| *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, *The Course Outline of Record: A Curriculum Reference Guide* ***2017*** [COR\_0.pdf (asccc.org)](https://asccc.org/sites/default/files/COR_0.pdf)by the Academic Senate for California Colleges Curriculum Committee and the *Program and Course Approval Handbook* ***(7th Ed.)******2019***by the Chancellor’s Office. |
| **Integration Statement** |  | 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]](#footnote-1) |
| **Equity Statement** |  | Elements of the course outline of record should include culturally responsive and equity-minded language that reflects freedom from bias or assumptions that negatively impact students.  Examples:  **Course Title**: Pre-Columbian Art (Euro-centric descriptor) vs. Latin American Art and Architecture (equity-centered descriptor)  **Measurable Objective**:  Identify the contributions of the minority cultures which have brought a depth of expression to American Society (Euro-centric objective) vs. Examine and discuss the art and architecture of Latin America during the Colonial Era, Post-Independence, and in relation to Major Revolutions (Mexico, Cuba, Nicaragua) (Equity-centered objective).  **Lecture Topic**: Post-Classic Culture: Toltecs, Mixtecs, and Aztecs (Euro-centric topic) vs. Toltecs, Mixtecs, and Aztecs (Equity-centered topic)  **Methods of Evaluation**: 5- to 7-page research paper on Pre-classic Olmec Culture (Euro-centric) vs. Group presentations on contemporary Latin American artists (Equity-centered)  **Sample Assignment**: In the Pre-Columbian period, Mesoamericans devoted art to the main areas of their lives. Write a 5- to 7-page research paper comparing illustrations from two of the following: Aztec stone calendars, Mayan Bonampak Wall Paintings, the Olmec La Venta architectural center, or the Aztec Avenue of the Dead (Euro-centric) vs. Prepare a group presentation on how embattled colonized Latin American civilizations used art, such as the myth of Quetzalcoatl, to represent potent symbols of survival during a period of invasion by foreign oppressors (Equity-centered). |
| **General Considerations** |  | **Capitalization** |
|  |  | **Use consistent capitalization** |
|  |  | **Capitalize only proper nouns** |
|  |  | **Punctuation** |
|  |  | **Avoid using the slash (/) as it does not clearly express intended meaning** |
|  |  | **Avoid using the ampersand (&) unless part of a proper noun** |
|  |  | **Format and Writing Style** |
|  |  | **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)** |
|  |  | **Use parallelism**  **Examples:**  **Using, browsing, and viewing**  **OR**  **Use, browse, and view**  **Obtaining, applying, converting**  **OR**  **Obtain, apply, convert**  **Drawing, finding, and determining**  **OR**  **Draw, find, and determine** |
|  |  | **In many cases the word "the" may be omitted unless grammatically necessary**  **Examples:**  **- ~~The~~ Role of nutrition in disease prevention**  **- ~~The~~ Classic French School**  **- ~~The common~~ Tools and file types of digital photography** |
| **Catalog Description** |  | **Format and Writing Style** |
|  |  | **Omit introductory words and start with primary topic when appropriate**  **Examples:**  **~~Cover~~ Network vulnerabilities from a hacker's perspective.**  **Basics of commercial HVAC control theory as it applies to electric, pneumatic, and digital control systems.**  **Dramatic literature and the development of dramatic art.**  ***Include course requirements***  ***Examples:***  ***Field trips are required.***  ***TB test is required.*** |
| **Schedule Description** |  | **Format and Writing Style** |
|  |  | **Do not introduce topics not mentioned in catalog description** |
|  |  | **First sentence of catalog description is recommended** |
|  |  | **Limited to 130 characters** |
|  |  | **Include course requirements**  **Examples:**  **Field trips are required.**  **TB test is required.**  **Concurrent enrollment in a learning community is required.** |
| **Lecture Topical Outline** |  | **Capitalization** |
|  |  | **Use sentence capitalization** |
|  |  | **Punctuation** |
|  |  | **Enter one topic per field. Do not number it or begin with a dash. Do not add periods unless**  **Example:**   |  | | --- | | Recognize and explain the dynamics (development and change) of ethnic groups that comprise American society and culture by critically reviewing how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies. | | Identify major themes and concerns found in multicultural literature by critically analyzing the intersection of race and racism as they relate to class, gender, sexuality, religion, national origin, immigration status, ability, tribal citizenship, sovereignty, and language | | Apply aspects of critical analysis of texts and genres (poetry, film, song, novel, etc.) in democratic, cross-cultural discussion that includes the application of theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences, and social struggles of those groups with a particular emphasis on agency and group affirmation | |
|  |  | **No punctuation at end of topic unless in sentence format** |
|  |  | **Format and Writing Style** |
|  |  | **Omit references to the following as they are not topical**  **Syllabus**  **Course orientation**  **Introduction or Introduction to**  **Review of**  **Introduction and overview**  **Fundamentals** |
|  |  | **List topics only once** |
|  |  | **List distinct topics on separate lines** |
|  |  | **Omit midterm** |
|  |  | **Include final exam (final exam *must* be listed in both lecture and lab topics when there is lab parity)** |
|  |  | **Omit teaching activities** |
| **Lab Topical Outline**  (Refer to Topical Outline)  (Exceptions are listed) |  | **Format and Writing Style** |
|  |  | **Topics should indicate instructional activity**  **The use of gerunds (“ing” verbs), if appropriate, convey activity**  **Do not use periods unless in sentence format**  **Examples:**   * **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 transfering them to the network lab server file storage areas** |
| **Course Measurable Objectives** |  | **Punctuation** |
|  |  | **Do not number measurable objectives** |
|  |  | **End measurable objectives with periods** |
|  |  | **Format and Writing Style** |
|  |  | **Begin objectives with primary verb**  **Omit**  **“The student will:”**  **“Demonstrate the ability to”**  **“Demonstrate an understanding”**  **“Upon completion of the course, the student will be able to”**  ***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.***  ***Laboratory courses may use the word “demonstrate.”*** |
|  |  | **Do not use the following verbs to construct measurable objectives. These behavioral terms are difficult to measure.**  **Know**  **Understand**  **Comprehend** |
|  |  | **Use plural form when appropriate**  **Examples:**   * + - 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.** |
|  |  | **Order objectives, if appropriate, by cognitive level. The use of a taxonomy of learning, such as Bloom’s Taxonomy, is recommended for consistency of language and rigor.**  **Knowledge**  **Comprehension**  **Application**  **Analysis**  **Synthesis**  **Evaluation** |
| **Methods of Evaluation** |  | **Punctuation** |
|  |  | **Do not use periods unless in sentence format** |
|  |  | Format and Writing Style |
|  |  | State methods of evaluation as nouns which complete the statement "The student will be evaluated by <noun>  **Examples:**  **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** |
|  |  | **Do not use statements from obsolete checklist unless expanded with additional details that link the phrase to the measurable objectives. Methods of Evaluation need to reference Measurable Objectives.**  **Omit:**  **Exams(s)**  **Quizz(es)**  **Class Performances(s)**  **Performance Exam(s)**  **Homework Problem(s)**  **Laboratory Report(s)**  **Assignments** |
|  |  | ***Make sure that all of the measurable objectives are evaluated*** |
|  |  | **If Categories 2 and 3 are not appropriate use the phrase “Not Applicable”** |
| **Methods of Evaluation**  Category 1 |  | **Format and Writing Style** |
|  |  | **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**  **Rationale**  **If written assignments are not appropriate write a one sentence rationale specific to the course**  **Examples:**  ***This class is primarily a skills based course which relies on skills demonstration, class performance, and visual and descriptive identification of plants.***  ***This class is primarily a skills based course 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.***  ***This class is primarily a skills based course related to refrigeration systems.***  **Students are evaluated on computations, analysis, and recommendations using data related to economic situations.** |
| **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**  **Example:**  **CHEM 80: Free response, multiple-choice, completion, matching items, or true or false exams and quizzes that assess nomenclature, properties, structures, reactions, mechanisms, syntheses, and spectroscopic analyses of organic compounds (alkanes, alkenes, alkynes, alkyl halides, alcohols, and phenols)** |
| **Sample Assignments** |  | **Format and Writing Style** |
|  |  | **Include expectations such as number of pages**  **Include how an assignment is submitted**  Examples:   * + - 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** |  | **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. For transferrable courses, at least one textbook with a recent publication date should be listed.**  **Open Educational Resources (OER): Texts do not need to be published in hard copy. The UC and CSU welcome the use of online texts and other Open Educational Resources (OER), so long as the resource is a stable, bona fide textbook, and not just a collection of links to lecture notes or other web pages (**[**Articulation, Curriculum, and Open Educational Resources - ASCCC Open Educational Resources Initiative (asccc-oeri.org)**](https://asccc-oeri.org/articulation-curriculum-and-open-educational-resources/)**. It is recommended to keep at least one traditional textbook (commonly accepted in the field) on the course outline of record as OER’s become more stable and widely used.**  **To use an OER textbook resource as a bibliographic reference at minimum the textbook reference should include:**   1. **Author: e.g., OpenStax** 2. **Name : e.g., Biology** 3. **Publisher: e.g., OpenStax CNX** 4. **Publication Date** 5. **Link/course ID** 6. **Licensed by/under**   **Refer to the following the example:**  **OpenStax, Biology. OpenStax CNX. Oct 21, 2016**[**http://cnx.org/contents/185cbf87-c72e-48f5-b51e-f14f21b5eabd@10.61**](http://cnx.org/contents/185cbf87-c72e-48f5-b51e-f14f21b5eabd@10.61)**. Licensed under a Creative Commons Attribution 4.0.**    **Notes:**   * **CSU’s and UC’s need the publication date and revision date if appropriate.** * **Additional information that can be added if accessible includes, “Copyright holder.” Add to the end of the reference.** |
| **For all the elements above cutting and pasting is more than just allowed, it is encouraged. However, so that hidden, unwanted HTML codes are not along for the ride, cut and past the *text only*. This can be done by using keyboard shortcuts Ctrl+Shift+V on a PC or Command+Option+Shift+V on a Mac.** | | |

