Completing the Course Outline of Record (COR) in META

Following are descriptions of the elements in the COR that must be completed as part of the course development process. All items in the CurriQunet META Course Checklist must be completed, saved, and launched to the work flow.

To use CurriQunet META for the first time, contact the college curriculum specialist. This section of the manual only covers the content elements of the COR; it does not explain how to get to the data entry screens in CurriQunet META. Please see the META user manual for more details or watch META CurricUNET User Training, use Outlook login password

Course Checklist for creating a proposal

CREATING A PROPOSAL – After clicking on "Create Proposal" the following fields must be filled in:

1. Selecting Proposal Type…..
2. Subject: The drop down menu allows selection of the appropriate discipline for the course
3. Course Number: If this is a new course, contact the College Curriculum Committee chair for an appropriate number. If that person is not immediately available, use 0000 until they have been contacted. Refer to "Course Numbering Section" of this manual for parameters of assigning a number to a course (p.91). If the course is being cloned from another college, use the same number. More information is available in "Curriculum Consultation Guidelines/Requirements" in this manual (p.29)
4. Course Title: The title should be clear and concise. Review course titles in the college catalogs for ideas
5. Catalog Description: The course description is NOT an outline of the course. It is an overview or summary of key ideas and concepts. It is generally less than 50 words. There is a standard format used by all Peralta Colleges; review the college catalog to see examples of existing descriptions. General Guidelines for Peralta: Start with an adjective or noun; do not use "a", "an" or "the course". After the first general phrase, put a colon and start the next word with a capital letter.
   a. Use mostly descriptive terms, no verbs, and very few articles.
   b. Limit to 4-6 lines.
   c. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives and the student learning outcomes

After creating the proposal, faculty should continue through the following checklist:

Tab 1: Cover
1. Subject, Course Number, Title and Description are the basic information that was entered when creating a new course "proposal."
2. Justification*:* If this is a new course, explain the purpose the course will serve in the department, discipline, and/or college curriculum/mission. If this course is being modified, update this as necessary. In most cases, the original justification will not be deleted.
3. Modular:
   a. A modular course is defined as a course divided into parts, or modules, that can stand alone. The topics are related and when combined with all other parts,

become the entire course. Modular courses are generally variable unit and open entry, with each module providing a part of the maximum unit value (ex: 3 modules, 1-3 units; each module is 1 unit). Most courses are not modular. For modular courses, at the end of the Catalog Course Description, the following notation should be included for each course. "Not open for credit to students who have completed or are currently enrolled in (insert subject and course number)."
  b. See the section "Modularization" in this manual for more information.
  4. Additional Information:
      a. *Open-Entry/Open-Exit*:
  5. Most courses are not open-entry/open-exit. See the section "Open-Entry/Open-Exit" in this manual for more information.
      a. *Credit by Exam:*
          i. The department may identify this course as eligible for Credit by Exam. If they choose to do so, they must prepare a representative exam and present it to the Curriculum Committee at the time the course is reviewed. See the section "Credit by Exam" in this manual for more information.
      b. *Assignments at College Level:*
          i. Most courses will be college level. See section "College Level Courses" in this Manual.
          ii. Explain why assignments are not at college level.
      c. *Readings at College Level:*
          i. Most courses will be college level. See section "College Level Courses" in this Manual.
  6. CB 23 Funding Agency:
      a. Some courses, primarily CTE, are developed under special funding through State or Federal Economic Development Funds. Be sure to indicate the correct funding source. Check NA if you are not sure

Tab 2: CO-CONTRIBUTOR
If someone other than the course originator should have access to edit this course, a co-contributor is assigned on this page.

Tab 3: *Cross Listing Course*
If a course is going to be taught in more than one discipline this requires that it be cross listed. A second outline must be created in the other discipline. All elements of the outline (except the Discipline and perhaps the Number) must be identical for both courses.
When either of the courses is offered, the instructor of record must have the qualifications to teach in that discipline. For example, if a POSCI and a HIST course are cross listed, but offered this semester as POSCI, the instructor must be qualified in POSCI. If both POSCI and HIST are offered concurrently as one course with one instructor, the instructor must be qualified in BOTH POSCI and HIST.
At the end of the Catalog Course Description, the following notation should be included for each course. "Not open for credit to students who have completed or are currently enrolled in (the cross listed course number, e.g. BUS 32).

