COR Review Checklist: Credit Courses

College of the Canyons

When reviewing a course, it is important to consider the following areas of the Course Outline of Record (COR). COR's must conform to the current curricular standards as discussed below. Curricular standards evolve for a variety of reasons including, but not limited to: outside accrediting agency standards, C-ID descriptors, new legislation, [1] statewide and local initiatives and our own local standards as pertaining to "local control" of Curriculum (Title 5 Sections 55130 & 55150).

Curriculum Committee members often make suggestions regarding areas of the COR that (may) require revision. They may also have feedback and/or questions about any area of the COR, which they may place in their comments, such as can be found in eLumen:

- **Course Name –** appropriately describes the course content. Have you considered the following:
    - Is the course title descriptive, accurate, current, and?
    - Is the name in-line with California community college conventions?

- **Course Description** – begins with a verb and describes the course concisely but also sufficiently; the goal is to ensure that every student, even before enrolling in the class, can read the description and understand what the course will cover. If the course requires field trips it must state so in the description. Have you considered the following:
    - Is the description student-centered, , with a focus on what the student will gain from the course?
    - Where discipline-specific terminology is necessary, have those terms been appropriately defined or are knowledge of the terms an expected pre-requisite for enrolling in the class?
    - Have acronyms in the course description been spelled out?
    - For introductory or general courses, can anyone read this description and understand it and is it worth mentioning that little to no experience in the topic/field is necessary to enroll?
    - Are there courses which preclude a student from getting credit for this course? If so, ideally list those at the end of the course description.

- **Faculty Requirements/Minimum Qualifications** – appropriate according to the [Minimum Qualification Handbook](); if interdisciplinary, a rationale is provided for which disciplines have been selected. If faculty need to meet more than one Minimum Qualification (Min Qual) to teach this course, each Min Qual should be listed on the same line in this area. On the other hand, if faculty can qualify to teach this course with a variety of Min Quals, the additional Min Qual options should be listed in areas such as the "Alternative Master Discipline Preferred" or the "Additional Bachelors of Associates Discipline Preferred".[2]

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[1] On a related note, in addition to the guidance offered here, we are already aware that AB 1111 and other future legislation and regulation will likely influence requirements for what is written in certain parts of many COR's, and we will try to guide faculty through those developments as much as possible.

[2] If there are more Min Quals than can easily be accommodated with this current system, the Curriculum Committee will work individually with departments to determine how to best enter the Min Quals into eLumen.

o **Units/Hours** – the units and hours should agree, be logical for the course content and objectives, and in-class and outside of class hours need to be listed as well as the total. Have you considered the following:

- Does it make sense to create/highlight a noncredit option in addition to this course?

o **Entrance Skills/Recommended Preparation -** any advisories or pre-requisites/co-requisites and their corresponding Student Learning Outcomes (SLO's) are noted. Have you considered the following:

o **Class Size** (found under "limitations on enrollment") – recommended class size is 35; if recommended number of students deviates from 35, a rationale is provided; space/equipment limitation is not a satisfactory rationale, whereas health & safety or accreditation standards are acceptable rationales.

o **Methods of Instruction** – The options for this area are Lecture, Lab, and/or Activity where "Activity" is limited to courses requiring physical activity. Whatever is chosen here should match the Objectives and Content Outline below. In other words, if Lab is selected here, then there should be corresponding Lab Objectives and Content below. Distance education should be selected for all courses with a Distance Education Addendum filled out at the end of the COR.

o **Assignments** – per state standards, examples of Reading, Writing, and Other assignments must be included, and many examples of assignments can be included which are options for faculty to utilize as desired (i.e. they are not required). In addition, there should be a "signature" assignment(s) that can be used for measuring the SLO(s) which can be a combination of assignments if lecture/lab combo; **signature assignments are to be labeled (i.e. SLO #1, or LEC SLO #1, or Signature Assignment).** Have you considered the following:

