

Local Course Review Practices

Course Outline of Record (COR)

Spring 2014

Course ID	
Course Element	Guidelines
Purpose and Function of Style Sheet	The following guidelines highlight capitalization, punctuation, format, and writing styles recommended for Mt. SAC Course Outlines of Record. Consistent use of the guidelines should assist in the writing and evaluation of CORs. The guidelines highlight local practice and complement, but do not replace, the officially adopted references, <i>The Course Outline of Record: A Curriculum Reference Guide (2008)</i> by the Academic Senate for California Colleges Curriculum Committee and the <i>Program and Course Approval Handbook (2012)</i> by the Chancellor’s Office.
Integration Statement	<input type="checkbox"/> A course outline of record needs to be integrated. At the most fundamental level “integration” occurs when each element of the course outline of record reinforces the purpose of the other elements in the course outline. There should be an obvious relationship between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives. ¹
General Considerations	Capitalization
	<input type="checkbox"/> Use consistent capitalization
	<input type="checkbox"/> Capitalize only proper nouns
	Punctuation
	<input type="checkbox"/> Avoid using the slash (/) as it does not clearly express intended meaning
	<input type="checkbox"/> Avoid using the ampersand (&) unless part of a proper noun
	Format and Writing Style
<input type="checkbox"/>	Abbreviations and acronyms are spelled out the first time the term is used and then the abbreviation is placed in parentheses immediately after. The abbreviation can be used thereafter. Examples: Educational Design Committee (EDC) Curriculum and Instruction Council (C&I) Course Outline of Record (COR)
<input type="checkbox"/>	Use parallelism Examples:

¹ Academic Senate for California Community Colleges Curriculum Committee 2007-2008. *The Course Outline of Record: A Curriculum Reference Guide (2008)*, 5.

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	<p>Using, browsing, and viewing OR Use, browse, and view</p> <hr style="width: 20%; margin: 5px auto;"/> <p>Obtaining, applying, converting OR Obtain, apply, convert</p> <hr style="width: 20%; margin: 5px auto;"/> <p>Drawing, finding, and determining OR Draw, find, and determine</p>
<input type="checkbox"/>	<p>In many cases the word "the" may be omitted unless grammatically necessary</p> <p>Examples:</p> <ul style="list-style-type: none"> - The Role of nutrition in disease prevention - The Classic French School - The common Tools and file types of digital photography
	Format and Writing Style
<input type="checkbox"/>	<p>Omit introductory words and start with primary topic when appropriate</p> <p>Examples:</p> <p>Cover Network vulnerabilities from a hacker's perspective.</p> <p>The course covers the Basics of commercial HVAC control theory as it applies to electric, pneumatic, and digital control systems.</p> <p>Presents an appreciative background to Dramatic literature and the development of dramatic art.</p>
	Format and Writing Style
<input type="checkbox"/>	Do not introduce topics not mentioned in catalog description
<input type="checkbox"/>	First sentence of catalog description is good choice
<input type="checkbox"/>	Limited to 130 characters

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	<input type="checkbox"/>	<p>Include course requirements Examples: Field trips are required. TB test is required. Concurrent enrollment in a learning community is required.</p>
Lecture Topical Outline		Capitalization
	<input type="checkbox"/>	Use sentence capitalization
		Punctuation
	<input type="checkbox"/>	<p>Begin each topic with a dash Examples: - History of control systems - Use of value and color in space informed by light logic - Milky Way and other galaxies</p>
	<input type="checkbox"/>	No punctuation at end of topic
		Format and Writing Style
	<input type="checkbox"/>	<p>Omit references to the following as they are not topical Syllabus Course orientation Introduction or Introduction to Review of Introduction and overview Fundamentals</p>
	<input type="checkbox"/>	List topics only once
	<input type="checkbox"/>	List distinct topics on separate lines
	<input type="checkbox"/>	<p>Omit midterm Include Final exam</p>
<input type="checkbox"/>	Omit teaching activities	

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Lab Topical Outline (Refer to Topical Outline) (Exceptions are listed)	Format and Writing Style
	<input type="checkbox"/> <p> Topics should indicate instructional activity The use of gerunds, if appropriate, convey activity Examples: <ul style="list-style-type: none"> - Adjusting metering devices - Assembling, editing, and rendering all animated scenes for final output of animated story - Acquiring digital images with digital cameras and flat-bed scanners and transferring them to the network lab server file storage areas </p>
Course Measurable Objectives	Punctuation
	<input type="checkbox"/> <p>End measurable objectives with periods</p>
	<input type="checkbox"/> <p>Number measurable objectives</p>
	Format and Writing Style
	<input type="checkbox"/> <p> Begin objectives with primary verb Omit <ul style="list-style-type: none"> “The student will:” “Demonstrate the ability to” “Demonstrate an understanding” “Upon completion of the course, the student will be able to” <p><u>If authors use “Demonstrate” or “Discuss” EDC will expect to see a problem solving demonstration in category 2. EDC recommends not using “Demonstrate” or “Discuss” as they can be difficult to measure.</u></p> </p>
<input type="checkbox"/> <p> Do not use the following verbs to construct measurable objectives. These behavioral terms are difficult to measure. <ul style="list-style-type: none"> Know Understand Comprehend </p>	

