational Classification (SOC) system is a federal statistical standard used be federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

Optional; will need to include the Materials Fee form.

3 options:
- Credit, Degree Applicable
- Credit, Nondegree Applicable
- Noncredit

If the intent is to offer course as fully online or in a hybrid format, indicate "yes" and include the DE Approval from.

A condition of enrollment consisting of a course that a student is required to take simultaneously in order to enroll in the target course.

A condition of enrollment that a student is advised, *but not required,* to meet before or in conjunction with enrollment in a course.

A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course. *Students will not be permitted to enroll in such courses without the appropriate prerequisite.*

COURSE REQUISITES

(This is a listing of any limitations on enrollment deemed necessary for student success or health and safe

Prerequisite	
Corequisite	
Recommended Preparation	ENGL 1A & MATH 3
Limitation on Enrollment	

Some common limitations on enrollment are a requirement to pass a tryout prior to being enrolled in an athletic course or as a member of a team, an audition for a public performance-type class, a physical requirement where the student's safety would be compromised by an inability to meet specific physical capabilities, or a block of courses intended for a cohort of students who will become a learning community.

The catalog description is the primary way by which course information is disseminated. It should contain all essential information about the course and be written to meet the needs of varied audiences. It is primarily a summary (approximately five lines) of the course purpose and scope, but it should also establish its comparability to courses at other colleges, to distinguish it from other courses at the college, and to convey the role of the course in the curriculum of a program. Topics, level of learning, and identification of the intended audience for this course are other helpful elements to include in this description.

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.)

This course is the study of accounting as an information system, examining why it is important and how it is used by investors, creditors, and others to make decisions. The course covers the accounting information system, including recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the financial statements, and statement analysis. This course includes issues relating to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics.

These "signatures" are required for a course outline to be processed. Before submission to the curriculum email, send to the appropriate Dean for review and signature.

...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:	Danielle Marie Jeffers	Date:	10/3/2018
Area Dean:	Dean Sandi Thomas	Date:	10/5/18
Peer Reviewer:	Nance Nunes-Gill	Date:	10/7/18

The Course Control Number will be filled in by the Curriculum Specialist; this will be provided after the Chancellor's Office approves the course.

For Office Use Only

Course Control Number (CB00):	CCC000603676	Date Generated:	
COR Status	Draft	Pending	Adopted

Process Approvals

Curriculum Committee Approval Date	11/16/2018
Board of Trustees Approval Date	11/21/2018
External Review Approval Date	3/26/2019
Proposed Start Date	Fall 2019

Routine Course Review	Name	Date
Last Revised By		
Last Reviewed By		

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:*

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.)

1.

2.

3.

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.)

Topics/Subtopics	Weeks/Topic

Content Format Examples:

I.   Major Topic **(include weeks/topic)**
    a.   Subtopic
        i.   Support
        ii.   Support
    b.   Subtopic
    c.   Subtopic
        i.   Support
        ii.   Support
II.   Major Topic **(include weeks/topic)**
    a.   Subtopic
    b.   Subtopic
    c.   Subtopic

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.)

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

Lecture: Used to introduce new material, review material covered in the textbook, expand on material in the textbook, and present additional ideas and examples to clarify the key concepts of the course.

Laboratory: Designed for the practical application of course topics and concepts.

Demonstration: Designed to provide visual and organizational information in regards to the course's theoretical concepts as well as techniques and procedural sequences.

Discussion: Designed to involve students in the learning process by stimulating feedback to specific course content. These discussions are encouraged throughout the class.

Technology: May be used to further assist students in comprehending key concepts. Videos may be available to students in order to provide further visual instruction on course content.

Group Work: Students will work in small groups to practice effective collaboration and communication skills while addressing a course topic. Instructors may employ collaborative learning techniques to allow students to work as a team to draw insights and conclusions.

Other: Practicing professional will present and share topical real-life and pertinent information as related to the course content.

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.)

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.)

Writing and reading assignments must be included to validate any lecture contract hours. At least one writing and two reading assignments are recommended for appropriate courses.

Laboratory assignments should be included with a class that has laboratory contact hours.

Specific textbook chapters, lab assignments, and such are *not necessary*, but adequate information is required to explain the scope and purpose of an assignment.

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.)

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)

There is a written evaluation section that can subsume many types of writing assignments' evaluations.

The computational/problem-solving evaluation section should focus on non-expository written work.

Multiple choice and true/false tests should be explained under the Objective Examinations prompt.

Typically, a laboratory class would assess skills, techniques, and performance. This information should be described under the Skill Demonstrations prompt.

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.)

Required	
Recommended	
OER	

Identified "resource materials" are a criterion that must be included to support regulatory standards of the course. Besides textbooks, the COR should also include any required software, supplies, or other equipment that the student *must have* to participate effectively in the course. UC and CSU generally require texts that are no more than five years old. Some C-ID descriptors require certain types of materials or texts as well. Fully electronic materials should comply with all 508 compliance rules for disabled student access.

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.)

	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			
Corequisite			

The primary goal of identifying requisites is to facilitate student success. Justification of requisites requires documentation. This evidence can take many forms: equivalent prerequisites at UC and CSU, content review, legal codes mandating the requisite, or data collection and analysis. The most direct method for achieving this justification is to document necessary entry or concomitant skills for each target course requested. This is called a content review.