

**INSTRUCTIONS TO
UPDATE A COURSE OUTLINE OF RECORD (COR)
WITHOUT REVISIONS
TO ANY CATALOG DATA ELEMENTS**

COURSE PROPOSAL STATUS: Will always be Update/Review. Proof the outline against the current catalog for each data element noted. The printed college catalog is our most accurate database. When you submit a COR as an Update/Review, you are documenting an existing course that has no changes to any of the information printed in the college catalog. Course information must match the current printed catalog. The rest of the outline is subject to change in accordance with your needs and COR regulations.

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 must conform to the current catalog. They 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.

TITLE: Must match current catalog.

UNITS: Note that fractional units are expressed with decimals, not fractions (e.g., AUTO V02 = 1.5; BIS V53 = .5). Courses offered for variable units (e.g. CD V95 = 1-4) require special consideration in course content.

HOURS: Always expressed as full semester, regardless of how you choose to schedule the course; and always noted with decimals, not fractions (where appropriate).

PREREQUISITES & COREQUISITES: Require completion of entry skills.

RECOMMENDED PREPARATION: Must duplicate current catalog entry.

DESCRIPTION: You must proof against current catalog and correct outline to match the catalog. The update process requires an examination of this data element. Based upon a review of the rest of the outline, especially the course objectives and content, it may be appropriate to consider revising the description in which case your COR would become a revision rather than an update/review.

FEES: Must match current catalog. If the course requires a materials fee, the COR must "identify a specific course objective that cannot be met but for the use of the materials at issue."

FIELD TRIPS: Must conform to current catalog.

REPEATABILITY: If the course may be taken two or more times, you must justify the repetition. The content must differ each time and the objectives must specify how the student will gain an expanded educational experience by virtue of course repetition.

FORMER ID: Enter data here as it appears in the current catalog.

RECORD SYMBOL: Only courses that do not permit a letter grade must note a response of "Pass/No Pass only". This must conform to the catalog entry.

DEGREE STATUS: In the process of updating/reviewing course outlines, this must conform to the catalog entry. Courses that count for degree credit are noted in the catalog by the absence of the "not applicable" phrase.

CSU TRANSFER & UC TRANSFER: These entries must conform to the current catalog.

RECOMMEND FOR VC-GE &/or CSU-GE &/or IGETC &/or 4-YR SCHOOL EQUIVALENT &/or CREDIT LIMITATIONS - SEE COUNSELOR: These entries do not appear on the course outline. You are not required to specify these data as they are managed separately.

COURSE CLASSIFICATION DATA: If distance education is marked yes and if this is a transfer course, you must also submit a syllabus which is required to maintain articulation.

ENTRY SKILLS: For courses with prerequisites, a preponderance of (or all of) the objectives from the prerequisite course could appear here as entry skills. 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: As critical thinking is an inherent component of objectives, you must use Bloom's taxonomy of action verbs. If the course requires a materials fee, a specific course objective must address this issue (see Fees above).

COURSE CONTENT: Must integrate course objectives and critical thinking.

ASSIGNMENTS & REPRESENTATIVE INSTRUCTIONAL MODES & EVALUATION METHODS: Require the development, delivery, and evidence of critical thinking.

TEXTBOOKS: Very important! University wants texts no older than five years. "Old" texts can cause us to lose articulation.