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	<input type="checkbox"/> <p>Use plural form when appropriate Examples:</p> <ol style="list-style-type: none"> 1. Create and integrate appropriate tables, charts, or diagrams Word documents. 2. Classify disinfectants by category and explain their modes of action. 3. Demonstrate procedures to charge and recover refrigerant from operational refrigeration systems. 4. Classify types of electromagnetic radiation.
	<input type="checkbox"/> <p>Order objectives, if appropriate, by cognitive level Knowledge Comprehension Application Analysis Synthesis Evaluation</p>
Methods of Evaluation	<p>Punctuation</p>
	<input type="checkbox"/> <p>Do not use periods unless in sentence format</p>
	<p>Format and Writing Style</p>
	<input type="checkbox"/> <p>State evaluation in noun form when appropriate Answers the question: "The student will be evaluated on noun." Examples:</p> <ul style="list-style-type: none"> Season-long journal analyzing daily workout Critical essays of 3-4 pages based on play-script evaluations or play performances from an historical perspective Evaluative reflection of a student's role within a group
<input type="checkbox"/> <p>Do not use statements from obsolete checklist unless expanded with additional details that link the phrase to the measurable objectives Omit:</p> <ul style="list-style-type: none"> Exams(s) 	

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	<p> Quizz(es) Class Performances(s) Performance Exam(s) Homework Problem(s) Laboratory Report(s) Assignments </p>
	<input type="checkbox"/> <i>Make sure that all of the measurable objectives are evaluated</i>
	<input type="checkbox"/> <i>If Categories 2 and 3 are not appropriate use the phrase "Not Applicable"</i>
	Format and Writing Style
Methods of Evaluation Category 1	<p> Category 1. Substantial written assignments Include approximate length, type, and number of written assignments Examples: A semester-long investment research project including financial data research of a corporation, a 5-10 page written report summarizing data with the use of charts and graphs Three critical essays of 3-4 pages examining financial topics such as retirement planning Five-page reaction paper concerning the student's experience at an unfamiliar religious institution </p>
	<input type="checkbox"/> Rationale If written assignments are not appropriate write a one sentence rationale specific to the course Examples: Students are evaluated on skills related to using the Windows environment, managing files, and using Internet Explorer. This class evaluates students on problem solving exercises that prepare students to take veterinary technician examinations. Students are evaluated on assessment and technical skills related to refrigeration systems. Students are evaluated on computations, analysis, and recommendations using data related to economic situations.

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Methods of Evaluation Category 2	Format and Writing Style
	Category 2. Computational or non-computational problem solving demonstrations Examples: Calculations of interior materials Quarantine procedures for given symptom sets Construction of a refrigeration system Character animations and movements Computations of economic data, data graphs, and explanations of economic data and supporting concepts
Methods of Evaluation Category 3	Format and Writing Style
	Category 3. Skills demonstrations Reflects tasks students will perform Specific to skills learned in the course Examples: Putting skills Handling of refrigerants Group demonstration of two developmentally appropriate children's activities
Methods of Evaluation Category 4	Format and Writing Style
	Category 4. Objective Examinations Should connect to a measurable objective Examples: Multiple choice questions using technical vocabulary Short answer questions on rules and regulations of soccer Short answer questions that refer to positioning with specific serve situations and score
Sample Assignments	Format and Writing Style
	<input type="checkbox"/> <u>Sample assignment should be reflective of Methods of Evaluations.</u>
	<input type="checkbox"/> Include expectations such as number of pages

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		<p>Include how an assignment is submitted</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Write a one-page paper explaining driving directions from student's house to Mt. SAC including articles of place and direction. 2. Using real and nominal GDP and inflation rates compare the given examples using the calculated index numbers. 3. Create an iPhoto album using at least 15 imported images and create a slide show based on the images. Add music and synchronize the timing.
Textbook	<input type="checkbox"/>	<p>Course textbooks support Title 5 reading expectations. Representative textbooks should be no older than five years. The CSUs and UCs require newer textbooks and may deny articulation based on older texts.</p>
Other considerations for course and program submission		
Coversheet	<input type="checkbox"/>	<p><u>A rationale must be provided for all course and program submissions.</u></p> <p><u>Course authors are requested to list major changes and the purpose for the changes.</u></p> <p><u>The rationale should include if new articulation or new GE request is accompanying the modification for an existing course. Rationale should also address how Chancellor Office requirements are met for all new courses. These include appropriateness to mission, need, and adequate resources¹</u></p> <p><u>New and/or stand-alone courses (course not tied to a specific degree or certificate) maybe referred to Curriculum and Instruction Council for review</u></p>
Overlap	<input type="checkbox"/>	<p><u>Overlap questions must be answered for all courses. Please use the college catalog and WebCMS to review new and existing courses. A courtesy email is recommended to affected departments.</u></p>
SAM Codes	<input type="checkbox"/>	<p><u>General Education courses are typically marked E. D may be chosen.</u></p> <p><u>CTE courses should be marked B, C, or D. If the course is labeled SAM Code B, the course is required to have a SAM Code C level prerequisite.</u></p>
Discipline	<input type="checkbox"/>	<p><u>Choose discipline that reflects the minimum qualifications to teach the course. Department may choose up five disciplines if appropriate.</u></p>