Tab 4: List of Changes
  1. This tab will only show if the proposal is a course update/deactivation
  2. List all areas from the course checklist which were modified.
      a. If necessary, explain the reasons for the modifications. For example, "general update of COR" or "revision of COR for articulation purposes."

Tab 5: Units/Hours

When the units and hours increase/decrease or a lecture or lab component is added or deleted, a new course number is generally required. For example, if SCIEN 85 is 4 units, 3 hours lecture and 3 hours lab and the department wants to change it to two courses, one 3 hours lecture and a separate lab of 3 hours, a new number is required, since without the lab hours, SCIEN 85 is no longer the same course. See PCCD Hours and Units Chart and Hours and Units Guideline (p.25, 126)

1. Course Type:
    There are three types:
    a. D – Credit – degree applicable
    b. C – Credit – Not Degree Applicable
    c. N – Noncredit
    Choose from the drop down menu the appropriate type. This is important for noncredit courses as the unit value will be set to zero.

2. *Variable Units:*
    If yes is selected, a box will open to allow minimum and maximum units to be entered.

3. *Units:*
    Enter the number of units. See section "PCCD Units/Hours Chart" in this manual.

4. *Lecture Hours:*
    Enter the number of lecture hours. See section "PCCD Units/Hours Chart" in this manual.

5. *Lab/Studio/Activity Hours:*
    Enter the number of hours. See section "PCCD Units/Hours Chart" in this manual.

6. *TBA Hours:*
    In the rare instances when TBA Hours are used, consult a college dean and the section "To Be Arranged (TBA) Hours Compliance Advice" in this manual.

7. *Grading Policy:*
    Courses may be established with one of four grading policies. There are specific advantages and disadvantages to students' transcripts for each. Consult the department chair, college dean, articulation officer, and/or the section "Grading Policy: Pass/No Pass or Grade" in this manual (p.102) for more information.

8. *Minimum Duration:*
    What is the minimum amount of time this course could be offered and still ensure student success?

9. Add justification if selection is not the full semester

10. *Enrollment max*
    If less than "40", add a justification

11. *Repeatability:*
    Most courses are NOT repeatable. See section "Course Repetition Policy" in this manual.

12. *Previously Offered as a Selected Topic:*
    If the purpose of this proposal is to institutionalize (make permanent) a course previously offered as a selective topic/experimental course, select yes. Additional boxes will appear.

    Enrollment   Max   Average
    Enter the maximum number of students enrolled when the course was offered as a selected topic. Also enter the average (if the course was offered more than once).
    # Times Offered
    Enter the number of times the course was offered as a selected topic.

For more information see section "Selected Topics (Experimental Course) Policy" in this manual.

Tab 6: Degree/Transfer

Consult with the college Articulation Officer prior to completing these fields.

1. Check the program applicable box if the course is part of a degree or certificate
2. *Meets GE/Transfer requirements (specify):*
    a. This section should be completed under the guidance of the Articulation Officer.
3. *Required for Degree/Certificate:*
    a. Enter the names of all degrees and/or certificates for which this course is a part.
    b. If it is not required for a degree or certificate, it is a stand-alone course. See the section "Stand-Alone Courses" in this manual for more information.
4. *CB-03 Top Code*
   The Taxonomy of Programs (TOP) is a system of numerical codes used at the system level to collect and report system-wide information on programs and courses that have similar outcomes. Each program and course must be assigned a TOP code that is consistent with its content. (See The Taxonomy of Programs (TOP Codes)for more information.
5. CB04 Credit Course Status

    a. Degree Credit: May be used for degree or certificate units, including unrestricted electives to reach 60 units for a degree
    b. Non-Degree Credit: May not be used for degree or certificate units
    c. Noncredit: Zero units are awarded
    d. Community Services (Fee-based): Zero unit courses for which students pay fees to cover the cost of instruction
       Be sure the course number corresponds with its course credit status.

6. CB08 Basic Skill Status
   Basic Skills are those foundation skills in reading, writing, mathematics, and English as a Second Language. In addition, it includes learning skills and study skills which are both necessary for students to succeed at the college level.
   A course that is Basic Skills must adhere to the following:
    a. CB03: Must be in a TOP Code designated as appropriate for Basic Skills
    b. CB04: May not be designated as "Degree Credit"
    c. CB21: Must specify the level below transfer (see "CB21 Course Prior to College Level Rubrics)"
    d. See "CB08 - Basic Skill Status" for details on appropriate coding
    e. Be sure the course number corresponds with its course credit status.

7. CB09 Sam Codes
    a. CTE course: Must choose options A-D
       All others: Must choose option E
    b. See "CB09 - Course SAM Priority Code" for details on appropriate coding
8. CB21 Levels Below
    a. Required only for Basic Skills courses. All others should choose "Not Applicable".
    b. See "CB21 Course Prior to College Level Rubrics" for details on appropriate coding

9. CB24 Program Course Status
    a. *Use Code 1* Program Applicable if the Credit Course is part of a certificate or degree that requires state approval. This includes credit courses that are required or restricted electives for an approved certificate or associate degree, including general education requirements (PCCD, CSU GE-Breadth, or IGETC). Restricted electives are specifically listed as optional courses from which students may choose to complete a specific number of units required for an approved certificate or degree. <u>Courses that are part of a Certificate of Proficiency only are not Program Applicable.</u>
    b. *Use Code 2* Stand Alone/Not program Applicable if the credit course is not required or a restricted elective for any credit program approved by the System Office, or is not approved for general education (PCCD, CSU GE-Breadth, or IGETC) or is part of a Certificate of Proficiency only.
        i. Noncredit Courses
            1. *Use Code 1* if the noncredit course is part of a sequence of courses or program that results in a certificate of completion or a certificate of competency.
            2. *Use Code 2* if the noncredit course is not part of a sequence of courses or program that results in a certificate of completion or a certificate of competency.

Note: See the section "CB Code Listing" in this manual for more information.

Tab 7: General Education
> This section is to be completed by the Articulation Officer.
> *C-ID Number and Expiration Date:* If this course is part of an Associate Degree for Transfer, it is likely matched to a C-ID number. See the section "Course Identification Numbering System (C-ID) in this manual for more information.

Tab 8: Lecture/Lab Content

Lecture Content
> List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. List percent of time spent on each topic; ensure percentages total 100%.
> There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.

Lab Content
> This heading will only show if there are lab hours listed in the Units/Hours section.
> This section is not an exact copy of the lecture content.
> List major topics to be cover in the lab in the appropriate sequence. This section must be more than listing chapter headings from a textbook. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the lab and the approximate length of time devoted to each. List percent of time spent on each topic; ensure percentages total 100%.

There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.

Tab 9: Student Performance Objectives
List student performance objectives (exit skills) required of students. There should be at least one objective for each major topic in the content section.
Objectives should be measurable and should use verbs requiring cognitive outcomes. See section "Bloom's Taxonomy" in this manual for ideas. There are also links to Bloom's Taxonomy in the CurriQunet META system.
There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.

Tab 10: Student Learning Outcomes (SLOs)
Each SLO consists of an Outcome Text (drawn from the performance objectives) which will be measured during the regular assessment process, a mapping to an appropriate Institutional Outcome, if it's a stand-alone course, and an Assessment text (method).
There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.
It is essential that every course have SLOs for assessment and accreditation purposes. Board Policy 4210 and Administrative Procedure 4210, Student Learning Outcomes, affirm that student learning outcomes represent the knowledge, skills, abilities, attitudes, values, and behaviors that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences. The use of learning outcomes assessment results stimulates discussion and directs activities that can improve instructional delivery, curricula, programs, and/or services and will be used in institutional planning and resource allocation.
Each college manages their SLOs slightly differently. See the college assessment coordinator for additional information.

1. Click the box if you would like to map SLOs to ILOs
2. If you checked this box, additional fields will be available to you for mapping.
3. Click on Add Item for each SLO needs input of the SLO information

Tab 11: Methods of Instruction
Check all that apply.

There should be congruence between the methods of instruction and the assignments sections. The methods of instruction and assignments should also be congruent with the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.
For example, if a student performance objective involves critical thinking, there should be a method of instruction that allows for critical thinking and an assignment that evaluates critical thinking.
If this course is also being proposed as a Distance Education Course, be sure to check that box.

Tab 12: Distance Education
A distance education course is defined as instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. When a course is proposed to be offered in distance education mode,

additional review and documentation is required. Before preparing a DE Addendum, faculty should contact their Curriculum Committee Chair and/or their college's DE coordinator to get clarification on the process at their college. See "Distance Education" section in this manual (p. 98) for more information.

- Click on the box if this course will be available for Distance Education
- Choose one or more Distance Education Delivery Methods:
  There are two types of Distance Education Courses.
    1. Online - a course in which 100% of instruction takes place online. Online classes can have no mandatory face-to-face component; students must be able to do everything online.
    2. Hybrid (51% or more online or less than 51% online) – a course that combines required face-to-face sessions with online instruction. Hybrid classes can mix face-to-face and online instruction in any ratio, as long as the overall instruction meets the required hours on the

   Note: all required face-to-face sessions in hybrid classes must be listed in the schedule of classes.

  When identifying online or hybrid at the method of delivery, consider the overall requirements of the course. If it is likely that this course could be offered in both methods, check both so that there is no need to submit a course change in the future.
  The College Curriculum Committee will seriously question whether the course and/or discipline lends itself to Distance Education, so it is important to be able to justify the request.   The most difficult to justify is usually 100% internet based

- *Need/Justification*
  Clearly explain the purpose of offering the course by distance education. The justification for DE courses cannot be to increase enrollment, reach more students, or to allow for flexibility; it also cannot be to "improve" or "increase" student participation in course requirements. Need/Justification for teaching a class in a DE format should be based on pedagogy and technology, and there should be a clear explanation of why a DE format is beneficial.

- *Do the following sections of the COR differ by offering this course via Distance Education?*
  If Performance Objectives, Assignments, or Assessments differ when the course is offered via distance education, the changes should be indicated and explained. If Performance Objectives are different, it becomes a new course and requires a new outline. In other words, the course content, the performance objectives, and the student learning outcomes must be the same whether a course is offered face to face or via distance education.

- *Technical Issues*
  Identify any equipment and staff necessary to support the course for students and instructors.   Identify the contingency plans available if access to the delivery system is interrupted. An LMS (Learning Management System) is necessary to support this class. Each college has a designated LMS systems available to instructors and students, such as Canvas. If access to the LMS is interrupted, e-mail list and a back-up server are usually available. All DE courses must use the college's designated LSM and this should be clearly stated in this field.

- *Accommodations for Students with Disabilities*
  Distance education courses, resources, and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Please give

details about how instruction and course materials will be adjusted to meet accessibility requirements.
If this course is not designed to meet these requirements, it will not be approved.

- *Additional Resources*
    Identify any additional resources or clerical support needed or anticipated. These will be reviewed by the department chair, curriculum committee, and administration. Please attach any supplemental documentation that is required by your college.

Tab 13: Instructor-Student Contact

It is critical to ensure adequate contact between instructor and student for distance education courses.

1. Click on the button "Add Items"
2. Using the drop down menu, add as many contact types for regular Instructor-Student Contacts.

Be sure to indicate the frequency for each contact, e.g. weekly, daily, as needed.

Tab 14: Assignments

List all out-of-class assignments, including library assignments. In order to achieve the objectives of degree-applicable credit, courses must require students to study independently outside of class time. There is an expectation that students will spend two hours of independent work outside of class for each hour of lecture. The outside class hours should be calculated automatically by CurriQunet META, but double check them before moving on.

Tab 15: Student Assessment

Indicate how students will be assessed, i.e., what the grades will be based on. Typical classroom assessment techniques include, but are not limited to, essays, computational problem solving, non-computational problem solving in which critical thinking should be demonstrated by solving unfamiliar problems via various strategies, skill demonstration, or multiple choice.

Check as many boxes as are applicable.

For degree applicable credit courses, at least one of the following must be indicated: essays, computational problem solving, or non-computational problem solving. If "ESSAY" is not checked, an explanation must be given or it cannot be a degree applicable course.

Essay assignments include "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.

Tab 16: Requisites

Identify any pre-requisite, co-requisite, recommended preparation, or other advisory. See section "Prerequisites, Co-requisites, and Advisories" in this manual. The requisites must be consistent for all colleges if the course is taught on other campuses in the district.

When assigning a co-requisite, keep in mind that students must remain enrolled in the co-requisite course for the entire semester. The enrollment system will cross check for attempted drops. A student who completed a co-requisite in a previous semester will be allowed to take the course.

