Course Outline of Record
Los Medanos College     2700 East Leland Road     Pittsburg CA 94565     (925) 439-2181

Course Title: 

Subject Area/Course Number: 

New Course ☐ OR Existing Course ☐

Instructor(s)/Author(s):

Subject Area/Course No.: 
Course Name/Title: 
Discipline(s): 

Units:

Pre-Requisite(s): 
Co-Requisite(s):

(Complete pre/co-requisite form. Use standardized descriptions such as “Eligibility for ENGL 90” or “Eligibility for ENGL 100”):

Advisories:

(Use standardized descriptions such as “Eligibility for ENGL 90” or “Eligibility for ENGL 100”):

Catalog Description 
(Written from an academic perspective; Official Course description.):

Schedule Description 
(Written for a student audience to inform and encourage student enrollment; Marketing Tool.):

Hrs/Mode of Instruction: Lecture: _____ Scheduled Lab: _____ HBA Lab: _____ Composition: _____ Activity: _____ Total Hours (Total for course)

Credit ☐ Credit Degree Applicable (DA) Grading ☐ Pass/No Pass (P/NP) Repeatability ☐ 0
☐ Credit Non-Degree (NDA) ☐ Letter (LR) ☐ 1
(If Non-Credit desired, contact Dean.) ☐ Student Choice (SC) ☐ 2

Last date of Assessment: _____________ Cohort #: _____

Please apply for:

LMC General Education Requirement(s): ____________________________________________

(Use standardized descriptions such as “Eligibility for ENGL 90” or “Eligibility for ENGL 100”): 

Transfer to: ☐ CSU ☐ UC ☐ IGETC Area _____ ☐ CSU GE Area_____ ☐ C-ID Number ______

Course is Baccalaureate Level: ☐ Yes ☐ No
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Course Title: ___________________________  Subject Area/Course Number: ___________________________

Signatures:

Department Chair ___________________________ Date ______________

Librarian ___________________________ Date ______________

Dean ___________________________ Date ______________

Curriculum Committee Chair ___________________________ Date ______________

President/Designee ___________________________ Date ______________

CCCCCD Approval Date (Board or Chancellor's Office) ___________________________ Date ______________

For Curriculum Committee Use only:

STAND ALONE COURSE: YES NO

For Office of Instruction Only. Do not write in the section below.

Begin in Semester __________

Dept. Code/Name: ___________________________

ESL Class: Yes / No

Class Code

A Liberal Arts & Sciences
B Developmental Preparatory
C Adult/Secondary Basic Education
D Personal Development/Survival
E For Substantially Handicapped
F Parenting/Family Support
G Community/Civic Development
H General and Cultural
I Career/Technical Education
J Workforce Preparation Enhanced
K Other non-credit enhanced
L Not eligible for enhanced

Catalog year 20___/20___

T.O.P.s Code: ___________________________

DSPS Class: Yes / No

SAM Code

A Apprenticeship
B Advanced Occupational
C Clearly Occupational
D Possibly Occupational
E Non-Occupational
F Transfer, Non-Occupational
*Additional criteria needed

Remediation Level

Class Max: ___________________________

Crossover course 1/2: ___________________________

Coop Work Exp: Yes / No

LMC GE or Competency Requirement Approved by the Curriculum Committee: ___________________________

Distribution: Original: Office of Instruction

Form Revised 082013
Institutional Student Learning Outcomes

Check the institutional student learning outcomes (or category of outcomes) below that are reflected in your course:

☐ General Education SLOs (Recommended by GE Committee)
At the completion of the LMC general education program, a student will:
1. read critically and communicate effectively as a writer and speaker.
2. understand connections among disciplines and apply interdisciplinary approaches to problem solving.
3. think critically and creatively
4. consider the ethical implications inherent in knowledge, decision-making and action.
5. possess a worldview informed by diverse social, multicultural and global perspectives.
(Each of the above student learning outcomes for the general education program has a written explanation with illustrations and examples of its application within courses, as well as specific assessment criteria. Consult the GE program information pages.)

Program-Level Student Learning Outcomes (PSLOs)
Identify the program (eg. Nursing, Engineering), major (eg. Music, Chemistry), or sequence of courses (eg. ESL) to which this course belongs. List 3-8 over-arching or broad student learning outcomes for the program, major, or course sequence that this course is designed to help students attain.
Course-Level Student Learning Outcomes (CSLOs): What abilities will the student have at the end of this course?
List 3-8 over-arching or broad student learning outcomes for this course. These are the course "objectives" written in terms of what the student will know or be able to do at the end of the course. Title V requires that courses for Associate Degree credit must have SLOs that "reflect critical thinking and the understanding of application of concepts determined by the curriculum to be at college level". Relate these course-level SLOs to the program-level SLOs and/or Institutional SLOs, as appropriate.