¹ http://curriculum.cccco.edu/Content/files/resources/Handbook_5th%20Ed_DRAFTv12.5.12.pdf

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Department Minutes	<input type="checkbox"/>	<u>Department minutes are required to document approval of the course or program changes. Department chairs should upload the minutes (Stage 2). Please highlight the section where approval occurred.</u>
Advisory Minutes	<input type="checkbox"/>	<u>Advisory minutes are required to document approval of the CTE course or program changes. Department chairs should upload the minutes (Stage 2). Please highlight the section where approval occurred.</u>
Content Review Forms/ Requisites	<input type="checkbox"/>	<u>Requisites outside the discipline require documented collegial consultation in accordance with the Academic Senate's Content Review Implementation Plan. Evidence of analysis is required.</u> <u>Completion of English 67 is written as "eligibility for ENGL 68"</u> <u>Completion of Math 50 is written "eligibility for MATH 51"</u> <u>Do not use "or equivalent"</u>
Articulation Matrix	<input type="checkbox"/>	<u>New courses should be clearly lower division. If only one course (or if no course) is found at the lower division level, the baccalaureate status form is required. Courses that cannot document lower division status are subject to review by Curriculum and Instruction Council.</u>
Work Experience	<input type="checkbox"/>	<u>Work Experience courses should be assigned a SAM Code C.</u> <u>Tops code must match the occupational program for which the Work experience is designed. Mt. SAC is not authorized to offer general work experience or apprenticeship courses</u> <u>Prerequisite language: Approval of college Work Experience supervisor and compliance with Work Experience regulations as designated in the College Catalog</u> <u>Recommended description: This course is designed to combine actual job experience in CTE Field X with related classroom instruction. This work experience may be during a regular semester or during a summer session. A minimum of 75 paid clock hours or 60 non-paid clock hours per semester is required for each one unit of credit. It is recommended that the hours per week are equally distributed throughout the semester. Instructor approval required. Units hours may be variable (1 to 4 units) and 60 to 300 hours.</u>
Independent Study	<input type="checkbox"/>	<u>Recommended description: Offers selected students' recognition for their academic interest in psychology and the opportunity to explore the discipline of psychology in greater depth. The content of the course and the methods of study vary from semester to semester and depend on the particular project under consideration.</u>
Honors	<input type="checkbox"/>	<u>Topics and MOs should match the non-honors course. Faculty may add additional MOs to the honors course.</u> <u>Methods of evaluation and sample assignments should reflect the enrichment of the honors course.</u>

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		<u>Descriptions must include: An honors course designed to provide an enriched experience. Students may not receive credit for both Course X and Course XH.</u>

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SUBMISSION DATES

New courses, 4-year review, and modifications to courses are due on **31 May 2014** for the 2015-16 catalog. New courses and modifications to courses submitted between June 1, 2013 and May 31, 2014 are guaranteed to receive an EDC review by the end of Fall 2014.

Degrees and certificates are due by May 31 for the 2015-16 catalog. Degrees and certificates will not be reviewed by EDC if they include courses that are 6 or more years old (for T5 compliance). Degrees and certificates submitted between June 1, 2013 and May 31, 2014 are guaranteed to receive an EDC review by the end of Fall 2014.

NOTE: SLOs must be created with every new course and attached along with Department minutes. Please see AP 4020 for information on SLOs assessment.

Modifications to courses include changes to:

Course ID	Prerequisites, corequisites, and advisories
Course Title	Certificate, degrees, and majors
Catalog Description	General Education Requirements/ GE Status
Units and hours	Articulation
Repeatability	Instructional Type (Lecture, Lab, Lecture and Lab Combination, or Activity)
SAM Code changes	Top Code Changes

WEBCMS STAGE INFORMATION

Website: <http://webcms.mtsac.edu/webcms/>

Stage 1: Course Author

Stage 2: Department Chair review

Stage 3: Division Dean/Associate Dean review

Stage 4: Not active in WebCMS

Stage 5: Prescreen/pre-EDC review - results in course being forwarded to the EDC agenda or returned to Stage 1

Stage 6: post-EDC review – results in approval, approval with minor edits, pending (course will be returned to EDC consent agenda), or HOLD (requires a second EDC review)

Stage 7: Course is ready for implementation (new courses and modifications require Senate approval, BOT approval, and Chancellor's Office approval before they may be implemented)

CURRICULUM CONTACTS

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