This course guide provides basic information to assist in the development of a course outline of record (COR). All the COR elements required by Title 5 have been incorporated into this guide with the end goal of an accurate and complete COR. This will result in minimal delays during the course approval process.

Below is a simple description of the structure of the guide and template.

- The guided is divided into 13 sections plus 2 additional sections. The 13 section headings correspond with the terms you can expect to see in eLumen.
- Most sections have multiple requirements which are in bold letters.
- Required information that is expected to be included as a drop down menu in eLumen is listed as bulleted choices.
- When information includes more than one option, you will be prompted to select all that apply followed by bulleted choices.
- Throughout the document, there is helpful information identified by this icon.

If you are **REVISING** a course: Most of this information will already be in the eLumen system/on the COR. You will need to check the accuracy of each section along with making your desired updates/changes.

If you are **CREATING A NEW COURSE**, all the required information will need to be developed using the blank template, so you can enter it into the eLumen system.

Please use the Curriculum Committee web page as a resource. Useful links are suggested in text and can be located on the Curriculum Committee web page.

As we transition to full implementation of eLumen, the guide will also transition to include additional details.

Thank you for being an active participant in the curriculum process!

*Curriculum is the CORe of what we do!*
The cover page items provide a summary of the course changes.

**Course**

Proposal Type  ____ course revision  ____ new course

Distance Education Proposal (Y/N)

Request for Transfer consideration (Y/N)

First time request for UC transfer approval (Y/N)

Request for GE consideration (Y/N)

C-ID request (Y/N)
	If yes, list C-ID course

Materials Fee (Y/N)
	If yes, list fee amount

Additional Changes (Place an x next to the appropriate change.)

<table>
<thead>
<tr>
<th>Title Change</th>
<th>Course Number Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in units</td>
<td>Change in hours</td>
</tr>
<tr>
<td>Change/Update Course Outline</td>
<td>Add/Update course content</td>
</tr>
<tr>
<td>Change in SAM or TOP cod</td>
<td>Other (specify):</td>
</tr>
</tbody>
</table>

Rationale/Summary of changes (Use complete sentences to address all the changes from above).

For NEW courses only, complete the following:

Appropriateness to mission:

Justification:

Need:

Adequate resources:
SECTION 1 - GENERAL INFORMATION

Course Code: (subject and Number)

Course Title: BCRC [Renegade Pride Vocals]

Department: Bakersfield College Renegade Club

TOP Code: [Link to TOP Code manual] The Taxonomy of Program (TOP) code manual is a system of numerical codes used at the state level to collect and report information on programs and courses. For new courses, you will need to use the TOP code manual to identify the 6-digit TOP code for your discipline. For existing courses, verify the accuracy of your TOP code.

TOP Name:

CIP Code: This field will auto populate once the TOP Code is entered

CIP Name: This field will auto populate once the TOP Name is entered

SAM Code: [Link to SAM Code definitions] All courses need a SAM code listed. Using the definitions, assign a SAM code. If this course is a capstone course, the SAM code should be B. You can have mutiple capstone designations.

Course Description: This should match EXACTLY as it appears in the catalog. A course description should describe the course succinctly in about 3-4 sentences. For a new course, an initial search of course descriptions from other colleges may provide a starting point. Consider using the course description from C-ID, if available.

Proposal Details

Submission Rationale: (Drop Down choice) Select all that apply.

- New Course
- Improvement to Program of Study
- Change to Content
- New Course Materials
- Add Distance Education
- Mandatory Revision

Author(s): Add co-contributors (You will have a list of faculty to choose from.) Choose anyone who would need to edit the course. This should be faculty and the department chair.

Proposal Start: [This date will be Summer of the following year.]
SECTION 2 - FACULTY REQUIREMENTS FOR MINIMUM QUALIFICATIONS

Pursuant to Title 5, the minimum qualifications for service as a community college faculty member teaching any credit course, or as a counselor or librarian, shall be satisfied by meeting any one of the requirements as listed in the minimum qualifications manual.

