

COURSE OUTLINE OF RECORD (COOR)

INSTRUCTIONS TO COMPLETE THE FORM

WHEN SHOULD THIS FORM BE COMPLETED?

1. When you are developing a new (permanent) course.
2. When you are converting an experimental (“900”) course into a permanent course. (Experimental courses can be taught only 3 semesters within a 24 month period once approved.)
3. When you are making major revisions to an existing course such as increasing or reducing the units substantially, or changing the content of an existing course substantially.
4. When you are updating an existing course outline of record.

Please note: Course outlines of Record need to be updated every 5 years according to Title V.

HOW SHOULD THIS FORM BE COMPLETED?

New course OR Existing course:

Select one of these options

Tip:

- If you are converting an existing 900 course into a permanent course, check “New Course” on the form.

Subject Area/Course No.:

- For a new course, the subject area and course number should fit established patterns in your department.

Tips:

- LMC GE courses have course learning outcomes that are aligned with the five college-wide GE learning outcomes. The GE Committee reviews courses petitioning for the general education designation and makes a recommendation to the Curriculum Committee.

Curriculum Committee Evaluation Criteria: Subject area and number fit with established LMC patterns.

Discipline:

List the disciplines authorized to teach this course based on the State Chancellor’s approved “Disciplines List” available in the Office of Instruction.

Tip:

- See State Chancellor’s website www.cccco.edu under “Programs and Services” and then “Credentials” and “Minimum Qualifications”.

Curriculum Committee Evaluation Criteria:

- That it is on the current list.

Units:

18 lecture/composition hours make 1 unit.

54 lab/activity hours make 1 unit.

NOTE: Provide total lecture, lab, composition and activity hours for each. Then provide a final course total.

Tips:

- If the ratio of units to hours deviates from the above standards, provide a rationale on a separate sheet of paper.
- The ratio of units to hours should fit established department practice.
- For transfer courses, the units should reflect UC and CSU practice.

Curriculum Committee Evaluation Criteria:

- Ratio of units to hours is equivalent to 1:18 for lecture hours and 1:54 for lab hours.
- Rationale for a deviation from this standard provides a convincing explanation.

Pre-requisite:**Co-requisite:**

- Since a pre- or co-requisite limits access to the course, Title V has justification criteria for establishing a pre/co-requisite that are outlined on the Pre-requisite/Co-requisite Validation Form. Complete this form and provide the required documentation.
- Pre- and co-requisites have to be validated every 6 years according to Board Policy.

Tips:

- Pre/co-requisites should be stated in a way that they can be verified in the Office of Admissions and Records when the student registers for the course. So do not use language such as 'equivalent work experience' which cannot be easily verified by the Admissions Staff.
- For cross-disciplinary pre- or co-requisite or advisory of English, the wording should be as follows:
 - “Eligibility for ENGL 90” or
 - “Eligibility for ENGL 100”
- Ask your Curriculum Committee representative for help if you are not familiar with the Title V regulations governing the establishment of pre/co-requisites.

Curriculum Committee Evaluation Criteria:

- Pre-requisite/Co-requisite Validation Form is filled out correctly.
- Appropriate documentation is provided
- Pre/co-requisite can be easily verified by the Office of Admissions.

Advisories:

- Advisories are recommendations for other courses, skills or work experience that prepare the student for this course. Advisories do not limit access to the course but provide information for students to self-assess their skill level for this course.

Tips:

- Since a transfer course will require college-level reading and writing skills, consider an English advisory. Contact the Curriculum Committee's English Department representative for help in determining the appropriate level of recommended English preparation for your course.
- For cross-disciplinary pre- or co-requisite or advisory of English, the wording should be as follows:
 - “Eligibility for ENGL 90” or
 - “Eligibility for ENGL 100”

Curriculum Committee Evaluation Criteria:

- None

Catalog Description:

- This is the official description of the course placed in the catalog and is used for transfer and articulation agreements.

