Best Practices for Course Outlines

Course Outline

Sacramento City College

Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: TEMP 13: Best Practices for Course Outlines

Proposal Type: Revision

Faculty Initiator: Renee Medina

Outline Status: Draft

Last Full Review: Mar 14, 2014

Last Curriculum Action: Aug 23, 2019

Official: No

Section 2: Submission Information

Proposal: *To revise the current SCC course.*

Revised Items:

- Prerequisites
- Catalog Description
- Faculty Discipline
- Learning Outcomes and Objectives
- Instruction Methods
- Typical Student Assignments
- Evaluation Methods
- Distance Education: Requested or Removed
- Distance Education Percentage
- Distance Education Additional Limitations
- Textbooks

Explanation: This section is read by the curriculum committee. If the course is new or a deletion it is also read by the BOT and CCCCO.

Section 3: Basic Course Information

Identifier: TEMP 13

Title: Best Practices for Course Outlines

Units: 1.00

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

[Prerequisite list: TEMP 413; Special prerequisite: None.]

[Corequisite list: None; Special corequisite: None.]

[Advisory list: None; Special advisory: None.]

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

Description: Use complete sentences.
Spell out acronyms and abbreviations the first time they are used.
Avoid the use of gender-specific pronouns; replace "his or her" with "their."
Avoid the use of marketing language.
Usually the word "course" should be used, not the word "class." (A class is a specific instance of a course.)
Be sure to inform students of field trips (required or optional) and material costs.
Any course mentioned here must be embedded using the dropdown list found below the catalog description field. For example "This course is intended to be taken concurrently with TEMP 29."

[Courses embedded in catalog description: TEMP 29]

Section 4: Learning Outcomes and Objectives

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

1. begin each item with a lowercase letter.
2. end each item with a period.
3. spell out abbreviations and acronyms.
4. be succinct.
5. [consider adding an outcome that addresses equity](#).

Section 5: Course Topics

The topics for this course are typically allocated as follows:

Topics Described in a Narrative Style: *If you choose to describe the course topics using a narrative style, please use complete sentences. Any sentences that contain a list should be punctuated appropriately.*

	Lec	Lab	Topic
1.	3	0	Topic A will be examined in the light of this context, that context, and the other context. One application of Topic A will be compared with another application of Topic A.
2.	0	3	Describe a lab activity or topic.

3.	3	0	Topic B will be introduced, including three methods of analyzing Topic B: this method, that method, and the other method.
4.	0	3	Describe a lab activity or topic.
5.	1	0	Topic C is described here.
6.	0	3	Lab topics may either be interspersed with lecture activities or grouped separately.
7.	2	0	Review and assessment hours should be specified.
8.	0	18	If field trips use class time, specify the amount. The location should also be given.

9	**27**	**Total Hours**

Topics Given as a List: *It's okay to give course topics as a simple list of items, but please do not mix this style with a narrative style. Pick one or the other and stick with it. List items are not typically followed by a period.*

Lec	**Lab**	**Topic**
9. 3	0	Topic A 1. Subtopic A1 2. Subtopic A2 3. Subtopic A3
10. 0	3	Lab topic 1
11. 3	0	Topic B 1. Subtopic B1 2. Subtopic B2 3. Subtopic B3 4. Subtopic B4

12.	0	3	Lab topic 2
13.	1	0	Topic C
14.	0	3	Lab topic 3
15.	2	0	Review Assessment
16.	0	18	Field trip to location x

	9	**27**	**Total Hours**

Section 6: 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")

Section 7: Typical Student Assignments

Use complete sentences.

Give a brief example of an actual homework assignment.

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.

Section 8: Evaluation and Assessment Methods

Use complete sentences.

Consider using some of the suggested equity language found [here](#).

Section 9: Distance Education

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

Additional Limitations:
- If there are specific instructional methods used only for the DE modalities, list them here (not in Methods of Instruction).
- If portions of the course must be on campus or synchronous please list these limitations here.
- Please refer to the SCC Distance Education Regulations regarding [Regular & Substantive Interaction](#)

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.

Section 10: 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.

Approved: Jan 01, 2021

Section 11: Representative List of Textbooks

- Last name, Initials (yyyy). *Textbook Title - transferable courses must list at least one book that is less than seven years old or "classic.".* City, State: Publisher. [ISBN: 666666666]
- Last name, Initials (yyyy). *Classice Text - If the book is more than seven years old use the drop down to indicate it is classic.* (Classic Text). City, State: Publisher. [ISBN: 9999999999]

Section 12: Additional Course Information

Faculty Discipline(s):	Education
Short Title for Transcripts:	Abbreviate to 30 characters
Type of Grading:	Letter Grade (Students may petition individually for Pass/No Pass grading.)
Times Taken for Credit:	This course may be taken 2 times for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	0614.20* *(Electronic Game Design)*

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

Section 13: Prerequisite Justification

Prerequisite: *TEMP 413; Work with the prerequisite subcommittee if the requisite is complex.*

Justification:

TEMP 413: Embedding Exploration in the Spirit of Learning

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

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

"Work with the prerequisite subcommittee if the requisite is complex."

Other Justification:

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

Section 14: Relationship to College Programs

Need/Purpose for the Course: 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.

Degrees and Certificates: None.

Prerequisite To: None.

Corequisite To: None.

Advisory To: None.

**Embedded In
Descriptions:**

Section 15: Digital Signatures

Faculty Initiator: Renee Medina

Department/Subject: TEMP

Department Vote:

Yes: 0

No: 0

Abstain: 0

Total: 0

**Department Chair/
Designated Contact:**

Division Dean: