GUIDELINES FOR WRITING THE COURSE OUTLINE OF RECORD (COR)

PURPOSE:

- Serves as the foundation for course planning and development, providing basic course information and structure.
- Serves as the basis for transfer articulation agreements with individual CSU and UC campuses. They are the basis for evaluating the transferability of courses and their equivalence to courses offered at four-year schools.
- Meets accreditation requirements.
- Plays a critical role in Program Review, the process for allocating resources and keeping our curriculum relevant and current.

STANDARDS:

- Standards for course outlines appear in Title 5, the PCAH, in intersegmental GE agreements with the CSU and UC systems, and in accreditation standards.
- Course outlines must show evidence of the required degree of academic rigor as specified in Title 5. For degree-applicable credit courses this includes the required components of critical thinking, essay writing/problem solving, and college level skills and vocabulary.
- The COR is a document with defined legal standing and forms the basis for a contract among the student, instructor and institution which specifies the components of the course which students are guaranteed to receive, as well as the content and level of rigor for which students will be held accountable.

COURSE OUTLINE VS. SYLLABUS:

- A course outline gives the basic components of the course required to be taught by all instructors; whereas a syllabus describes how an individual instructor will teach that course in terms of specific assignments, dates, grading standards, and other rules of conduct required by that instructor. A syllabus can include methods and topics which go beyond the course outline, keeping in mind that all content in the COR must be taught by all who teach the course.

WRITING AN INTEGRATED COURSE OUTLINE:

- The goal is to write an **integrated** course outline, which means that the course content, methods of instruction and evaluation, and assignments work together and lead to the achievement of the course learning outcomes.

THE COURSE OUTLINE:

1. BASIC COURSE INFORMATION:

COURSE ID:
Discipline plus course number (e.g. ENGL 100). Contact the Instruction Office for the course number. Course numbers are assigned by the Instruction Office after consultation with the Division Dean. Some numbers are held in reserve for future courses in sequences, while others may already be in use for existing courses not currently listed in the College Catalog (i.e. banked or deleted courses).

Note: New courses with permanent course numbers (as opposed to experimental course numbering, i.e. 680 and 880 courses) must coincide with a new academic year catalog. In other words, new permanent courses can only be first offered as soon as the next fall semester. New permanent courses can never begin their initial appearance in a spring or summer session.

TITLE:
The course title should adequately and succinctly reflect what will be taught in the course. Capitalize the first word of the title and all important words thereafter. (NOTE: Banner will only display the first 30 characters from the CurricUNET course title field.)

Indicate sequence information with a Roman numeral after the title. For example:
Calculus I
Calculus II
Calculus III

UNITS:
Number of units of credit awarded for the course. The total number of units awarded for completing a course depends on many factors, including content, how the course fits within the program and major, and transferability.

HOURS/SEMESTER:
A listing of all student learning hours for a course (lecture, lab, TBA, and homework).

METHOD OF GRADING:
Letter Grade Only: The traditional grading of students' performance using A, B, C, etc. No other grade options are available to students if this method is chosen.

P/NP Only: Pass/No Pass grading. Note that to receive "Credit or Pass," a student must achieve an equivalent to a letter grade "C".

Grade Option (Letter Grade or P/NP): If this option is chosen, the default is a traditional letter

grade. However, students have the option of requesting a pass/no pass instead of a letter grade by submitting the proper form by the given deadline.

No Grade Awarded (Non-credit course): No grades are given in non-credit courses.

PREREQUISITE:

Prerequisite: Any course(s) which must be satisfactorily completed by the student prior to enrollment in the proposed course. Satisfactory completion means a grade of "C" or better.

Corequisite: Any course(s) that a student is required to be enrolled in concurrently with the proposed course.

Consultation with the Dean is strongly suggested before mandating a prerequisite or corequisite. Among other issues, the imposition of a requisite may impact student access and enrollment potential. Faculty should do research and find out if other colleges have similar requisites. Within SMCCD, the goal is for all three colleges to be in alignment on course requisites.

