

Instructions To Complete the Course Outline of Record (COOR) 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.

<i>Item on Form</i>	<i>Instruction</i>	<i>Tip(s)</i>	<i>Committee Evaluation Criteria</i>
New course or Existing course	Select one of these options.	If you are converting an existing 900 course into a permanent course, check "New Course" on the form	Field is not left blank.
Author(s)	List the names of the author(s) of the course outline.		Field is not left blank.
Subject Area/Course No.	For a new course, the subject area and course number should fit established patterns in your department.	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.	Subject area and number fit with established LMC patterns.
Units	List the number of units for the course.		
Discipline	List the disciplines authorized to teach this course based on the State Chancellor's approved Minimum Qualifications for Faculty and Administrators in California Community Colleges .	The document is available on the Office of Instruction Resources web page.	Discipline is on the current list.
<u>Pre-requisite Co-requisite</u>	List the pre-requisite/co-requisite for the course, if any. A pre- or co-requisite may have disproportionate impact 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 . For interdisciplinary prerequisites, complete the	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.	Pre-requisite/Co-requisite Validation Form and/or Interdisciplinary Form is filled out correctly.

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	<p>Interdisciplinary Prerequisite form. Complete these form(s) and provide the required documentation.</p> <p>Pre- and co-requisites have to be validated every 6 years according to Board Policy.</p>	<p>So do not use language such as ‘equivalent work experience’ which cannot be easily verified by the Admissions Staff.</p> <p>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”</p> <p>Ask your Curriculum Committee representative for help if you are not familiar with the Title V regulations governing the establishment of pre/co-requisites.</p>	<p>Appropriate documentation is provided</p> <p>Pre/co-requisite can be easily verified by the Office of Admissions.</p>
<u>Advisories</u>	<p>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.</p>	<p>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.</p> <p>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”</p>	None
<u>Catalog Description</u>	<p>This is the official description of the course placed in the catalog and is used for transfer and articulation agreements.</p>	<p>This should be written in an <u>academic style</u> with the student referred to in the third person.</p> <p>Most catalog descriptions are between 75-90 words. Do not put pre/co-requisite or transfer information here.</p>	Clarity and appropriate academic style
<u>Schedule Description</u>	<p>Use this section to market your course to the student</p>	<p>Write this from a student perspective to inform and encourage students to take the course. Try to stay within 75 words.</p>	Clarity

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		<p>It may include the pronoun “you” as it is targeted to the student.</p> <p>Include useful information such as “Required course for a Certificate of Achievement in Welding.”</p>	
Hours/Mode of Instruction	<p>Hours/Mode of Instruction correlate with the units in the following ratios: 18 hours of lecture/composition = 1 unit 54 hours of lab/activity = 1 unit. “Composition” is used mainly for some English courses. “Activity” is mainly used for PE courses.</p> <p>For a semester length course, indicate the number of hours of lecture, lab, composition and/or activity <u>per semester</u>.</p> <p>For a shorter course, indicate the number of lecture, lab, composition and/or activity hours <u>for the course</u>.</p> <p>For “Total Hours”, please indicate the total hours for the entire course. Add the “lecture” + “composition” + “scheduled lab” + “activity” (whichever apply for your course) for the duration of the whole course to get the total.</p> <p>NOTE: Provide total lecture, scheduled lab, Hours by Arrangement (HBA) lab, composition and activity hours for each. Then provide a final course total.</p>	<p>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 requires a convincing explanation.</p> <p>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.</p> <p>The ratio of units to hours should fit established department practice.</p> <p>For transfer courses, the units should reflect UC and CSU practice.</p>	<p>Ratio of units to hours is equivalent to 1:18 for lecture/composition hours; and 1:54 for lab/activity hours.</p> <p>Rationale for a deviation from this standard requires a convincing explanation.</p> <p>Lab/activity hours are at least 50% of the total class hours.</p>
Credit	<p>Select from one of the 2 options:</p> <p>Credit Degree Applicable (DA) – The ‘DA’ designation means that the course can be used to meet requirements for the LMC Associate Degree. ‘DA’ does</p>	<p>‘DA’ means the course can be applied toward the LMC associate degree.</p> <p>The ‘DA’ and ‘NDA’ designations have nothing to do with ‘credit/non credit’ grading options.</p>	<p>Correct designation based on level of course</p>

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	<p>not mean that this course is 'required' for a degree. Almost all LMC courses will be degree applicable.</p> <p>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.</p>	<p>'Non Credit' courses are courses for which students cannot receive unit credit. 'Non-Credit' courses are rarely offered at LMC.</p> <p>However, if you wish to propose such a course, please consult with your Dean. Supervised Tutoring is an example of such a course.</p>	
Grading	<p>Select from one of the 3 options:</p> <p>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.</p> <p>Letter – This designation means that you can only assign letter grades. Selecting this option bars students from self-selecting a P/NP option.</p> <p>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.) Not recommended for transfer courses.</p>	<p>"Pass/No Pass" grades are not recommended for transfer courses. They may not receive transfer credit.</p> <p>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.</p>	None
Repeatability: <i>Please check with your dean regarding repeatability.</i>	<p>Only the following types of courses can request Curriculum Committee approval and be designated as "repeatable" up to a maximum of 4 'enrollments':</p> <p>A. Courses for which repetition is necessary to meet the skill level for the "major" requirements of CSU or UC for completion of a bachelor's degree. (Example: Music) (<u>UC/CSU</u></p>	<p>Link to state site:</p> <p>http://extranet.cccco.edu/Portals/1/AA/Credit/2013/Files/CreditCourseRepetitionGuidelinesFinal.pdf</p>	Most classes are not repeatable. Make sure that if repeatability is checked, that it is in line with State regulations.

