

INSTRUCTIONS TO COMPLETE A COURSE OUTLINE OF RECORD (COR) FOR NEW OR REVISED COURSES

Course Proposal Status: Will be New or Revision. Will not be Deletion or Update/Review.

Revision: When you submit a COR as a revision, you are recording an existing course that has one or more changes to the information printed in the college catalog. Use the COR to identify which data elements you are revising under “Reason for Change.” Proof the outline against the current catalog for each unchanged data element. Course information must match the current printed catalog for each data element that has not been changed.

Course ID: (e.g., ANTH V01) & **Prereq** &/or **Coreq** &/or **Rec prep:** (e.g., MATH V03 for CHEM V01A) & **Same as:** (e.g., AES V02A Same as HIST V05A): These data elements will always use IDs that are: discipline abbreviations, all caps; and course numbers with leading “V0” before #s 1-9, and leading “V” before #s 10-199.

Units: Fractional units are expressed with decimals, not fractions.

Hours: Always expressed as full semester, regardless of how you choose to schedule the course; and always noted with decimals, not fractions (where appropriate). Carnegie units apply to all credit courses except Internship/Work Experience.

Prerequisites: Require completion of entry skills

Corequisites: Require completion of entry skills unless the corequisite course is a companion laboratory to a lecture course wherein the two courses are arbitrarily separate.

Recommended preparation: Advisory and not required for enrollment.

Fees: For instructional materials, fees are a sensitive issue subject to state audit. If this course requires a materials fee, the course outline must “identify a specific course objective that cannot be met but for the use of the materials at issue.”

Repeatability: Requires special consideration. If the course may be taken two or more times, the course content must differ each time or the objectives must specify how the student gains an expanded educational experience.

Record symbol: Most courses are offered for a letter grade; therefore, the correct response here would be “Letter grade.” Courses offered for a letter grade can be taken (by individual student petition) for a P/NP option. Only courses that do not permit a letter grade must note a response of “Pass/No Pass only” (e.g., GW V01A).

Degree status: The two fields specified here are mutually exclusive. Most of our courses apply to the associate degree; therefore, your entries would read “Associate degree applicable.” Only some of our courses, generally remedial or developmental in nature, qualify as nondegree-applicable. In these cases, your response would be “Non-associate degree applicable.”

Course Classification Data: Check and complete as appropriate. Distance education requires approval separate from course approval (both actions occur through the Curriculum Committee). All transfer distance education courses must also have a course syllabus (required for articulation).

Entry Skills: Required for all courses with prerequisites and some courses with corequisites. Course objectives for the prerequisite course can serve as exit skills for that particular course. Thus, those exit skills (all of them or most of them) can become the entry skills for the subject course. Do not enter anything here if the course: has only a corequisite which is a “companion” lab; or has only recommended preparation; or has no prereq/coreq/rec prep.

Course Objectives: Critically relate to other major course components such as entry skills, course content, assignments, instructional modes and evaluation methods. As critical thinking is an inherent component of objectives, you must use Bloom’s taxonomy of action verbs. If a materials fee will be required for this course, a specific objective for the materials must be included (see Fees above).

Course Content: Must clearly integrate course objectives. Be thorough and integrate critical thinking.

Assignments & Representative Instructional Modes & Evaluation Methods: Require the development, delivery, and evidence of critical thinking.

Textbooks: University wants texts no more than five years old. Older texts can result in loss of articulation.