

Course Outline of Record Checklist (Noncredit) as found in title 5, Section 55002 (c)

1. Contact hours:

The expected number of contact hours for the course as a whole is listed.

The actual hours a student is engaged in class time activities

The need for these hours should be substantiated by the other portions of the COR.

2. Catalog description:

Includes a short paragraph that provides a well-developed overview of topics covered.

Should contain all the relevant information about a course that students, counselors and reviewers will need for planning and review.

Identification of the target audience is useful for student planning, particularly for programs leading to certificates of completion or competency, or those courses leading to credit programs.

Requisites, advisories, and/or limitations on enrollments must be listed.

Lecture/lab/activity/studio hours are included.

Field trip potential or other requirements that may impose a logistical or fiscal burden upon the students should be included along with an option for alternatives.

3. Objectives:

Objectives define the key elements that must be taught every time the course is delivered.

Should be stated in terms of what students will be able to do.

Should clearly connect to achievement of the course goals.

Should be concise but complete; 10 objectives might be too many; one is not enough.

Should use verbs showing active learning.

Should adequately cover theory, principles, and concepts. Skills and applications are used to reinforce and develop concepts.

Should be broad in scope, not too detailed, narrow, or specific.

4. Content:

Detailed items of a course outline that are focused on the subject area. They should be relevant to one or more of the course objectives.

Contains a complete list of all topics to be taught in the course.

Should be arranged by topic with sub-headings.

Items should be subject based.

5. Methods of Instruction:

Describes the techniques which may be used to cause learning. This includes lecture, group discussion and synchronous interaction.

Proposed learning environment is realistic to the needs of the learning experience.

Methods of instruction appropriately ensure that quality occurs in an equal and consistent manner irrespective of any delivery constraints.

Appropriate to the objectives

Types or examples of methods of instruction are required. If all instructors agree, the course outline may show just one teaching pattern.

6. Methods of Evaluation:

The act of determining the student learning which has occurred for an individual student.

The bases for evaluating assignments are given, and relate to skills and abilities in objectives.

Knowledge of required material should constitute a significant portion of the evaluation as reflected in assignments and methods of evaluation.

7. Assignments and/or Other Activities:

A structured set of tasks or accomplishments, usually with a defined work product to be turned in for review.

Reflect coverage of all the objectives and content.

Optional and alternate assignment examples can and in some cases should be included

Identify the basis for grading, and relate assignments to skills and abilities in objectives.

Out-of-class assignments are not required but are allowed.