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	<p><u>documentation</u> will be required to request repeatability approval.)</p> <p>B. Intercollegiate athletics Defined as “a course in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport.”</p> <p>C. Intercollegiate academic or vocational competition (Example: Debate) Defined as “specifically for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body.”</p>		
Last date of Assessment and Cohort #	Indicate the last date of assessment for the course and the cohort number.	If you need help getting this information, please consult with your Department Chair and/or Dean.	These fields should not be left blank.
Please apply for: LMC General Education Requirements	<p>Indicate if your course satisfies an LMC GE requirement. If you want to add a GE designation to your course, see Tips. If not, indicate “none”. If you want to add a GE designation to your course, see Tips.</p> <ul style="list-style-type: none"> a. Natural Sciences b. Social & Behavioral Sciences c. Arts & Humanities d. Language and Rationality <ul style="list-style-type: none"> i. English Composition ii. Communication and Analytical Thinking e. Ethnic/Multicultural Studies 	<p>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.</p>	<p>GE Committee recommends the course and has indicated which GE category.</p>

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	LMC Associate Degree - Students obtaining the LMC Associate Degree must complete the 18-19 units' requirement.		

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Transfer and Baccalaureate Level:	<p>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 and indicate the CSU GE area, IGETC area and C-ID number.</p> <p>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.</p> <p>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.</p>		<p>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).</p> <p>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.</p> <p>Pedagogy employed – course should provide opportunity for student-faculty interaction to achieve course objectives; method of evaluation should discriminate levels of attainment.</p>
Page 2 of the COOR Form: Signatures	Signatures will be obtained by the Office of Instruction.		All COORs to be considered by the Curriculum Committee will have the signatures of the Department Chair, LMC librarian, and the Instructional Dean, indicating the consultation and approval described above.

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Institutional Student Learning Outcomes:	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 and check "none".	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.	Appropriate institutional SLOs are checked. One box should be checked.
Program-Level Student Learning Outcomes (PSLOs)	<p>Identify the program (degree, certificate of achievement and/or college skills certificate) to which the course belongs. List 3-8 over-arching or broad student learning outcomes for the degree, certificate of achievement and/or college skills certificate.</p> <p>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.</p> <p>The "program" is the degree, certificate of achievement and/or college skills certificate offered by the Department.</p> <p>These outcomes answer the question "what should the student know or be able to do at the end of this program?"</p> <p>These program-level student learning outcomes should be related to (aligned with) the Institutional SLOs of General Education or "none box."</p> <p>Individual instructors do not write program-level student learning outcomes.</p>		<p>Current program's PSLOs are listed.</p> <p>PSLOs are aligned with Institutional SLOs.</p>

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	<p>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</p> <p>All course outlines of record should include this section.</p>		
<p>Course-Level Student Learning Outcomes (CSLOs)</p>	<p>What abilities will the student have at the end of this course?</p> <p>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.</p> <p>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.</p> <p>A CSLO must be a “measurable” skill or ability.</p> <p>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”.</p> <p>CSLOs should be clearly aligned with the PSLOs listed above on all COORs.</p>	<p>CSLOs should be written into courses such that all the PSLOs are covered. In other words, a student who completes the courses to earn a degree or certificate in a program will have achieved all the PSLOs.</p> <p>CSLOs should embody the BIG IDEAS and the KEY ABILITIES learned in the course.</p> <p>Do not exceed 8 in number. Each CSLO must be assessed.</p> <p>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 <i>broad</i> learning outcome that summarizes each group. For</p>	<p>For degree applicable courses CSLOs incorporate college-level critical thinking and application of concepts</p> <p>CSLOs are measurable.</p> <p>CSLOs aligns with PSLOs.</p> <p>Stand alone classes do not have to align with PSLOs.</p>

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		<p>example, if many objectives are asking students to “critically evaluate” or “contrast and compare”, consider combining them.</p> <p>To write a <i>measurable</i> learning outcome for critical thinking, use the list Bloom’s Taxonomy of Verbs found on page 25 of http://www.losmedanos.edu/intra-out/cur/documents/Curriculum-paper.pdf. Degree applicable courses should require students or analyze, synthesize and evaluate.</p> <p>If you are writing learning outcomes for a GE course, refer to the Integrating GE SLO's into Course Outlines. The assessment criteria written for each Institutional GE outcome may help you articulate the GE-related learning outcomes for your course.</p> <p>Examples of well written CSLOs are found in COORs posted on the Curriculum Committee website.</p>	
Objectives	This is an optional section in which you can list Objectives for submission to C-ID. * NOTE: For assessment purposes, use the course CSLO’s <u>not</u> objectives.		

