

Course Outline of Record

Style Guide

The Course Outline of Record (COR) is a public, legally binding document. Use this Style Guide as you create or revise the COR. Keep the various readers in mind as you edit the COR: students, SCC faculty, counselors, reviewers for general education or articulation, accrediting bodies, etc.

Some sections are published in the College Catalog and others are sent to receiving institutions for review.

- Catalog/College website: Title, Description, Units/Hours, Requisites, Outcomes/Objectives, Articulation/General Education.
- Shared with receiving institutions and reviewers: Title, Description, Units, Outcomes/Objectives, Course/Laboratory Content, Methods of Instruction, Typical Student Assignments, Methods of Evaluation, Representative Textbooks, Grading Policy, and Repeatability.
- Internal only: Explanation, Additional Course Information (including codes), Requisite Justifications, Distance Education information, Relationship to College Programs, Signatures.

General Instructions

- Be sure that the Description, Outcomes/Objectives, and Course/Laboratory Content sections all complement each other. Outcomes/Objectives must be addressed in the Content areas.
- Because the Description, Outcomes/Objectives, and Course/Laboratory Content sections can appear separately, be sure to spell out all abbreviations and acronyms the first time you use them in each section.
- Title 5 now requires that elements of Inclusion, Diversity, Equity, Antiracism, and Accessibility (IDEAA) and Universal Design Learning (UDL) are included in all CORs. Please refer to [this document for guidance](#).
- There is no spelling or grammar check in Socrates. It is often helpful to copy/paste the COR content into Word, or a similar program, to find any edits that need to be made.
- Refer to the comments in this document for helpful hints and information.

Guidance documents are linked from this document and listed at the end. Please contact the [Curriculum Chair](#) for assistance.

Sections of the COR

Explanation:

This section only appears during the review process and is read by the curriculum committee. Please briefly describe the changes that were made and why. If a similar course exists at a university, please include the university and course descriptor and number. If this course is connected to a program, please include. If this course is created for GE purposes, please include here. If the course is new or a deletion, this section is also read by the Board of Trustees (BOT) and the California Community Colleges Chancellor's Office (CCCCO).

Basic Course Information and Description

Identifier: TEMP 13

Title: Best Practices for Course Outlines

Units: 1

Units Distribution: 0.5 lecture units; 0.5 lab units

Hours: 9 hours lecture, 27 hours laboratory, 18 hours out-of-class work, for a total of 54 student learning hours.

Description:

The description is published on the website and in the catalog. Please use the description to explain the course so that it may be understood by students, counselors, faculty, other educational institutions, reviewers for articulation approvals, and employers.

Style notes:

- Visibility: Public on the college website and in the official catalog.
- Use complete sentences.
- Any topic mentioned in the description must be in the Course Content section.
- You should list a dollar range for any materials/lab fees and then refer to the Class Schedule for exact amounts.
- If field trips are required you must include that information in the description. Also indicate if there is an alternative assignment for students who cannot attend the field trip.
- Spell out acronyms and abbreviations the first time they are used.
- Avoid the use of gender-specific pronouns; replace "his or her" with "their."
- Usually the word "course" should be used, not the word "class." (A class is a specific instance of a course.)
- Any course mentioned in the description must be embedded using the dropdown list found below the catalog description field. For example "This course provides development projects related to AMTP 302 lectures."
- If the course has changed title, designator, or number include the sentence, "This course was formerly known as..." This sentence should remain in the description for at least six years.

Requisites and Recommended Preparation

Prerequisites:

TEMP 413 (*Embedding Exploration in the Spirit of Learning*); Work with the prerequisite subcommittee if the requisite is complex.

Corequisites:

Corequisites are courses that must be taken at the same time.

Advisories:

Advisories are recommended to students. They are not enforceable.

Enrollment Limitation:

Use this section for requirements for enrollment that are not courses. For example, try-outs, auditions, safety requirements, etc.

Course Objectives/Outcomes

Upon completion of this course, the student will be able to:

- begin each item with a lowercase letter.
- end each item with a period.
- spell out abbreviations and acronyms the first time they are used in this section.
- be succinct.
- consider adding an outcome that addresses equity.
- outcomes are required to be assessed therefore, be sure each outcome is measurable.
- every outcome must have items in the Course and/or Lab Content areas that will address it.

Course Content

- This section is for lecture content. Lab content now has a separate section.
- Hours are no longer included in content areas.
- This section is sent to reviewers for UC transferability, Cal-GETC, course-to-course articulation, and accrediting bodies. Be sure that all relevant standards are addressed.
- If field trips use class time, list it. The location should also be given.
- The department should decide on the punctuation style for this section. But it must be consistent throughout the section. For example, you can use lists or you can use complete sentences.
- Spell out abbreviations and acronyms the first time they are used in this section.
- If certain assessments are required you should list them in this section. For example, if a final exam is required, list it.

Laboratory Content

- Use this section to list all lab activities.
- Use the same guidance listed in Course Content.
- If lab assessments are required you may want to list them in this section.

Methods of Instruction

- Use complete sentences.
- Consider explaining how instruction methods will incorporate equity ideas. See suggestions [here](#).
- Avoid references to specific tools or technologies that might change over time. (e.g., use "course management system" rather than "Canvas").
- All language should be general enough to apply to the course no matter the modality. References to DE specific methods must be removed from this section.

