New Course Review Checklist: Course Outline of Record (COR)

General:

□ Yes □ No   Do the Lecture/Lab Hours follow the standard credit hour calculation?

□ Yes □ No   Is the Catalog Description a brief overview of the course that reflects the course content?

□ Yes □ No   Is the Course Justification area complete? All new courses require a justification.

□ Yes □ No   Does the course align to a C-ID descriptor and has the C-ID descriptor been reviewed? If Yes, put the C-ID course number in the Course Justification area. Is the course General Education (GE)? If Yes, please suggest the appropriate GWC GE category here (Area A-E).

□ Yes □ No   Does Orange Coast College or Coastline Community College have the same course? If Yes, can the course name/number be aligned to Orange Coast College and/or Coastline Community College?

□ Yes □ No   Has the TOPS code been reviewed? Only assign *TOPS codes to CTE courses. (See TOPS code manual link below)

□ Yes □ No   Are the Prerequisites, Corequisites, and Advisories current?

□ Yes □ No   Are the FSA's current and correct?

□ Yes □ No   Have the credit status and grading option been reviewed?

□ Yes □ No   Is the Sam code correct?

□ Yes □ No   Is the Transfer Status correct? Do the GE/Transfer Requirements match?
For CSU and UC transfer courses, check CSU only until approvals are complete. Write CSU and UC transfer in the Course Justification area. Note: Backdating of CSU, UCTCA, and IGETC approvals is no longer allowed. New courses may be one to two years out for full transfer approvals to be effective.

□ Yes □ No   Is the class Basic Skills? If Yes, are the Levels Below Transfer Completed? □ Yes

□ Yes □ No   Is the Sam code correct?

□ Yes □ No   Is the Repeatable status "No", unless non-credit?

□ Yes □ No   Are the Required Degrees and Certificates updated?

□ Yes □ No   All sections have been checked for correct spelling and grammar.

□ Yes □ No   All sections are correctly formatted.

Student Learning Outcomes:

□ Yes □ No   The first word in your student learning outcome capitalized with a period at the end.

□ Yes □ No   Each SLO is measurable and utilizes verbs that demonstrate critical thinking. (See link to

Bloom's Taxonomy verbs below.)

□ Yes □ No   The SLOs and the Course Objectives are not the same.

□ Yes □ No   Preferably limit SLOs to a measurable number (3-5) as a broad element of course content.

Course Objectives:

□ Yes □ No   The course objectives and SLOs are not the same.

□ Yes □ No   Are there approximately 3-10 recommended course objectives?

□ Yes □ No   Do the course objectives reflect the course content?

□ Yes □ No   The course objectives use verbs that demonstrate critical thinking. (Bloom's Taxonomy)

□ Yes □ N/A   If the course has lab hours, are these objectives also present?

□ Yes □ No   Each objective is capitalized with a period at the end.

Course Content:

□ Yes □ No   Is your course content organized in outline format? (Headings A, B, C, subheadings 1, 2, 3, or similar)

□ Yes □ No   Is lecture/lab content completed? If lecture hours only, lab should be empty; if lab hours only, lecture should be empty; if combo lecture and lab, content needs to be in both.

□ Yes □ N/A   If lecture/lab hours, the lecture and lab content are different.

□ Yes □ No   Methods of instruction are correct: Lecture, Independent Study, Lab, Online, and/or Hybrid only.

□ Yes □ No   Are there some suggested instructional techniques included that are broad in scope that are completed in all sections of the course?

Course Assignments: (See COR Guide page 33 for guidance)

□ Yes □ No   Reading Assignments: Does the COR specify types or provide examples? The list should be general and does not need to be comprehensive.

□ Yes □ No   Out of Class Assignments: Does the COR specify types or provide examples? The examples should be broad in scope and provide suggestions for all course sections.

□ Yes □ No   Writing Assignments: Does the COR specify types or provide examples? The examples should be broad in scope and provide suggestions for all course sections.

□ Yes □ No   Methods of Student Evaluation: Check all that apply

□ Yes □ No   Demonstration of Critical Thinking: Does this section reflect how the reading assignments, out of class assignments, writing assignments, and methods of student instruction fulfill demonstration of critical thinking?

□ Yes □ No   Required Writing, Problem Solving, Skills Demonstration: Does this section reflect how the reading assignments, out of class assignments, writing assignments, and methods of student instruction fulfill writing, problem solving, and skills demonstration?

Texts, Readings, and Resources:

□ Yes □ No   Is at least one text published within the past 5 years?

□ Yes □ No   Do you have an OER? If Yes, designate with (OER) after textbook entry.

For resources and guidance on the COR see:

ASCCC: The Course Outline of Record: A Curriculum Reference Guide Revisited: https://www.asccc.org/sites/default/files/COR_0.pdf

TOPS Code Manual: TOPS code manual: http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09corrected_12.5.13.pdf

Blooms Taxonomy: http://www.curricunet.com/taxonomy.htm)