If the prerequisite or corequisite is not from the same discipline as the proposed course, research may be necessary to clearly substantiate the need for the requisite course(s) in order for students to succeed in the class. Often a recommendation rather than a requisite is sufficient to inform students of skill levels necessary for success in the course.

RECOMMENDED PREPARATION:
Course(s) that provide desired levels of preparatory skills and knowledge expected of students enrolling in your course. This course(s) is recommended, not required, for admission into the course.

2. COURSE DESIGNATION:

DEGREE CREDIT:
Does the course apply to a Skyline certificate or degree?

TRANSFER CREDIT:
This section lists the General Education, degree, and transferability requirements your course may satisfy. (You are indicating what is desired for your course. Actual approval happens later in the curriculum review process.)

3. COURSE DESCRIPTIONS:

CATALOG DESCRIPTION:

Provide a global yet concise (aim for 50 words or less) description of the primary course content and learning outcomes in language understandable to students who are unfamiliar with or have only a cursory knowledge of your discipline. Describe the course's contribution to the students' understanding of a subject. However, rather than simply listing topics that will be covered in the course, it's good practice to focus the description on the specific learning outcomes students should achieve after completing the course. Also, make certain that the description aligns with and provides a global summary of the course lecture content.

- Do not begin with the phrase "This course…" It's common to begin with a phrase such as:

  Advanced study in…
  Basic theory and practice of …
  Comprehensive survey of …
  Comparative analysis of …
  Examination of …
  Exploration of …
  General survey of…
  Introduction to …
  Interdisciplinary exploration of …
  History and philosophy of …
  Historical and cultural survey of …
  Overview of …
  Preparation for …
  Principles of …
  Study of…
  Techniques and procedures of …
  The first of a two-course sequence in …

- Avoid using marketing language. Don't try to convince students to take the course.
- Use the present tense, not the future tense.
- Avoid first or second person narrative styles, i.e. don't write the description as a joint activity between the professor and the student, or as a set of directions to students.
- OK to use phrases rather than complete sentences.
- Do <u>not</u> include course title, unit value, hours, requisites/recommendations in the catalog description.

- Do not include information regarding which certificate or degree the course applies to. (That information should be in the Program Description.)
- Spell out acronyms and abbreviations the first time they are used.
- Focus on the course content – do not describe the methods of instruction or evaluation.
- It's good practice to include a statement about the students for whom the course is intended. For example, "Intended for students preparing for the Automotive Service Exam," or "Intended for future elementary school teachers."
- If applicable, include a standard statement that applies to a given type of course. For example: "This course is not activity-based and is not applicable to the specific area requirement in Physical Education for the Associate Degree."
- For courses in a sequence (aka leveled courses), it's helpful to describe the course in its relationship to other courses in the sequence and inform students what they should be familiar with before taking the course. (The other courses in a sequence must each have a distinct description and distinct SLOs indicating content depth.)
- For courses designated as CSU transferable, or new courses intended to be submitted for CSU transferability, type "Transfer credit: CSU" at the end of the description.
- For new courses that faculty intend to submit as UC transferable, do not indicate UC transferable in the description. The UC System Office must approve the course as UC transferable before we can indicate that on our Course Outlines.
- If there is a required Materials Fee, it must be stated in the catalog description and the MATERIALS FEE screen must be completed.

4. STUDENT LEARNING OUTCOMES

List one to three student learning outcomes for the course. (Try to limit to three since you'll have to assess all of them.) SLOs shift the focus from what is taught to what students do to demonstrate proficiency.

An SLO has three primary characteristics:

1. It states clearly what a learner will be able to know or do upon successful completion of a course. SLOs are usually expressed as knowledge, skills, abilities, attitudes, or values that students should attain by the end of a course.