Tips:

- This should be written in an academic style with the student referred to in the third person.
- Try to stay within 150 words.
- Do not put pre/co-requisite information here.

Curriculum Committee Evaluation Criteria:

- Clarity and appropriate academic style

Schedule Description:

- Use this section to market your course to the student.

Tips:

- Write this from a student perspective to inform and encourage students to take the course.
- It may include the pronoun “you” as it is targeted to the student.
- Include useful information such as “Required course for a Certificate of Achievement in Welding”.
- Try to stay within 75 words.

Curriculum Committee Evaluation Criteria:

- Clarity

Credit:

Select from one of the 2 options:

1. Credit Degree Applicable (DA) – The ‘DA’ designation means that the course can be used to meet requirements for the LMC Associate Degree. ‘DA’ does not mean that this course is ‘required’ for a degree. Almost all LMC courses will be degree applicable.

2. Credit/ Non- degree Applicable (NDA) – The ‘NDA’ designation means that the course cannot be used to meet requirements for the LMC Associate Degree. These are courses that are pre-college level such as MATH 4 and 7; ENGL 70, ESL courses; some ADJUS courses such as 50, 51 and 55; and some basic skill courses such as BUS 51.

Tips:

- ‘DA’ means the course can be applied toward the LMC associate degree. The ‘DA’ and ‘NDA’ designations have nothing to do with ‘credit/non credit’ grading options.
- ‘Non Credit’ courses are courses for which students cannot receive unit credit. ‘Non-Credit’ courses are rarely offered at LMC. However, if you wish to propose such a course, please consult with your Dean. Supervised Tutoring is an example of such a course.

Curriculum Committee Evaluation Criteria:

- Correct designation based on level of course

Grading:

Select from one of the 3 options:

1. Pass/No Pass – This designation means that you can only assign grades of “CR” for credit (equivalent to an A, B, or C); or “NC” for non-credit (equivalent to a D or F). Not recommended for transfer courses.
2. Letter – This designation means that you can only assign letter grades. Selecting this option bars students from self-selecting a P/NP option.
3. Student Choice – You should select this option if you want to leave the choice of Pass/No Pass versus Letter Grade to the student. (The student has to request the “Pass/No Pass” option in the Admissions Office. The default grade is a letter grade.)

- *Tips:* “Pass/No Pass” grades are not recommended for transfer courses. They do not transfer.
- Include the disadvantages of not getting a letter grade for Student Choice courses in your first day handout. A letter grade is essential for transfer courses and majors.

Curriculum Committee Evaluation Criteria:

- None

Repeatability: Please check with your dean regarding repeatability.

Curriculum Committee Evaluation Criteria:

- Lab/activity hours are at least 50% of the total class hours.

Hours/Mode of Instruction:

- Hours/Mode of Instruction correlate with the units in the following ratios: 18 hours of lecture/composition = 1 unit and 54 hours of lab/activity = 1 unit.
- “Composition” is used mainly for some English course. “Activity” usually refers to PE courses.

- For a semester length course, indicate the number of hours of lecture, lab, composition and/or activity per semester.
- For a shorter course, indicate the number of lecture, lab, composition and/or activity hours for the course.
- For “Total Hours”, please indicate the total hours for the entire course. Add the “lecture” + “composition” + “lab” + “activity” (whichever apply for your course) for the duration of the whole course to get the total.

Tips:

- If the ratio of units to hours deviates from the above standards, provide a rationale on a separate sheet of paper. In particular, if the lab hours required are more than 54 hours per unit, explain why students are required to do work for which they do not receive units.
- The ratio of units to hours should fit established department practice.
- For transfer courses, the units should reflect UC and CSU practice.

Curriculum Committee Evaluation Criteria:

- Ratio of units to hours is equivalent to 1:18 for lecture/composition hours; and 1:54 for lab/activity hours.
- Rationale for a deviation from this standard provides a convincing explanation.

Meets the following Competency/Graduation Requirements:

- LMC Associate Degree - Students obtaining the LMC Associate Degree must complete the 18-19 units requirement.
 - Indicate if your course satisfies GE Graduation Requirements. If you want to add a GE designation to your course, see Tips.

Tips:

- GE requirements: If you are interested in adding your course to the LMC GE curriculum consult with the Chair of the GE Committee. LMC GE courses have course learning outcomes that are aligned with the five college-wide GE learning outcomes. The GE Committee reviews courses petitioning GE designation and makes a recommendation to the Curriculum Committee. The GE Committee also has criteria for determining the GE "box" for a course.

Curriculum Committee evaluation criteria:

- Appropriate department has been consulted for competency designation.
- GE Committee recommends the course and has indicated which GE "box".

Transfer and Baccalaureate Level:

- If you want your course to be considered for transfer to CSU, UC, CSU GE, IGETC and for C-ID, please check the appropriate boxes.
- If you want your course to be considered for transfer as CSU GE, IGETC, C-ID or as a Major Prep, please discuss it with the Articulation Officer.
- If your course is baccalaureate level (college level) please indicate “yes”. The Curriculum Committee is required to validate your determination and certify if the

course is “baccalaureate” level in order for the course to be accepted as a transferable course by CSU.

Curriculum Committee Evaluation Criteria:

The Curriculum Committee uses the criteria established by the Academic Senate of CSU in “Considerations involved in determining what constitutes a baccalaureate level course” (November 7, 1986).

- Course expectations – course should be presented in a manner which requires the student to think critically; course treats the subject matter with intensity and develops communication skills; coursework that enhances understanding of analytical, intellectual, scientific or cultural concepts and traditions. Occupational and professional courses should include theories and concepts and not just technical skills.
- Pedagogy employed – course should provide opportunity for student-faculty interaction to achieve course objectives; method of evaluation should discriminate levels of attainment.

Signatures:

1. Department Chair:

The author should first get the signature of the Department Chair. The chair’s signature indicates that all full time faculty assigned to departments which primarily provide instruction in the relevant discipline have had the opportunity to review the proposed COOR and/or Online Supplement Form, and a majority of those faculty have approved it. The author or department chair sends the signed original and an electronic copy to the dean.

2. Dean:

The deans review the outline and if they approve, send electronic copies to 1) a librarian who will consult with the author regarding library implications, 2) the GE committee for review and recommendation (if applicable), and 3) the Distance Education committee for review and recommendation (if applicable) . When sending electronic copies, a deadline date will be indicated on the email as to when the signatures are needed for inclusion on the next available Curriculum Committee meeting agenda. The original form(s) will be housed with the Office of Instruction Supervisor.

3. Librarian, GE Committee, Distance Ed Committee:

These groups will either:

- a) Work with the author on revisions. These groups will send their recommendations with a “reply all” to the Dean’s email. Author will incorporate revisions and will re-submit a revised course outline (original with Dept Chair signature) and a new electronic version to the Dean. The COOR and/or Online Supplement form will be made available for the Librarian, GE Committee and/or Distance Ed Committee signatures in the Office of Instruction.

OR

- b) Recommend the outline. These groups will send their recommendations with a “reply all” to the Dean’s email. The COOR and/or Online Supplement form will

be made available for the Librarian, GE Committee and/or Distance Ed Committee signatures in the Office of Instruction.

Once all signatures are obtained, the outline will be placed on the curriculum committee agenda.

4. Curriculum Committee:

The Curriculum Committee Chair signs the form after the course is approved by the Curriculum Committee. If there are changes to be made to the form, changes are sent to the author by the dean for revision and/or resubmission.

5. President:

The President (or his designee) signs the course outline.

6. Office of instruction:

The original with all the signatures is returned to Office of Instruction for filing and posting on the Public Drive of the LMC website.

The new course outline is then sent to CCCC Board for approval.

Curriculum Committee evaluation criteria:

All COORs to be considered by the Curriculum Committee will have the signatures of the Department Chair, LMC librarian, and the Academic Dean, indicating the consultation and approval described above.

Institutional Student Learning Outcomes:

- This section has been added to help the college meet the new accreditation standards.
- All General Education courses should check the ISLO box. The course should align their “Program Level Student Learning Outcomes” with one or more of the ISLOs.
- All non-GE courses should not check the box.

Tips:

- If you are writing a GE course, check Institutional level “General Education SLOs”. You must integrate all five GE outcomes into your course-level learning outcomes to qualify.

Curriculum Committee Evaluation Criteria:

- Appropriate institutional SLOs are checked.

Program-Level Student Learning Outcomes (PSLOs):

- This section has been added to help the college meet the new accreditation requirements for the assessment of student learning at the end of the program.
- The “program” is the major or department under which the course belongs such as Nursing, English, Math, Travel Marketing, Engineering, Biological Sciences, Music, Chemistry, ESL etc.
- By Spring 2007, faculty within each program will have collaboratively written 3 to 8 over-arching or broad student learning outcomes for the major, program or department. These outcomes answer the question “what should the student know or be able to do at the end of this program?”

- These program-level student learning outcomes should be related to (aligned with) the Institutional SLOs of General Education, Occupational Education, Developmental Education, Student Services, and Library & Learning Support Services.
- Individual instructors do not write program-level student learning outcomes. Ask your department chair or program director for the list of PSLOs developed by the department, major or program. Insert the PSLOs that are reflected in your course
- All course outlines of record should include this section effective Spring 2007.

Tips:

- If you are a department chair or program director and need help with program-level outcomes, contact the Coordinator/s of the Teaching and Learning Project.
- For examples of PSLOs, see sample COORs on the Curriculum Committee website or in this handbook.
- While some PSLOs will be directly aligned with the institutional student learning outcomes, other PSLOs will be unique to your program. For examples, see the model COORs on the Curriculum Committee website or the sample COORs in the handbook.

Curriculum Committee Evaluation Criteria:

- Appropriate program's PSLOs are listed.
- PSLOs are aligned with Institutional SLOs.

Course-Level Student Learning Outcomes (CSLOs):

- What abilities will the student have at the end of this course?
- Write 3-8 over-arching or broad student learning outcomes for this course.
- Student learning outcomes can be thought of as broad course "objectives" written in terms of what the student will know or be able to do at the end of the course.
- A CSLO must be a "measurable" skill or ability.
- Title V requires that courses for Associate Degree credit have SLOs that "reflect critical thinking and the understanding of application of concepts determined by the curriculum committee to be at college level".
- By Spring 2007, the CSLOs should be clearly aligned with the PSLOs listed above on all COORs.

Tips:

- CSLOs should embody the BIG IDEAS and the KEY ABILITIES learned in the course.
- Do not exceed 8 in number.
- Many instructors have experience with writing course objectives for a chapter in a text or a unit in the course. Written in this manner, course objectives are usually organized by content topic. If you find you have too many course objectives, try grouping them by skill type. In other words, group objectives that require students to demonstrate similar abilities and write a *broad* learning outcome that summarizes each group. For example, if many objectives are asking students to "critically evaluate" or "contrast and compare", consider combining them.
- To write a *measurable* learning outcome for critical thinking, use the list of verbs available at the end of this handbook and online on the Curriculum Committee

website. Degree applicable courses should require students to analyze, synthesize, and evaluate.

- If you are writing learning outcomes for a GE course, refer to the GE section on the Curriculum Committee website or in this handbook. The assessment criteria written for each Institutional GE outcome may help you articulate the GE-related learning outcomes for your course.
- Look at the examples of CSLOs in the sample course outlines posted on the Curriculum Committee website, or in this handbook, or see the examples given as part of the next section entitled Assessment Criteria.

