Curriculum Handbook

Chapter 6. Course Outline of Record

6.1 Purpose

The course outline of record (COR) is the primary course-level curriculum document at Napa Valley College. It provides the template for course syllabi, offers the students, community, and other educational institutions information about our courses and programs, and plays an integral role in program evaluation and accreditation review. It is also the primary vehicle for individual programs and departments to outline the scope, rigor, and direction of their curriculum.

The COR does the following:

- x Meets all the rules and regulations governing curriculum from the following authorities: California Code of Regulations (title 5), Program and Course Approval Handbook (PCAH) Accrediting Commission of Community and Junior College (ACCJC) standards, and Napa Valley College policies and procedures
- x Establishes a basis for articulation agreements with baccalaureate-granting institutions
- x Provides faculty with a template indicating the objectives, content, evaluation standards, methods of instruction, and assignment types required in all sections of a given course and to be used to develop individual syllabi
- x Serves as an educational contract between Napa Valley College and its student
- x Supplies data for the review and revision of course and program sequence, rigor, and scope during Program Review
- x Documents academic standards in the Accreditation Review process

The Course Outline of Record: A Curriculum Reference Guide Revisited (2017), published by the Academic Senate for California Community Colleges and available on the Curriculum Committee website, provides a thorough explanation of course outline requirements.

6.2 Required COR Components

California Code of Regulations title 5 §55002 requires all courses (degree and nondegree applicable credit courses, as well as noncredit courses) to be described in a course outline of record that is maintained in official college files and made available to each instructor.

6.2.1 Credit CORs

Each credit course outline of record must specify the course's unit value, hours (contact hours, outside-of-class hours, and total student learning hours), any prerequisites, corequisites, or

6.4 Diversity, Equity, and Inclusion in Curriculum

Where appropriate, faculty authors should consider explicitly including culturally responsive

x Noncredit courses (course number 600-999) are courses in which students pay no enrollment fees and generally receive no college credit. Noncredit courses focus on skill attainment, not grades or units.

Subject Code: Subject codes are essentially abbreviations of subject areas or departments that are used to organize courses in the schedule and catalog. For credit courses, this is usually a 3-letter code; for noncredit, usually a 5-letter code that ends in "NC." New subject codes must first be approved by the Curriculum Committee before they can be used or added to CourseLeaf.

Course Number

01-49	Credit courses, not transferable, serve special populations; not intended for AA/AS degree credit
50-89	Credit courses, not transferable, developmental; not intended for AA/AS degree
90-99	Credit courses, not transferable, applicable for AA/AS degree
100-199	Credit courses, CSU transferable; generally taken during the 1st year
200-299	Credit courses, CSU transferable; generally taken during the 2nd year
300-399	Credit courses, not transferable, skill credit courses; applicable for the AA/AS degree
600-999	Noncredit courses, not transferable

Discipline: Discipline in this context means academic areas listed in the [Minimum Qualifications Handbook](). This field determines what academic degrees or qualifications are needed to teach the course. Faculty may assign a course to more than one discipline. "OR" means either qualification will be accepted. "AND" means both qualifications are required.

Discipline placement should always involve discussions with department faculty, as well as faculty from other divisions if there is a potential that the course content overlaps with other disciplines or covers concepts and skills that are interdisciplinary in nature. Discipline placement may be challenged according to the Discipline Placement Review Process described in Chapter 4 of this Handbook.

Double Coding (Cross-Listing): Double-coded courses are credit courses that share a single Course Outline of Record but appear in the catalog under two different subject codes (e.g., PHOT-180/ARTH-180 History of Photography).

Dual Listing (Mirrored Credit/Noncredit): Dual-listed courses are mirrored credit and noncredit versions of a course that have two Course

1). Dual-listed courses are offered simultaneously and taught by the same instructor with a specific number of seats reserved for noncredit students.

Course Title: The course title should allow prospective students to easily identify the general purpose of the course and distinguish it from other courses in the catalog. Faculty should also consider how the title will read on a transcript to transfer institutions and potential employers.

Course titles should be unique, but related courses may use the same title with numbers to indicate the level (either Roman or Arabic numerals, as long as their use is consistent).

TOP Code: The Taxonomy of Programs (TO toe5O toe5(o)-3 (ur)-1 ti ttudyur Tf -0.0019C5s.23 (a)-1 7((

6.5.3 Conditions on Enrollment

Open Entry/Open Exit Open Entry/Open Exit courses are defined in

Existing prerequisites and corequisites must also be reviewed every 6 years (or every 2 years for CTE courses) as part of the Program Review process to assure that they remain necessary and appropriate. Changing, removing, or adding prerequisites or corequisites typically requires rearticulation of a course, which may delay implementation a full academic year.

Prerequisites:

the COR and formatted as a numbered list starting with a verb to complete the sentence: "Upon entering the course, students should be able to…." In its simplest form, content review consists of comparing these entry skills with the objectives of the requisite course to verify that the prerequisite or corequisite develops the relevant body of knowledge or skills necessary to succeed in the course. Faculty may also examine

6.5.5 Course Content

Student Learning Outcomes: Course SLOs are measurable and observable actions that a student will perform in order to demonstrate the skills and knowledge they gained from the course. SLOs should be formatted as a numbered list starting with a verb to complete the sentence: "Upon satisfactory completion of the course, students will be able to…."

Unless a set of specific SLOs are required by an outside accrediting body, it is recommended that faculty limit the number of outcomes to those that can be reasonably assessed and to make sure outcomes are specific and measurable. For more details and advice on writing SLOs, please consult with the Learning Outcomes and Assessment Coordinator.

Course Objectives: Course objectives are more comprehensive and discipline

comprehensive but should offer instructors teaching the course for the first time a good sense of effective online teaching methods for the particular discipline and course content.

Online Contact Types: Federal and state regulations require that courses conducted through distance education include [regular and substantive interaction](#) between the instructor and students either synchronously or asynchronously. Please choose the types of interaction most appropriate to the course.

Methods of Evaluation: The methods of evaluation define how students will demonstrate that they have met the student learning outcomes. These methods should align with the objectives and methods of instruction stated above and include an element of critical thinking. Courses should include authentic assessments that capture a more contextualized understanding of s-1 (n <</MC4 (do)2 (T /Spa n <</h p.1 (e)-2 ce)-2 (a1nts)u(d brs1 (n e)J 0 Tw 1 (e)-1 n <</lT /SpaMC content and provide students a variety of methods to demonstrate their learning.

where the reviewer can find the content. For other considerations surrounding articulation, curriculum review, and OER, please see the ASCCC's