2. Is expressed using active verbs (such as "analyze," "interpret," "summarize," "compare," "compose,") that can be drawn from Bloom's taxonomy of learning or discipline specific terminology.

3. Is assessable and measurable.

PLEASE NOTE:

- A change in SLOs requires the faculty member to submit a *Modified Course Proposal* on CurricUNET, and the resubmission of the course to the CSU/UC for review.

- When creating leveled courses or sequenced courses, "each course must be distinct and have different student learning outcomes for each level or variation." (State Chancellor's Office, *Credit Course Repetition Guidelines*, 2013, p. 26)

SLO Basics

- Action verbs are used because they describe an overt behavior that can be observed and measured. Use Bloom's Taxonomy (available on CurricUNET) as a resource.
- Use action verb that incorporate **critical thinking** when possible and appropriate. (See the "Analysis, Synthesis, and Evaluation" columns in the Cognitive Outcomes domain of Bloom's Taxonomy.) SLOs which incorporate critical thinking are required for degree applicable and transferable courses, but should be included in all credit courses.
- Critical thinking involves active higher cognitive processes which analyze, synthesize, and/or evaluate information. This is in contrast to the more passive cognitive processes such as recognizing, describing, or understanding. Thus, instead of an SLO to "describe animal hunting behavior," a higher order SLO would be to "compare and contrast social aspects of hunting tactics of major mammals."
- Not all SLOs need to reflect critical thinking. Recognizing, describing, etc. are valuable skills and a valid way to phrase an SLO. It should be clear, however, that higher thinking skills are an essential component of the course.
- Do not begin an SLO with these verbs or phrases:

  "Demonstrate knowledge of…."
  "Demonstrate an understanding of…"
  "Demonstrate mastery of skills in…."
  "Develop the ability to…."
  "Become aware of …."
  "Become familiar with…"
  "Appreciate the importance of…"
  "Know…."
  "Learn…."
  "Comprehend…."
  "Feel…."

These verbs and phrases are overly general, imprecise, and/or call for covert, internal behavior which can't be directly observed or measured. Use more precise action verbs that convey more clearly and precisely how a student will demonstrate their knowledge and/or understanding. How will you know when a student understands, or knows, or has an ability? Is it because he/she will be able to compare and contrast two things? Analyze and identify comparative elements? Identify or define a series of characteristics? Evaluate or contrast differences? Assemble and disassemble a piece of equipment?

- SLOs are broad in scope and identify overarching products students will generate. SLOs require students to synthesize and/or apply many discrete skills or content areas.
- SLOs articulate major learning goals which require higher-level thinking skills and usually result in overarching product(s) that can be observed as a behavior, attitude, skill, ability, or discrete usable knowledge which can be evaluated against criteria.
- Make sure that the SLO can be assessed or measured. Be careful when including attitudes in a learning outcome since they are hard to assess.
- Write the SLO in language that students will understand. SLOs are included on your syllabus and you will explain them to students.
- Make certain SLOs are written as outcomes rather than objectives:

    - ✓ SLOs encompass an important overarching concept rather than small lessons or discrete skills, tools, or instructional content (as objectives do).
    - ✓ SLOs address student competency rather than content coverage. (Objectives address content coverage.)

- Are the SLOs appropriate?

    - ✓ Do they represent a fundamental result of the course?
    - ✓ Are they consistent and integrated with the Course Outline of Record (COR)? In other words, does the course content (i.e. lecture and/or lab content, course objectives, methods of instruction, hours, assignments, texts) provide students the knowledge, experience, and instruction they need to achieve the SLOs?
    - ✓ If applicable, do they align with other courses in a sequence?
    - ✓ Do they represent college-level work?