Curriculum Committee Evaluation Criteria:

- For degree applicable courses CSLOs incorporate college-level critical thinking and application of concepts
- CSLOs are measurable.
- CSLOs aligned with PSLOs

Assessment Criteria: (Note: Assessment Criteria Section is Optional)

- How will students demonstrate the abilities and skills learned in this course?
- This section has been added to help the college meet the new accreditation standards for assessing student learning outcomes. For each CSLO, give the criteria that will be used to judge whether students have attained the knowledge and demonstrated the abilities described in the CSLO.

Tips:

- Make a bulleted list.
- If you use rubrics or "primary trait analysis" when grading, then you are familiar with establishing criteria to judge student work. Review and edit your grading criteria to align the criteria with the course-level student learning objectives.
- If you do not have experience with criteria-based grading, try this. Write the CSLO down and ask yourself "How will I know that the student has acquired this knowledge and has these abilities?" Make a list of the qualities that will convince you that a student has attained the outcome.
- For information on criteria-based grading, contact the Coordinator/s of the Teaching and Learning Project.
- For specific examples, see the sample course outlines on the Curriculum Committee's website, or this handbook, or the examples below.

- *Examples:*

Example 1: Intermediate Algebra

(hypothetical) Math 30 CSLO: Apply algebraic skills to real-life situations and scientific contexts.

Assessment Criteria:

- distinguish relevant from irrelevant information
- apply appropriate course concepts
- produce a solution

- interpret the solution in the context of the problem
- check the solution by using estimation, common sense, or an alternative representation

Example 2: Automotive

AUTO 35 CSLO: Troubleshoot and effectively diagnose automotive engine conditions, using the defined technical principles relating to the engine and engine components.

Assessment Criteria:

- use vacuum gauges, compression gauges, engine analyzers to diagnose the problem
- read manufacturer's manuals to determine factory specifications
- use micrometers, dial indicators, dial bore gauges to determine tolerances

Example 3: Political Science

POLSC 6LS CSLO: Formulate and defend, in written and oral form, reasonable assessments of public policies, proposals and political actions.

Assessment Criteria:

- accurately summarize the policy/proposal/political action and its intended goals
- identify relevant underlying ideals and values
- analyze the impact of the policy/proposal/political action on diverse groups
- evaluate the effectiveness of the policy in achieving its goals

Curriculum Committee Evaluation Criteria:

- Assessment criteria are aligned with CSLOs. In other words, criteria provide clear measures of the abilities described in the CSLO.

Assessments:

- For each CSLO, list the assessment instrument that will be used to evaluate student achievement of the knowledge, skills and abilities described in the CSLO.
- Provide a *sample* assessment instrument that will be used to assess student achievement of one of the CSLOs and indicate which CSLO it is assessing. The sample assessment should illustrate the general type of assessments used by the department and be written at a level of difficulty that reflects department standards.
- Title V requires that a degree applicable course include an essay. Please include an *example* of an essay question or a problem-solving exercise written at a college-level in the COOR. . Indicate which CSLO the essay or problem is assessing.
- The course must include a final exam or a final project or a final essay.

Tips:

- The sample assessment instrument is included to show alignment between the CSLO and the evaluation of the student learning outcome.
- The sample assessment instrument does not have to be used by instructors teaching the course, but it should provide a standard by which instructors can design similar assessments.

- Developing sample assessments for a course outline can help a department norm their expectations and set standards for assignments, so you may want to consult with other faculty in your department.
- See the sample course outlines on the Curriculum Committee website and in this handbook.