1. Check the box if this course has requisite
2. Click on add items
3. Choose the type of requisite from the drop down menu
4. Choose the subject

5. Non-course requirement: if you choose "Other" in the requisite drop down menu, explain the requirement here.
6. Condition: and/or
7. Is the requisite sequential or non-sequential?
   Sequential Curse Prerequisite/Corequisite is a required course within the same department as the target course being proposed. If a faculty member proposing a course believes that students who would take the course are highly unlikely to be successful without completion of a stated prerequisite, the faculty member should take the following steps to establish the prerequisite:
   - o Complete the content review section in META course proposal form

   Non-sequential Course Prerequisite/Corequisite is a required course that is not part of the department of the course being proposed. For example, an English requirement on a Chemistry course would constitute a non-sequential course prerequisite. If a faculty member proposing a course believes that students who would take the course are highly unlikely to be successful without completion of a stated prerequisite, the faculty member should take the following steps to establish the requisite:
   - o Determine if one of the following four exceptions apply:
     1. Requisite is required by law or government regulations (cite the appropriate section of the legal code and provide a justification)
     2. The course is part of a lecture/lab course pairing within a discipline.
     3. The requisite is required for the course to be accepted for transfer by the UC or CSU systems (list name of at least three CSU or UC campuses with parallel enrollment requisites and provide justification.)
     4. Baccalaureate institutions will not grant credit for a course unless it has the particular communications or computation skill prerequisite.

   - o If none of the above exceptions apply, the faculty member must demonstrate that the requisite is an appropriate and rational measure of a student's readiness to enter the course as demonstrated by a content review or content review with statistical validation.

     Note: A corequisite courses means that both courses must be taken at the same time. If the students have taken the proposed corequisite course in the past, they need to see a counselor to clear their milestone.
   A prerequisite course means that the student must have completed the course in a prior term before taking the course requiring it. To accommodate both situations, it's advisable to establish the requited course as prerequisite or corequisite in this order.

Tab 17: Content Review/Validation
Content review is the process of validating or justifying the requisite by comparing one of the following.
1. The performance objectives/exit skills of the requisite course to the performance objectives of the course being developed or modified
2. The performance objectives of the requisite course to the lecture content of the course being developed or modified
3. The lecture content of the requisite course to the lecture content of the course being developed or modified
4. The lecture content of the requisite course to the performance objectives of the course being developed or modified
5. Identify the items in the new/modified course that can only be accomplished if the student achieved a corresponding item in the requisite course.

6. Courses are exempt from content review for the following reasons:

Title 5 subdivision (e) of section 55003 specifies the conditions under which a prerequisite or co- requisite does not need to be subject to either content review or content review with statistical validation:
1. It is required by statute or regulation; or
2. It is part of a closely-related lecture-laboratory course pairing within a discipline; or
3. It is required by four-year institutions; or
4. Baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

Tab 18: Texts, Readings, and Materials
Texts and instructional materials should be completely referenced. List text(s) that the department has evaluated and determined to be representative of the college level materials appropriate for the course. Date of publication is critical; transfer institutions require texts to have current publication date(s) within 5 years of outline addition/update. If any text entered is older than five years, CurriQunet META requires a rationale or justification for its use.

Sample rationale or justification: "Our piano faculty continually examine new texts as they become available. It is our collective opinion that the Mastering Music Series is the most appropriate for our beginning piano classes. Its pedagogy is up to date."

Textbooks need to be current for transferability, as well as for effective teaching. New faculty consult the COR to determine which texts have been identified as representative before they choose a text. The main text plays a remarkably strong role in articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject.

Tab 19: Library
When developing a proposal, faculty should consult with the college librarian to ensure library resources and services are adequate to support the course or program.
This section of the COR should be completed by the librarian or under the guidance of the librarian.

Attached Files
If there are additional documents that should be archived with the COR, they can be attached here.
This might include, but is not limited to:
• Letters of support from Advisory Committees
• Minutes from Advisory Committee meetings
• C-ID Descriptors
• Sample Course Syllabus
• Documentation to support any validation process for prerequisites, co-requisites, and/or recommended preparation
• Records of consultation with other colleges, if any issues need to be documented for future reference
• CSU catalog documentation for repeatable courses
• Approval letters from COCI