- For more information on SLOs and objectives, see the *Skyline College SLOAC Framework, Version 3* at:

http://www.skylinecollege.edu/sloac/assets/documents/framework_version_three_a.pdf

A NOTE ON CRITICAL THINKING:
The incorporation of critical thinking must be evident throughout the course outline but especially in the SLOs, course content, Instructional Methods, Representative Assignments, and Methods of Evaluation. It must be clear that students are *expected* to think critically (SLOs), *instructed* in how to do so (Instructional Methods), asked to *practice* critical thinking in outside assignments (Representative Assignments), and are held *accountable* for their performance (Methods of Evaluation).

MODEL SLOs (from ADMJ 100: Introduction to Administration of Justice)

1. Identify and explain the fundamental aspects of justice administration, including familiarity with the history, development, and structure of the criminal justice system.

2. Compare, contrast, and discuss the functions and roles of the three major components of the criminal justice system, which include law enforcement, courts, and corrections, at the federal and local levels of government.

3. Assess and analyze the criminal justice system's effectiveness in controlling crime by keeping the peace, maintaining order, preventing crime, protecting life and property, and apprehending and punishing law violators.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

For a typical three unit lecture course, there should be 10 – 15 course objectives. Course objectifies and SLOs are different. SLOs describe what students will know or do in order to demonstrate proficiency after completing a course. By contrast, **objectives state what the instructor will be teaching** in order to enable students to fulfill the SLOs, breaking the teaching process/content down into manageable stages.

While SLOs are broad in scope and identify overarching products students will generate, objectives are on a more "microscopic" level, describing discrete skills, tools, content (nuts and bolts), and instruction the teacher provides so that students can achieve the course SLOs. Think of objectives as the building blocks used to produce whatever is used to demonstrate mastery of an SLO. They are the means, not the ends.

The ACCJC summarizes the difference this way: "Course SLOs are the intended learning outcomes; objectives are the things that must be taught/covered in order to achieve those learning outcomes. Sometimes, these things are very close; often, they are quite distinct." (*Accreditation Notes,* Spring 2009)

MODEL SLOs AND OBJECTIVES:
SLOs:
Upon successful completion of the course, the student will demonstrate the ability to:
1. Analyze a documented nutrition problem, determine a strategy to correct the situation, and write a patient nutrition plan that is consistent with FDA standards and addresses the broad scope of the problem.

OJBECTIVES:
1. Describe and analyze causes and consequences of nutritional problems.
2. Discuss differences in nutritional requirements associated with sex, age, and activity.
3. Identify key factors involved in correcting nutritional behaviors.

6. COURSE CONTENT:

LECTURE CONTENT:
Create a topical outline containing a complete list of all topics to be taught in the course. The outline should be arranged by topics with sub-topics (i.e. major and minor headings). Content may be typed directly into the screen using the outline tools OR by using the "Paste from Word" icon.

- A typical lecture content outline for a three unit lecture course should be 1 - 2 pages. It should be detailed enough to fully convey the topics covered but not so lengthy that a quick scan cannot be used to ascertain the scope of the course.

- There must be enough information in the outline to justify the unit value of the course.

- The outline should provide enough information so that any faculty member will have a clear understanding of what the course will cover.

- Sub-topics provide detail on how a given a topic will be covered. For example, rather than simply listing “Particle Physics” as a topic by itself in a physics course, provide sub-topics that list specific aspects of particle physics that will be covered:

    1. Particle Physics
        A. Subatomic particles
        B. The Standard Model
        C. Theoretical Particle Physics

a. Quantum Mechanics
b. General Relativity
c. String Theory

- The content listed in the outline must be covered by all faculty teaching the course unless marked as **optional**. For example:

1. Consciousness and Its Altered States
   A. Waking Consciousness
   B. Sleeping and Dreaming
   C. Hypnotic States
   D. Psychoactive Drugs
   E. Meditation **(optional)**

- When listing specific types, categories, etc., under a topic, preface the list with open-ended qualifiers such as "**including but not limited to:**" This allows instructors to choose their own focus/examples. For example:

1. Beats Poets of the 1950', **including but not limited to**:
   A. Allen Ginsberg
   B. Lawrence Ferlinghetti
   C. William S. Burroughs

- The lecture content does not limit faculty from going beyond the topics in the outline, nor does it specify how the topics are taught nor how much time is to be spent on each topic.