Please refer to the Curriculum Handbook for more information on how to complete this section and for the Curriculum Committee’s criteria for evaluating this section of the course outline.
ASSESSMENT CRITERIA SECTION IS OPTIONAL

CSLO Assessment Criteria:
Give the criteria that will be used to judge whether students have attained the course-level student learning outcomes. Use the following general sentence to present your assessment criteria for each CSLO:

To demonstrate ... {state the CSLO} .... the student will … {describe the assignment or task, i.e. the work the student will do} … and their work will be assessed by the following criteria … {list the criteria you will use to evaluate student work}.

Example: To demonstrate the ability to read critically and communicate effectively as a writer and a speaker, the student will complete a series of reading journals and participate in a final presentation or debate. Their work will be assessed by the following criteria:

- identification of main points,
- ability to draw and support conclusions
- depth of analysis
- evaluation of source and resource material
- clear and accurate communication of course concepts from an assigned point of view

Other examples are provided in the Curriculum Handbook and in the sample course outlines posted on the Curriculum Committee’s website.

Please refer to the Curriculum Handbook for more information on how to complete this section and for the Curriculum Committee’s criteria for evaluating this section of the course outline.
Assessments: What instruments (eg. tests, papers, projects, assignments etc.) will be used to assess student learning outcomes?

- For each CSLO, list the assessment instrument/s that will be used to evaluate student achievement of the CSLO and briefly explain how the instrument provides students an opportunity to demonstrate the knowledge, skills and abilities described in the CSLO.

- In addition, for a degree applicable course, give an example of an essay question or a problem-solving exercise and indicate which CSLO it is assessing.

- If the course is not degree-applicable, give a typical question from one of your assessment instruments and indicate the CSLO.

- Assessments include a final exam, final paper or final project.

Example:
CSLOs 1, 3, 4 and 5: Exams: There are three take-home exams assigned in this course. Students may select from a variety of questions derived from readings and lecture-based material plus one required response that addresses the major literary work assigned for that section of the course. This assignment requires students to think critically and creatively, analyze problems from an interdisciplinary perspective, consider ethical and social implications of historical decisions and consider diverse perspectives.

Sample essay question (refers to reading of Shakespeare’s Henry IV, Part One)
Discuss the extent to which Henry IV and Prince Hal draw on Machiavelli’s advice for their demeanor, thoughts (found in soliloquies), words, and actions. Are there also ways in which they act contrary to Machiavelli’s advice?

Briefly consider also Hotspur and Falstaff. What are their dramatic functions in regard to the Machiavellian tendencies of the Bolingbroke party? Does either act according to Machiavellian principles? Does either appear to be, in fact, the opposite of Machiavelli’s perfect prince?

Discuss these ideas in a well-integrated, well-organized response. Refer to specific scenes in the text and quote from specific speeches and dialogues. When you refer to or quote lines in Shakespeare’s plays, cite the act, scene and line numbers (II.iv.320-22). Cite also all sections of The Prince to which you refer.

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Method of Evaluation/Grading: Explain how “the course provides for measurement of student performance in terms of stated course objectives”, Title V. (LMC calls “objectives”, CSLOs.) Grading should be based on demonstrated proficiency in achieving the learning outcomes. Include a clear explanation of A level achievement of CSLOs compared to C level achievement of CSLOs. In addition, indicate the percentages or points (or a range of percentages or points) for each type of assignment.

Example:

A-level student work is characterized by substantial research, analysis of and evaluative critical thinking about source and resource material, insightful synthesis of researched facts with personal knowledge and experience, and organized oral and written presentations that are clear, coherent, accurate, focused and logical with comprehensive breadth and depth.

C-level student work is characterized by minimal but adequate research, some analysis of source and resource material, but which lack inference, insight and synthesis with personal knowledge and experience. Oral and written presentations are organized, but lack adequate clarity, coherency, accuracy, focus, logic or comprehensive breadth and depth.

Please refer to the Curriculum Handbook for more information on how to complete this section and for the Curriculum Committee’s criteria for evaluating this section of the course outline.
Course Content: Provide the detailed content of the course.

Lab By Arrangement Activities: Provide detailed activity of your course with lab hours by arrangement here.
Instructional Methods: Check all the instructional methods that will be used in teaching this course. Keep in mind that the method of instruction and activities should relate to the CSLOs.

☐ Lecture
☐ Lab
☐ Activity
☐ Problem-based Learning/Case Studies
☐ Collaborative Learning/Peer Review
☐ Demonstration/Modeling
☐ Role-Playing
☐ Discussion
☐ Computer Assisted Instruction
☐ Other (explain) ________________________________

Textbooks: Indicate name of text (or list of text choices), author, publisher and date of publication. Date of publication has to be within 5 years of authoring course outline. For degree applicable courses, text should be College Level. Include sample pages and the contents page of the instructor designed module if it is the only text.