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<p>Assessment Instruments</p>	<p>What instruments (eg. tests, papers, projects, assignments etc.) will be used to assess student learning outcomes?</p> <p>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 and briefly explain how the instrument provides students an opportunity to demonstrate the knowledge, skills and abilities described in the CSLO.</p> <p>Please include an <i>example</i> 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.</p> <p>Assessments include a final exam, or a skill evaluation appropriate to the type of course.</p>	<p>The sample assessment instrument is included to show alignment between the CSLO and the evaluation of the student learning outcome.</p> <p>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.</p> <p>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.</p> <p><i>Example:</i> <i>CSLO 1 (Critical Thinking) – Essays, tests, final project</i> <i>CSLO 2 (Research Skills) – Final project</i> <i>CSLO 3 (Application of Technology) – Tests, quizzes</i> <i>CSLO 4 (Communication) – Oral Report of final project, essays</i></p>	<p>Assessment instruments are listed for each CSLO</p> <p>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.</p> <p>For degree applicable courses, an example is given of an essay question or problem solving exercise</p> <p>Assessments include a final exam, final paper or final project</p>
<p>Method of Evaluation/ Grading:</p>	<p>Explain how “the course provides for measurement of student performance in terms of stated course objectives”, Title V. LMC calls “Objectives/ CSLOs.”</p>	<p>Instructors should indicate in their syllabus how the course grade is calculated; however, this is not a required part of the COOR since</p>	<p>Grading is clearly aligned with achievement of the CSLOs.</p>

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	<p>Grading should be based on demonstrated proficiency in achieving the learning outcomes.</p> <p>Include a clear explanation of A level achievement of CSLOs compared to C level achievement of CSLOs. In addition, indicate the percentages of points (or a range of percentages or points) for each type of assignment.</p> <p>The course grade should be based on the evaluation of CSLOs listed in the course outline.</p>	<p>different instructors may have different methods of grading. You may however include it here if you choose.</p>	<p>There is a clear explanation of A level achievement of the CSLOs compared to C level achievement of the CSLOs.</p> <p>There is a percentage or points (or range of percentages or points) given for each type of assignment.</p> <p>CSLO weighting is not required.</p>
Course Content:	<p>Give a complete listing of the topics for lecture and/or lab taught in the course.</p>	<p>The content may be listed in terms of hours, weeks, or more broadly.</p> <p>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.)</p>	<p>Lecture and Lab content should be listed.</p>
Lab by Arrangement Activities <i>(If Applicable)</i>	<p>List the specific instructional activities to be conducted during Lab by Arrangement hours. Activities cannot include homework or activities that should be done independently outside of class time.</p>		<p>Activities list cannot include homework or activities that should be done independently outside of class time.</p>
Instructional Methods:	<p>Check all the instructional methods that will be used in teaching this course.</p>	<p>All courses that will have one or more sections taught on-line, need to complete the "Online Supplement Form."</p>	<p>Modes of instruction are consistent with lab/activity/lecture hours on page 1.</p>

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		<p>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.</p>	<p>GE Committee has recommended approval for online sections of GE courses.</p> <p>The current practice, having detailed explanations tied with each CSLO (in the CSLO Assessment section) works as meeting Title V and it's best to keep the instructional method checkbox as in-house reference tool that aligns the process to the correct objective; lecture, lab, activity, etc. (CC meeting minutes 2-3-16)</p>
<p>Textbooks</p>	<p>Indicate name of the text/s (or list of text choices), author, publisher and date of publication.</p> <p>Date of publication has to be within 5 years of authoring course outline. For degree applicable and transferable courses, texts should be College Level. Include sample pages and the contents page of the instructor designed module of it is the only text.</p>	<p>Text should be current. (This is particularly important for articulation purposes.)</p> <p>Format for listing a textbook citation:</p> <p>Ginger Todd and Susan Rice, <i>Travel Perspectives</i>, Delmar Thompson Learning, Third Edition, 2002.</p> <p>Format for listing an article citation: Lisa Guernsey, "Mining the 'Deep Web' with Sharper Shovels", <i>The New York Times</i>, January 25, 2001.</p> <p>If textbook is not within the 5 year publication date, please indicate a reason for using the textbook.</p>	<p>The Curriculum Committee will assume that the college textbook/s have been approved by the department since the department chair has approved the course outline.</p> <p>If the listed textbook is older than 5 years, the department should include rationale for continuing to use the textbook.</p> <p>If there is no textbook listed, include a rationale. Articulation of the course may be withheld.</p>

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TO WHOM SHOULD THIS FORM BE SUBMITTED? Submit an electronic copy of this form to the Office of Instruction for processing.

SUBMISSION DEADLINE:

- 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 2017, Fall 2017 or Spring 2017 the course should be submitted to the Office of Instruction by November 1, 2016 for Curriculum Committee approval.

SAMPLE COORS are provided on the Curriculum Committee web page.