- The outline should be integrated with the SLOs and course objectives. In other words, there should be a clear connection between the SLOs, objectives and lecture content.

- The outline must be aligned with the catalog course description. In other words, every content area listed in the course description must be included in detail in the lecture outline.

- The outline is intended to allow maximum pedagogical freedom for all instructors who teach the course. Therefore, do not specific any particular point of view or teaching

strategy in the outline.

- Since degree-applicable and transferrable courses require students to demonstrate critical thinking, it's very important to incorporate aspects of critical thinking in the lecture outline.

LAB CONTENT:
Create a topical outline containing a complete list of all activities to be conducted in the lab section.

- The list of lab activities is representative. Therefore, preface the list with a phrase such as:
  "Lab activities may include, but are not limited to:"
  "Typical activities in the lab portion of this course include:"

- Lecture and lab content cannot be identical. Topics/experiments/activities covered in lab must be listed here, separate from the lecture outline.

TBA HOURS CONTENT:
TBA (To be Arranged) hours content must be different from the content listed in lecture and lab.

- During TBA hours, there must be some kind of instruction provided and/or activity that is <u>not</u> an activity that should be done independently outside of class time.
- TBA hours content <u>cannot</u> be a list of assignments/homework. It should indicate areas of instruction students will receive (i.e. TBA hours is not homework).
- TBA hours cannot be used for homework assistance.
- TBA hours cannot be used for unsupervised activities such as attendance at plays, concerts, museum visits, etc.
- An instructor who meets minimum qualification in the discipline being taught must be physically present in the classroom or lab during TBA hours.
- The number of required TBA hours must be indicated on the UNITS/HOURS screen.
- Students are required to complete the assigned number of TBA hours at predetermined meeting times that are directly supervised by a qualified instructor.
- The course syllabus must state the designated location for the TBA hours.

- Documentation is required to demonstrate that each student has completed the TBA requirement, i.e. accurate attendance and supporting documentation requirements must be met. For weekly census courses, students are required to complete and document TBA hours on a weekly basis. The completion of weekly TBA hours must be documented for each student prior to Census Day. Please consult with your dean regarding attendance accounting for TBA hours.
- The COR must indicate TBA content and representative TBA assignments. List representative TBA assignments in the appropriate segment of the REPRESENTATIVE ASSIGNMENTS screen.

"During TBA hours, there must be some kind of instruction provided (such as course content) and/or activity that is not an activity that should be done independently outside of class time…. Students must still be required to study independently outside of class time." (From the *To Be Arranged Hours Compliance Advice Legal Advisory 08-02)*

7. REPRESENTATIVE METHODS OF INSTRUCTION:

A list of possible methods that could be used to teach the course. Keep in mind that you're indicating the instructional methods that will lead to students achieving the course learning outcomes. For degree-applicable and transferrable courses, methods of instruction must elicit college-level effort and effectively teach critical thinking.

- Methods of instruction must effectively teach critical thinking.
- The instructional methods should allow for flexibility in teaching, so that differences in student learning can be met. All faculty who teach the course have the freedom to select instructional methods that best suit their teaching style and the needs of students.
- Indicate methods appropriate to the SLOs. For example, if one of the SLOs is self-criticism of students' original writing, lecture as a method is probably not sufficient. Additional active learning instructional methods would most likely apply.
- "Lab" can only be claimed by a class that has lab hours.
- Do <u>not</u> list writing and reading assignments as "other" instructional methods. (Assignments are listed and described on the "Representative Assignments" screen.)

