

Course Content and the components of the Course Outline of Record (COR).

This is what is evaluated by Universities to determine if what we teach is congruent with what they will accept for our students to be able to transfer to their institutions. This is called Articulation. Please consult with the Articulation Officer for more details on this process.

The COR, also serves as a legal document that guides all lecturers who may teach this course at this college. It therefore reflects both the State of the Discipline (in which this course is taught) and the philosophy of this department at College of Alameda and should reflect the Institutional Learning Goals (ILOs) that reflect the Institutional Identity of College of Alameda as a learning college.

The components of the COR are as follows:

- 1) The Title should be a concise essence of what the course is about; AND the
 - 2) Course Description tells us what the course is a synopsis expanding with information only statements the title.
 - 3) Exit Skills (or objectives) operationalize the course description and describe/define "content mastery" in statements as to what it is a student learns in this class to justify a grade relative to mastery of this course material. Usually each of these statements start with a word describing the skill they represent from Bloom's Taxonomy.
 - 4) Lecture Content is a detailed progression of topic areas which show how the exit skills will be communicated to the students in this class. Note, this needs to be more than a list of one line descriptions; though not paragraphs, it is more than bullet points reflecting the following: a) the exit skills reflected in lecture content; b) as well as names of theorists or important authors (and some possible original source material you may reference) who are referenced in the course; c) important theories, concepts, or practices discussed/learned. These three points are listed in the appropriate lecture component (e.g. section 1, 2, 3, etc).
 - 5) Assignments must be conceived so as to assure college level work (about two hours of work outside of class for every hour of work in class [e.g. a 3 unit class should have 6 hours of outside work]). These should be explained in the "other" box in CurriCUNET as to how each of these addresses which specific Exit Skill(s) in your course.
 - 6) Methods of Instruction should reflect the best way to convey the material in this subject. These should be explained in the "other" box in CurriCUNET as to how each of these addresses which specific Exit Skill(s) in your course.
- Student Assessment: this is the means by which you actually at a judgement as to the degree to which a student has mastered the course content and as such should always contain writing component. These should also be explained in the "other" box in CurriCUNET - and reflect the language of the assignments and how these assess which Exit Skill(s) in your course.

- 7) Books need to reflect the current State of the Discipline (ideally within the past year - but no older than 3 years). If you use an older book, you need to justify this (e.g. "a classic in the field"). Course Readers are encouraged as reflective of your unique content needs.
- 8) Student Learning Outcome Assessment (SLOs) -- are now entered in Taskstream, however(!) these are still a curriculum issue and must reflect the course content above. NOTE: To clarify; where exit skills or objectives are "what a student learns" in this class ("Bloomed" discreet statements as to what defines mastery of the material within the time frame they are in class - and as such are more academic in construction), Constructs of "Learning outcomes" are "what students can do with what they learn" after they leave the class and/or program and are able to use in the real world of lived reality. Thus, SLOs are not the same as exit skills. Exits skills are discreet points of learning whereas outcomes are more complex indices of objectives comprising life skill sets.

{ [For Example (one post-positivist model):

say you have twelve (12) "exit skills" defining course material mastery; you might have then, only three (3) SLOs for the class - each being an "Index" of say three or four exit skills each. For example:

- a. Mastery of Foundational Knowledge,
- b. Proficiency at discipline specific Critical Thinking & applied "knowledge in use",
and
- c. a Capacity for Personal Efficacy that is empowered by what they have learned;

each of these being a more broad narrative "Index" constructed of three or four discreet exit skills statements. Remember, SLOs are larger constructs than exit skills

and should be tied to how a person would use the knowledge in life –

- *Thus: the "outcomes of learning".] }*

Consult with the Taskstream coordinator for learning outcomes on the COA Institutional Effectiveness Committee. Remember, you'll need to "map" your outcome measures to your program outcomes and the COA Institutional Learning Outcomes. SLOs are now entered in Taskstream.