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| --- | --- | --- |
| **Other considerations for course and program submission** | | |
| **Coversheet** |  | ***Course authors are requested to list major changes and the purpose for the changes to course modifications.***  ***The rationale should include if new articulation or new GE request is accompanying the modification for an existing course***  ***Stand-alone courses (course not tied to a specific degree or certificate) are subject to review by Curriculum and Instruction Council***  ***Distance Learning Amendment Form***  ***List changes made to course/program*** |
| **Overlap** |  | 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. |
| **SAM Codes** |  | General Education courses are typically marked E. D may be chosen.  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. |
| **Department Minutes** |  | Electronic copies of department minutes are required to document approval of the course or program changes. Please highlight the section where approval occurred. These minutes should be uploaded into WebCMS . |
| **Advisory Minutes** |  | Electronic copies of advisory minutes are required to document approval of the CTE course or program changes. Please highlight the section where approval occurred. These minutes should be uploaded into WebCMS. |
| **Content Review Forms** |  | Requisites outside the discipline require documented collegial consultation in accordance with the Academic Senate’s Content Review Implementation Plan. Evidence of analysis is required. |
| **Articulation Matrix** |  | 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. |
| **Work Experience** |  | Work Experience courses should be assigned a SAM Code C.  Tops code must match the occupational program for which the Work experience is designed  Prerequisite: Approval of college Work Experience supervisor and compliance with Work Experience regulations as designated in the College Catalog.  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. |
| **Independent Study/Special Projects** |  | Recommended description: Offers selected students recognition for their academic interest in discipline X and the opportunity to explore the discipline of X 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.  These courses are numbered “99.” |
| **Honors** |  | Topics and MOs should match the non-honors course. Faculty may add additional MOs to the honors course. Methods of evaluation and sample assignments should reflect the enrichment of the honors course.  Descriptions must include: An honors course designed to provide an enriched experience. Students may not receive credit for both Course X and Course XH. |

