

# COR 101

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# Introductions

- What is your role/interest in curriculum?
- Why are you here, or what do you expect to learn?
- Any questions before we begin?

# Presentation Overview

- Importance of the Course Outline of Record (COR)
  - Regulations/Resources
  - Audience
- Credit vs. Noncredit CORs
  - CB Codes
  - PCAH categories
- COR structure
  - Credit
  - Noncredit
- COR Components and Addenda
- The COR and Academic Freedom

# Importance 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 "has both internal and external influences that impact all aspects of its content, from outcomes to teaching methodology, which, by extension, impact program development and program evaluation."

# Regulations and Resources

- Title 5 [55002](#)
- Program and Course Approval Handbook ([PCAHA](#)) 6th edition
- ACCJC [Standards](#)
- [C-ID](#)
- Transfer institutions
  - CSU [GE](#) Articulation
  - [UC](#) Articulation

# Intended Audience

- Discipline faculty
- Curriculum committee and local Board
- College administration (program review and scheduling/assignment)
- Faculty and articulation officers from other institutions
- Employers, regional consortia, advisory boards
- ACCJC visiting teams
- CCCCCO
- Students and the public

# Types of Courses: Credit vs. Noncredit

<b>Credit</b>	<b>Noncredit</b>
Degree applicable and non-degree applicable (basic skills)	Some Career Development and College Preparation courses (CDCP) may lead to Certificate of Competency
Students pay fees	No student fees
Generates apportionment	Generates apportionment on two schedules
Awards units	No units
Not repeatable except in limited cases	Repeatable
Approved by Curriculum Committee, then Board, then CCCCCO <u>chapters</u>	Approved by Curriculum Committee, then board, then CCCCCO <u>approves</u> .

# COCI Course Basic (CB) Codes for Credit Courses (COCICBCCC)

DED NO.	DATA ELEMENT NAME
CB00	Course Control Number (this number is assigned by the Chancellor's Office, it is not necessary for new courses.)
CB01	Course Department and Number
CB02	Course Title
CB03	Course TOP Code
CB04	Course Credit Status
CB05	Course Transfer Status
CB06	Units of Credit – Maximum
CB07	Units of Credit – Minimum
CB08	Course Basic Skills Status
CB09	Course SAM Priority Code
CB10	Course Cooperative Work Experience Education Status
CB11	Course Classification Status
CB13	Educational Assistance Class Instruction (Approved Special Class)
CB21	Course Prior to Transfer Level
CB23	Funding Agency Category
CB24	Course Program Status



# PCAH Categories of Credit Courses

1. **Program Applicable** = Requirement or elective of a degree or Certificate of Achievement OR part of a GE pattern
2. **Degree Applicable** = Any course applicable to an Associate degree
3. **Nondegree Applicable** = Basic skills below Algebra or more than one level below college-level; support courses; entry-level CTE courses.
4. **Stand-Alone** = All the rest - including Experimental Offerings and Special Topics courses.

# COCI Course Basic (CB) Codes for Noncredit Courses

DED NO.	DATA ELEMENT NAME
CB00	Course Control Number (this number is assigned by the Chancellor's Office, it is not necessary for new courses)
CB01	Department Number
CB02	Course Title
CB03	TOP Code
CB04	Credit Status
CB05	Transfer Status
CB08	Basic Skills Status
CB09	SAM Priority Code
CB10	Cooperative Work Experience
CB11	Course Classification Status
CB13	Educational Assistance Class Instruction (Approved Special Class)
CB21	Prior Transfer Level
CB22	Noncredit Category
CB23	Funding Agency Category
CB24	Program Status

# PCAH Categories of Noncredit Courses

1. ESL
2. Immigrant
3. Basic Skills
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational Programs
10. Workforce Preparation
11. Also Tutoring and Supplemental Education

# Credit COR Structure as Required by Title 5 §55002

- Unit value (credit courses)
- Total contact hours for course  
(more on this later...)
- Outside of class hours
- Total student learning hours
- Conditions of enrollment:  
requisites, advisories, and  
other conditions
- Catalog description
- Objectives  
(more on SLOs later...)
- Content (typically in outline form)
- Reading and Writing  
Assignments or others as  
appropriate
- Other outside-of-class  
assignments
- Methods of instruction  
(more on DE later...)
- Methods of evaluation /  
grading policy

# Noncredit COR Structure as Required by Title 5 §55002

- Total contact hours for course
- Catalog description
- Objectives (more on SLOs later...)
- Content (typically in outline form)
- Assignments and activities
- Methods of instruction (more on DE later...)
- Methods of evaluation / grading policy

# Stylistic Concerns

- Because of the potentially wide audience, style matters:
- Content should be ***specific*** enough that the COR:
  - Shows appropriate level and rigor
  - Ensures consistency among faculty
  - Details aid in articulation and transferability
  - Distinguishes sequential courses
  - Demonstrates that it meets all regulatory requirements
- Components should be ***integrated***
  - "an obvious relationship should exist" between content, description, title, objectives, outcomes, assignments, methods of instruction and evaluation, etc. (ASCCC 2017 COR paper)

# COR Components: Hours and Units

- Must be consistent with Board Policy and also Title 5 and the PCAH
- In general, 3 hours of student work per week for one unit of credit.
  - Instructional modalities: Lecture, lab with homework, lab
  - Minimum and maximum total hours
- Transfer institutions (and C-ID) may want a breakdown of instructional time
- Noncredit requires only minimum and maximum total hours.

# COR Components: Requisites

- These must be clear to a broad audience
- Separate approval required for establishment. What does this look like at your college?
- Side note on AB705: Do not make changes to prerequisites yet.
- Noncredit courses cannot be prerequisites to credit courses (students cannot be required to take noncredit courses under current interpretation of Title 5)



# COR Components: Content / Objectives

- Balance between flexibility and specificity
- Evidence of college-level rigor and critical thinking
- Consider breaking down by hours
- Lab course specificity
- Integrate content with description, SLOs, assessments, and assignments.

# COR Components: SLOs

- Required by the ACCJC
- Can be an addendum to the COR
- The number of SLOs is a local decision.
- Should differ from the Objectives/Content
  - Objectives/content describe what students learn during the course
  - SLOs describe what students can do after completing the course
- Most should be at higher levels of Bloom's Taxonomy (Analysis, Synthesis, Evaluation)

# COR Components: Assignments

- Related to objectives and SLOs
- Specific enough to show rigor
- These justify the total student work and the unit value
- How does your college include assignments in the COR?

# COR Components: Methods of Instruction

- How is the content delivered, how is student learning facilitated during scheduled class time?
- Examples: Lecture, discussion, lab, studio, performance, student presentations, field trips, intercollegiate athletics competition, etc....
- Distance Education (DE) Modality
  - Requires a separate approval (Title 5 §55206).
  - Does the COR need to specify how DE modality and in-person differ?
  - How is DE approval documented at your college?

# COR Components: Evaluation / Assessment

- Assessments should be related to objectives and SLOs.
- Should show rigor
- How can academic freedom be maintained?
  - Do departments want to require cumulative finals?

# Other COR Components to Consider:

- Textbooks
- Faculty discipline(s)
- Materials or field trip fees
- Repeatability
- Transferability and C-ID applicability
- Degree/Certificate applicability
- Links to other courses (cross-listing, prereq to.., etc...)
- Effective term

# COR and Academic Freedom

- Title 5 §55002 requires that a qualified instructor teaches the course in accordance with the objectives and other details in the COR.
- Flexibility in:
  - Instructional methods
  - Assessments/Evaluation
  - Assignments
  - Textbooks

# Thank You for Attending

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