A NOTE ON CRITICAL THINKING:

The incorporation of critical thinking must be evident throughout the course outline but especially in the SLOs, course content, Instructional Methods, Representative Assignments, and Methods of Evaluation. It must be clear that students are *expected* to think critically (SLOs), *instructed* in how to do so (Instructional Methods), asked to *practice* critical thinking in outside

assignments (Representative Assignments), and are held *accountable* for their performance (Methods of Evaluation).

8. REPRESENTATIVE ASSIGNMENTS:

The assignments section should be detailed enough to give faculty, students, and reviewers a clear understanding of the rigor of student work that is expected, but not be so restrictive that it limits the flexibility of individual instructors.

The assignments listed should be expected to take an average student approximately 32 hours per every unit of lecture to complete.

WRITING ASSIGNMENTS:
Brief descriptions of representative writing assignments (i.e. typical examples) and estimated page lengths for each. Assignments must elicit college-level effort, depth of understanding, and critical thinking and be demanding enough in rigor to fulfill the credit level specified. It is crucial that assignments also lead or enable students to achieve the course learning outcomes.

Student writing skills vary according to their developmental level. Therefore, lower level courses would typically require fewer or less difficult writing assignments that would an advanced course of equal units.

Here is a model list of representative writing assignments and their estimated page lengths:

Written assignments may include:

- **Critical essay writing**: Review and analysis of arguments, evidence, and conclusions reached by others. (3-5 pages)
- **Research paper**: In-depth exploration and evaluation of an historical or contemporary issue or problem in restorative justice and/or community corrections. (10-15 pages)
- **Study questions**: Written answers to review questions taken from the end of each chapter in the textbook, or provided by the instructor. (1-2 pages)
- **Case studies**: Reviewing and critiquing Supreme Court, appellate court, and trial court cases. (2-3 pages)
- **Critical ethnography:** Detailed analysis of students' personal experiences in educational and/or penal settings, linked to broader social structures and systems of power relationships. By placing their own experience in a greater context, students gain a critical perspective on traditional and reformative systems of justice. (3-5 pages)
- **Journal and reflection assignments:** Students make meaning of their own experience by questioning their own assumptions regarding discipline and justice. This process builds connections between course content and personal experience and includes three

distinct critical thinking phases: (1) identifying assumptions, (2) questioning the validity of these assumptions, and (3) transforming the invalid assumptions to more appropriately inform our future actions and understandings. (3-5 pages)

- **Opinion Letters:** Carefully crafted arguments supported by evidence and personal anecdote that aims to convince non-believers. (1-2 pages)
- **Argument Mapping**: Diagram of the structure of an argument to visually present the reasoning and evidence for and against a statement or claim. This process helps students clarify and organizes thinking by showing the logical relationships (or lack thereof) between claims and evidence. (1 page)

READING ASSIGNMENTS:

A list of representative reading assignments (i.e. typical examples) and estimated page lengths for each. Assignments must elicit college-level effort, depth of understanding, and critical thinking and be demanding enough in rigor to fulfill the credit level specified. It is crucial that assignments also lead or enable students to achieve the course learning outcomes.

The quality and quantity of reading assignments must require the reading skills and vocabulary appropriate for a college course, and be appropriate to the developmental level of students and the number of units for the course.

Here is a model list of representative reading assignments and their estimated page lengths::

Reading assignments may include:

- Course textbook(s) (40 - 50 pages per week)
- Journal articles (30 - 40 pages per semester)
- Internet resources (40 – 50 pages per semester)
- Technical literature (5 – 10 pages per week)
- Instructor-generated materials (40 - 50 pages per semester)

OTHER OUTSIDE ASSIGNMENTS:

Assignments that don't fit into either the writing or reading categories, i.e. students submit non-written artifacts (e.g. artwork) to the instructor for assessment.

Assignments must elicit college-level effort, depth of understanding, and critical thinking and be demanding enough in rigor to fulfill the credit level specified. It is crucial that assignments also lead or enable students to achieve the course learning outcomes.

