

REVIEWING A COURSE OUTLINE OF RECORD (COR)

Proposal Form	<ol style="list-style-type: none"> 1. Is the course consistent with the college mission and expectations of the department? 2. Does the course title reflect the content of the course and communicate it accurately to students? 3. Are there clear justifications for the course revision or (especially) a new course?
SECTIONS OF THE COR	
Units/Hours <i>Section #1</i>	<ol style="list-style-type: none"> 1. Have the units been changed? If so, is there justification for the change? Do the units accurately reflect the time required to master the content?
Prereq, Coreq, Recommended Prep <i>Section #2</i>	<ol style="list-style-type: none"> 1. Have the content review forms been completed? 2. Does the content review justify the need for the prerequisite, co-requisite, recommended prep? 3. Is there a defined need for the prerequisite, co-requisite, or cross-disciplinary prereqs/coreq?
Course Description <i>Section #3</i>	<ol style="list-style-type: none"> 1. Does the catalog description briefly and accurately describe the scope of the course in language that's accessible for students? Is it written in complete sentences? 2. Is there a connection between the course content topics, objectives, and catalog description?
Course Objectives <i>Section #4</i>	<ol style="list-style-type: none"> 1. Are the course objectives sufficient in number to give an accurate sense of what students will be doing in the course? 2. Is there a connection between the course content topics, objectives, and catalog description? 3. Are the objectives written to complete the phrase, "The student will...?" <p><i>Tip</i></p> <ul style="list-style-type: none"> • There should be a minimum of 4 course objectives and can be more depending on the type of course • Use 2-3 higher level Bloom's Taxonomy Critical Thinking Verbs in different objectives to answer the question in 3.
Instructional Facilities <i>Section #5</i>	<ol style="list-style-type: none"> 1. What type of classroom will be required to deliver instruction? <p><i>Tip</i></p> <ul style="list-style-type: none"> • Lecture format courses can list: Standard classroom. • All non-lecture courses, list the equipment pertinent to the course • Like courses should list the same facilities
Special Materials <i>Section #6</i>	<ol style="list-style-type: none"> 1. Does your course require additional materials that will incur a minimum cost to the student? <p><i>Tip</i></p> <ul style="list-style-type: none"> • If so, listed in all like courses. • Some cost require Board Approval
Course Content <i>Section #7</i>	<ol style="list-style-type: none"> 1. Are the course topics (content) sufficient to give an accurate sense of the scope of the course? 2. Do the course topics reflect the course description accurately? 3. Is there a connection between the course content topics, objectives, and catalog description? <p><i>Tip</i></p> <ul style="list-style-type: none"> • Remove any verbs
Method of Instruction <i>Section #8</i>	<ol style="list-style-type: none"> 1. Typical list, sample below. <p><i>Tip</i></p> <ul style="list-style-type: none"> • Lecture, group work, class discussion, multi-media presentations, etc.
Methods of Evaluating Student Performance <i>Section #9</i>	<ol style="list-style-type: none"> 1. Is there at least one example of a reading, writing and homework assignment, if appropriate? Courses should provide an opportunity for students to demonstrate proficiency in the subject matter. 2. Do the examples reflect the course content/objectives/outcomes? 3. If the course includes lab hours, is there an example of a lab activity? <p><i>Tip</i></p> <ul style="list-style-type: none"> • Include a final exam • Include examples of assignments
Outside Class Assignments <i>Section #10</i>	<ol style="list-style-type: none"> 1. Do the assignments reflect the requirement that students will complete two hours outside of class for every hour in lecture? 2. Do the assignments provide an opportunity for students to demonstrate proficiency in the subject matter? <p><i>Tip</i></p> <ul style="list-style-type: none"> • Include examples

<p>Texts</p> <p><i>Section #11</i></p>	<ol style="list-style-type: none"> 1. Are the texts listed sufficient to meet the course content and objectives or both? 2. Are the texts recent (published within the past five years)? 3. Are texts listed in MLA format? (e.g. <p><u>Tip</u></p> <ul style="list-style-type: none"> • Author [last name, first name], title in italics [no underlining], place of publication, publisher, copyright date)
<p>Course Outcomes</p> <p><i>Addendum</i></p>	<ol style="list-style-type: none"> 1. Are the SLOs in TracDat? 2. Do the course outcomes connect to the topics/objectives? Is it clear how the outcomes will be mastered? <p><u>Tip</u></p> <ul style="list-style-type: none"> • See Student Learning Outcomes Coordinator for assistance