**Submission Dates**

New courses and modifications to courses are due by 31 May.   
New degrees and certificates and modifications to degrees and certificates are due by May 31.   
Degrees and certificates will not be reviewed by EDC if they include courses that are 6 or more years old (for T5 compliance).  
 5-year review of courses are due by 31 May.

Modifications include changes to:

|  |  |  |
| --- | --- | --- |
| Course ID | Prerequisites, corequisites, and advisories | Basic Skills Status |
| Course Title | Certificate, degrees, and majors | Basic Skills Course Level |
| Catalog Description | General Education (GE) Requirements and GE status | Credit status (degree Applicable or Non- degree applicable) |
| Units and hours | Articulation |  |
| Repeatability  ***SAM Code changes*** | Instructional Type (Lecture, Lab, Lecture and Lab Combination, or Activity)  ***Top Codes*** |  |

**WebCMS Stage Information**

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

Stage 1: Course Author

Stage 2: Department Chair review, upload department and advisory minutes

Stage 3: Division Dean/Associate Dean review

Stage 4: Curriculm Office: Pending Prescreening – results in course being forwarded to the EDC agenda or returned to Stage 1 for revisions by the course author

Stage 5: Prescreening Comments to Author

Stage 6: Curriculum Office: Prescreening Responses from Author

Stage 7: Review for EDC Agenda

Stage 8: EDC Agenda (Checks and Balances) - results in approval, approval with minor edits, pending (course will be returned to EDC consent agenda), or HOLD (requires a second EDC review or C&I referral)

Stage 9: EDC Comments to Author

Stage 10: Curriculum Office: Post EDC Responses from Author

Stage 11: C&I Agenda

Stage 12: Mt. SAC Board Agenda

Stage 13: Sent to Chancellor’s Office

Stage 14: Approved for Catalog

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1. Academic Senate for California Community Colleges Curriculum Committee 2007-2008. *The Course Outline of Record: A Curriculum Reference Guide* (2013), 5. [↑](#footnote-ref-1)