- Are there opportunities built in for students to see and bring their authentic selves and for their experiences to be represented through strategies like reflection and response?
- Are there opportunities for students to feel empowered/supported and to collaboratively engage with their peers?
- Do assignments encourage students to connect course content to the world as they know it, such as their backgrounds and eclectic experiences and/or the backgrounds and experiences of others?

o **Methods of Evaluation** – should be limited to only those methods that every instructor will use, in every section, regardless of delivery mode; we attempt to generalize here, for example: tests/exams/quizzes, written assignments, skills demonstrations, etc. Have you considered the following:

- Do the Methods of Evaluation account for different learning and communication styles?
- Are there some authentic assessments, capturing more contextualized understanding? In other words, are students empowered to demonstrate a sense of ownership of their knowledge and knowledge gained, instead of having it bestowed on them?

○ **Equipment –** if a student must provide their own equipment to successfully complete the course, that is noted in this field

○ **Textbooks** – are examples of the kinds of books appropriate to this class. They should be current (ideally within 5 years) and have an ISBN number provided; OER should have a stable link provided. Have you considered the following:
  ▪ Are materials ADA-accessible and 508-compliant?

○ **Objectives** – should be numbered, begin with a verb and reflect the content areas of the outline; they are mandatory for all faculty to cover (in a way which makes sense to them), and so the Objectives should be as minimal and flexible as possible to protect the academic freedom of all faculty who may teach this COR. Generally, there should be 2-4 objectives per unit to demonstrate appropriate rigor. The objectives listed here and the content listed below should match/align; in other words, there should be an objective that covers every content area and vice versa; **objectives are to be numbered and differentiated when course contains both lecture and lab units (i.e. LEC 1, LAB 1).** Have you considered the following:
  ▪ Is there acknowledgement and discussion built into the course of major debates or disagreements within the discipline?
  ▪ Have you considered your students' level of engagement with the course content when you consider the verbs included for each objective? In other words, are there options for offering more options of Higher Orders of Thinking from Bloom's Taxonomy?

○ **SLO(S)** – begin with a verb; appropriate for course and measurable by assignment(s) which should be present in the assignments area; if a combination course (lecture and lab), SLO(S) for both are typically provided. See additional resources provided by the Committee for Assessing Student Learning (CASL).

○ **Outline/Content** – sufficient, but not excessive, detail provided aligns with objectives. All parts of the Content Outline need to be addressed by all faculty teaching this course (unless flexibility has been built into this section via phrases like "such as"), so we recommend keeping this section minimal to what is necessary for all faculty to cover. **Each major content area should be matched to one or more objectives (i.e.: OBJ 5 & 6, or LAB OBJ 3)**and the overall Course Outline should match what is in the relevant C-ID descriptor(s) if appropriate. Have you considered the following:
  ▪ How has the topic/discipline evolved over time, and does the content reflect the most current iteration?

○ **Distance Education Addendum** – appropriate addendum(a) are attached to the course: Standard DEA and/or F.O.M.A. DEA (fully online through mutual agreement). For the Standard DEA, an appropriate discussion board prompt appears as well as the signature assignment(s) or other major assessment in the relevant sections/boxes. Faculty should note which of the following options they think are appropriate for their course, and then we should verify that it makes sense.
  ▪ FOA = Fully Online Asynchronous (now often called 100% Online)
  ▪ FOS = Fully Online Synchronous (now often called Online Live)
  ▪ FOC = Fully Online Combination (a combination of FOA & FOS)

- POA = Partially Online Asynchronous (often an in-person and Canvas Hybrid)
- POS = Partially Online Synchronous (often an in-person and Zoom Hybrid)
- POC = Partially Online Combined (often an in-person, Zoom, and Canvas Hybrid)

- **Correspondence Addendum** – appropriate addendum is attached although this option is quite rare and most appropriate if a course may be taught to incarcerated students.

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