

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.:

Units:

Course Name/Title:

Discipline(s):

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)
 Credit Non-Degree (NDA)
(If Non-Credit desired, contact Dean.)

Grading Pass/No Pass (P/NP)
 Letter (LR)
 Student Choice (SC)

Repeatability 0
 1
 2
 3

Last date of Assessment: _____

Cohort #: _____

Please apply for: LMC General Education Requirement(s): _____
(Please list the proposed area(s) this course meets, or indicate "none")

Transfer to: CSU UC IGETC Area ____ CSU GE Area ____ C-ID Number _____

Course is Baccalaureate Level: Yes No

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Signatures:

Department Chair _____ Date _____

Librarian _____ Date _____

Dean _____ Date _____

Curriculum Committee Chair _____ Date _____

President/Designee _____ Date _____

CCCCD 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 _____

Catalog year 20 ____/20 ____

Class Max: _____

Dept. Code/Name: _____

T.O.P.s Code: _____

Crossover course 1/ 2: _____

ESL Class: Yes / No

DSPS Class: Yes / No

Coop Work Exp: 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
 - Not eligible for enhanced

- SAM Code**
- A Apprenticeship
 - B Advanced Occupational
 - C Clearly Occupational
 - D Possibly Occupational
 - E* Non-Occupational
 - F Transfer, Non-Occupational
 - *Additional criteria needed*
 - 1 One level below transfer
 - 2 Two levels below transfer
 - 3 Three levels below transfer

- Remediation Level**
- B Basic Skills
 - NBS Not Basic Skills

Course approved by Curriculum Committee as Baccalaureate Level: Yes / No

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

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Copies: Admissions Office, Department Chairperson

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.

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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.

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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.

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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.

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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.

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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.