Example:

CSLO 1 (Critical Thinking) – Essays, tests, final project
 CSLO 2 (Research Skills) – Final project
 CSLO 3 (Application of Technology) – Tests, quizzes
 CSLO 4 (Communication) – Oral Report of final project, essays

*****Sample essay question: insert sample*****

Curriculum Committee Evaluation Criteria:

- Assessment instruments are listed for each CSLO
- Assessment instruments are well-aligned with the CSLO and a brief description is given that explains how the instrument provides students an opportunity to demonstrate the knowledge, skills and abilities described in the CSLO.
- For degree applicable courses, an example is given of an essay question or problem solving exercise
- Assessments include a final exam, final paper or final project

Method of Evaluation/Grading:

- Explain how “the course provides for measurement of student performance in terms of stated course objectives”, Title V.
- Grading should be based on demonstrated proficiency of achievement of course learning outcomes.
- The course grade should be based on the evaluation of CSLOs listed in the course outline.

Tips:

- Instructors should indicate in their syllabus how the course grade is calculated; however, this is not a required part of the COOR since different instructors may have different methods of grading. You may however include it here if you choose.

Curriculum Committee Evaluation Criteria:

- To be developed.

Course Content:

- Give a complete listing of the topics taught in the course.

Tips:

- The content may be listed in terms of hours, weeks, or more broadly.
- The number of units, lecture and lab hours may be listed in this section. (In the case of some programs like Nursing, they are required by the Board of Nursing to list the hours spent on each area of the content. Other programs may choose to list the hours as it assists new and part-time instructors of the course.)

Curriculum Committee Evaluation Criteria:

- Grading is clearly aligned with achievement of the CSLOs
- There is a clear explanation of A level achievement of the CSLOs compared to C level achievement of the CSLOs.
- There is a percentage or points (or range of percentages or points) given for each type of assignment.

Instructional Methods:

- Check all the instructional methods that will be used in teaching this course.
- The method of instruction and activities should relate to the CSLOs and the hours of lab/activity/lecture indicated on page 1 of the COOR.
- Under “other” indicate if the course will be taught “online” – Completely or Partially online. For Completely or Partially online courses, please also complete the “Online Supplement Form” and see Tips.

Tips:

- All courses that will have one or more sections taught on-line, need to complete the "Online Supplement Form". The Online Committee reviews the information provided on the “Online Supplement Form” and recommends approval of online status to the Curriculum Committee. Consult with the Chair of the Online Committee to expedite online approval of your course.
- If your course is a GE course (or is seeking GE status) and you want to teach sections online, consult with the Chair of the GE Committee to make sure that you have made adequate provisions for the oral communication requirement.

Curriculum Committee Evaluation Criteria:

- Modes of instruction are consistent with lab/activity/lecture hours on page 1.
- Online Committee has recommended approval for online sections.
- GE Committee has recommended approval for online sections of GE courses.

Textbooks:

- Indicate name of the text/s (or list of text choices), author, publisher and date of publication.
- Format for listing a textbook citation:
Ginger Todd and Susan Rice, *Travel Perspectives*, Delmar Thompson Learning, Third Edition, 2002.
- Format for listing an article citation:
Lisa Guernsey, “Mining the ‘Deep Web’ with Sharper Shovels”, *The New York Times*, January 25, 2001.

Tips:

- Text should be current. (This is particularly important for articulation purposes.)
- For degree applicable courses, text should be “college level”.
- If you are using an instructor-designed module in lieu of a published textbook for the course, include sample pages and the Table of Contents of the module.

Curriculum Committee Evaluation Criteria:

- None
- The Curriculum Committee will assume that the textbook/s have been approved by the department since the department chair has approved the course outline.

TO WHOM SHOULD THIS FORM BE SUBMITTED?

1. Submit a paper copy of this form along with the signatures of the Department Chair and to your Dean.
2. Submit an electronic copy of this form to your Dean as well.

SUBMISSION DEADLINES:

- To offer a new permanent course, it should be listed in the LMC catalog. The annual catalog deadline is November 1 of the preceding year.
- For example, to teach a course in Summer 2009, Fall 2009 or Spring 2010, the course should be submitted to your Dean/Senior Dean before November 1, 2008 for Curriculum Committee approval.

SAMPLE COORS:

Look for sample COORs on the Curriculum Committee website.