Here is a model list of outside assignments:

Other outside assignments may include:

- Video presentation on energy efficiency and solar technology
- Digital oral history project on a relative's experiences and challenges as a youth
- Online video blog/presentation describing student self- reflection and self-assessment
- YouTube video
- Classroom oral report
- Self-portrait using only line
- Precision anatomy drawing
- Copying practices from printed materials as well as on site practices at local museums by pencils on sketch books include copies from Old Masters Paintings and Drawings and studies from sculptures.
- Service Learning: Working with youth ages 15-18 who are at-risk or are currently in the juvenile justice system.

TO BE ARRANGED ASSIGNMENTS:
TBA assignments must be different than the writing, reading, and other outside assignments, and must correspond to the topics listed on the TBA HOURS CONTENT screen.

Begin by typing the following <u>required</u> statement:
"Under the direct supervision of a qualified instructor, all students will:"

List the TBA assignments, including a brief description of the assignment and its overall purpose. Here are some examples of TBA assignments:

- Layout and Production: Students design and layout one supplement to the newspaper, preparing the special section to be sent to the publisher's. They demonstrate working fluency in a variety of software programs, such as Adobe InDesign and Photoshop.

- Editing/Management: Student leaders assign and edit all content intended for publication. Student leaders direct and manage staff during all phases of production.

- Technical assignments designed to improve painting skills specific to the aqueous mediums such as:
    - Wash techniques
    - Wet in wet painting techniques
    - Dry brush techniques

- Exercises to develop ability to render surface textures and lighting effects
- Color matching exercises
- Collaborative assignments involving working on project with other students

Please note:

- The course outline must indicate TBA content and representative TBA assignments. Provide TBA content on the TBA HOURS CONTENT screen.

9. REPRESENTATIVE METHODS OF EVALUATION:

A list of possible methods for evaluating student performance. Keep in mind that the evaluation methods must effectively assess students' achievement of the SLOs and their critical thinking abilities.

A NOTE ON CRITICAL THINKING:
The incorporation of critical thinking must be evident throughout the course outline but especially in the SLOs, course content, Instructional Methods, Representative Assignments, and Methods of Evaluation. It must be clear that students are *expected* to think critically (SLOs), *instructed* in how to do so (Instructional Methods), asked to *practice* critical thinking in outside assignments (Representative Assignments), and are held *accountable* for their performance (Methods of Evaluation).

10. REPRESENTATIVE TEXTS:

Primarily a list of all the representative textbooks (i.e. they are not textbook(s) that an instructor is required to use). Also listed in this section are manuals, periodicals, software, and other. "Other" refers to any other required materials or equipment such as sports equipment, lab equipment, tools, art materials, instructor-generated texts, or anything else the student must have to participate effectively in the course.

- Since the main textbook plays a central role in course articulation, it should be clearly recognized by faculty in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject.
- All texts must be appropriate for the course. Science courses that include a lab component must have a lab manual listed.
- Texts and other learning materials may have external specifications due to articulation or certification requirements of outside agencies and programs.
- The currency of textbooks is important. Some courses may use fiction or seminal texts that are recognized as standard bearers or classics. However, for the purposes of transferability and C-ID, texts must be less than seven years old. If you list a title not

within this time period, you must be prepared to offer a justification to the Curriculum Committee.

- If no textbook will be used, the instructor must be prepared to explain to the Curriculum Committee why no textbooks will be used and how the course can still be taught effectively.
- If “instructor-designed materials” are included, use the “Other” field and provide the title(s) of these materials, along with description(s) of their content and scope. It’s helpful to use the ATTACHED FILES screen to attach a sample of these materials for review by the Curriculum Committee.
- Changes in textbooks require a *Modified Course Proposal* on CurricUNET, resubmission of the COR to ASSIST, and notifying the CSU and UC systems.

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