Typical Student Assignments

- Use complete sentences.
- Give an example of an actual homework assignment.
- If the course has both lecture and lab content you should include an assignment for each.
- This section is read carefully by articulation reviewers. Please include robust assignments that are tied to SLOs/course content.
- Consider discussing assignments that are equity minded. See suggestions [here](#).
- For field trips, note the availability of alternative assignments for students who are unable to attend in this section and the description.

Methods of Evaluation

- Use complete sentences.
- Consider using some of the suggested equity language found [here](#).
- Discipline faculty at other colleges read this section when reviewing for course-to-course articulation. Be as specific as possible for your discipline.
- Some courses have specific requirements for Cal-GETC or GE approvals. Consult with the Articulation Officer for the current requirements.

Representative List of Textbooks

- Last name, Initials (yyyy). *Textbook Title - transferable courses must list at least one book that is less than five years old*. City, State: Publisher.
- Last name, Initials (yyyy). *Classic Text - If the book is more than seven years old use the drop down to indicate it is classic*. (Classic Text). City, State: Publisher.
- *OER options are encouraged (if link is available please include)*.

Supplementary Materials or Requirements:

Use this section to list required materials that are not books. If there are no additional materials leave this section blank. This section is not student facing. You should include anything listed in this section in the Description.

Articulation

Consult with the Articulation Officer about any Articulation or Cal-GETC or Local General Education requests. Please refer to the [Best Practices for Articulation](#) document for guidance.

Additional Course Information

Faculty Discipline(s): Education

Short Title for Transcripts: Abbreviate to 30 characters

Assessment Type: Letter Grade (Students may petition individually for Pass/No Pass grading.)

Times Taken for Credit: This course may be taken 1 time for credit.

Enrollment Family: Not Part of a Family

Cross-listed Course(s): None.

Taxonomy of Programs (TOP) Code: 0614.20* (*Electronic Game Design*)

Classification of Instructional Programs (CIP) Code: Consult with the Curriculum Specialist to choose codes.

Student Accountability Model (SAM) Code: D (*Possibly Occupational*)

Requisite Justification Sections

This section will be reviewed by the Requisite Subcommittee. Please follow all directions to maintain compliance with Title 5.

Prerequisite Justification

Prerequisite:

TEMP 413 (*Embedding Exploration in the Spirit of Learning*); Work with the prerequisite subcommittee if the requisite is complex.

Justification:

TEMP 413: Embedding Exploration in the Spirit of Learning

The following TEMP 413 prerequisites skills are needed in order to be successful in the course:

- Sight-sing introductory level arrangements.
- Perform in public concerts.

A list of SLOs should appear below the prerequisite course, as seen above. If they do not, open this section and check the appropriate boxes.

Distance Education

Percentage:

Up to 67% of this course may be offered via distance education.

Instructional Standards:

The same standards of course quality shall be applied to any portion of this course conducted through distance education as are applied to in-person classes. All components of this course outline, including student learning outcomes, course topics, methods of instruction and evaluation, and student assignments, have been reviewed to ensure that learning outcomes for this course can be met when it is delivered through distance education to the extent indicated above by the percentage and additional limitations if applicable.

The distance education portion of this course shall include regular effective contact between instructor and students, and among students, either synchronously or asynchronously. The activities conducted to meet this requirement will be determined by the instructor teaching the class and will be clearly communicated to students. These interactions can take place through various activities that may include, but are not limited to: email, instant messaging, discussion boards, group assignments, video conferencing, and audio conferencing.

The distance education portion of this course shall maintain compliance with the Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d). Examples of how the accessibility of course materials will be ensured may include (but are not limited to): the use of accessible documents (.doc, .pdf, etc.), alt-text for images, captioned videos, text transcripts for audio files, etc.

Additional Limitations:

- Use this section to list things required for all class sections taught using the DE modality. Do not use words like "may."
- If portions of the course must be on campus or synchronous please list these limitations here.
- If there are specific instructional methods used only for the DE modalities, list them here (not in Methods of Instruction).

Emergency Closure Distance Education

During a college/facility emergency closure, this course may be offered via distance education. When taught online during a college/facility emergency closure, the course shall include regular and effective contact as required by Title 5 and adhere to the Americans with Disabilities Act (ADA) and section 508 of the Rehabilitation Act. Course outcomes will be met by providing synchronous or asynchronous instruction using the learning management system. Assessments, assignments, and projects may be collected and evaluated via the learning management system.

In order to offer this course via distance education outside of a college/facilities emergency closure, regular distance education curriculum approval must be granted separately from this college/facility emergency closure addendum.

Relationship to College Programs

Course Need and Purpose:

Please use complete sentences.

For new-to-district courses, this statement will be reviewed by both the Board of Trustees and the California Community College Chancellor's Office.

Note that the Purpose/Need statement does not necessarily need to be rewritten when the course is revised; it is intended to describe the original purpose of the course.

Included In:

If this course is listed on any other course or program outline that information will be listed here.

Resources

[Best Practices for Articulation](#)

[Including IDEAA and UDL in the Course Outline](#)

Honors info

[SCC Curriculum webpage](#)

[Program and Course Approval Handbook](#) from CCCCCO

[Course Outline of Record Guide](#) from ASCCC