Use the Minimum Qualifications manual to identify the appropriate qualifications. The link is located on the curriculum committee page. List all qualifications that apply. If you have questions, consult your Department Chair.

- **Master Discipline Preferred:**
- **Alternate Master Discipline Preferred:**
- **Bachelors or Associates Discipline Preferred:**
- **Additional Bachelors or Associates Discipline:**

**Example:** Master’s degree in chemistry OR bachelor’s degree in chemistry or biochemistry AND master’s degree in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry OR the equivalent.

**Note:** For areas in which an Master’s degree is not usually expected or available, the minimum qualifications are two years of discipline experience and a bachelor’s degree or six years of discipline experience and an associate degree.

SECTION 3 - COURSE DEVELOPMENT OPTIONS

**Course Basic Skill Status (drop down choice)**

- This course is a basic skills course
- This course is not a basic skills course

**Allowed Number of Retakes:** Review the criteria below and choose the correct number.

Title 5 identifies the criteria for repeatability. Courses that can be marked as repeatable, meaning that any student can attempt and successfully complete the course for credit more than once, will fall into the following categories:

1) Courses that are required to be repeated in order to complete or gain entry into a bachelor’s degree program at any CSU or UC campus in any discipline.
2) Courses designed specifically for participation in intercollegiate academic or vocational competitions.
3) Courses coded as athletics
4) Legally mandated retraining, employer mandated retraining, significant lapse of time (defined as not less than 36 months), and others. Courses for students with disabilities can be repeated as many times as necessary as long as Disabled Student Services verifies the need for the student to retake the course.
Course Guide
Building a Course Outline of Record (COR)

Grade Options (drop down choice) If multiple options are chosen, indicate the default option.

- Letter Grade methods
- Pass/No Pass
- Satisfactory Progress

Allow Students to Gain Credit by Exam/Challenge (if yes, click the box)

Allow Students to Audit Course (if yes, click the box)

Rationale for Credit By Exam/Challenge (leave blank)

Retake Policy Description

Type: Most courses are Non-Repeatable Credit

SECTION 4 - ASSOCIATED PROGRAMS

Associated Program

If course is part of a program, there will be a box to check and then you will be able to list the Program.

Award type (choose all that apply for THIS course)

- AA-T (Associate in Arts for Transfer)
- AS-T (Associate in Science for Transfer)
- AA (Associate in Arts)
- AS (Associate in Science)
- CA (Certificate of Achievement)
- JSC (Job Skills Certificate)
- B (Baccalaureate Degree)

SECTION 5 - TRANSFERABILITY AND GEN ED OPTIONS

Request for Transferability (drop down, chose one)

- Transferable to both UC and CSU
- Transferable to CSU only
- Non-transferable

System/Institution (drop down choices, select all that apply)

In this area, you are identifying additional considerations for the course. For each area, you will need to identify the category to be considered. The addition of the course to the BC GE pattern is a local decision by the BC curriculum committee. The rigor and standards are listed on the committee page titled “Bakersfield College General Education Pattern” After the course is approved, the Articulation Officer will seek transfer status to the areas as requested below. Completing this section will be your request for transfer consideration.

- BC General Education Pattern
- CSU transfer
- CSU GE breadth
- Intersegmental General Education Transfer Curriculum (IGETC)
- UC transfer
Categories (drop down choices, select all that apply)

- Resource: BC catalog: Transfer guide. Choose from the list of the CSU/UC transfer areas.

Comparable courses (text box)

From assist.org, list 3 similar courses from any CSU. Copy/paste the course information into the text box.

SECTION 6 - UNITS AND HOURS

Course credit status (drop down choices)

- Credit- degree applicable
- Credit-not degree applicable
- Non-credit

If this a cooperative work experience course, click the box

Weekly student hours: Enter the correct number of hours for each applicable category. The category options are:

- Lecture only
- Lab only
- Lecture/lab
- Activity

Verify the following hours as designated by the category. These are calculated as hours per week.

- Lecture Hours: the hours per week for the course
  (hrs./wk. = lecture units x 1: 3 units = 3 hrs./wk.)
- Lab Hours: the hours per week for the course
  (hrs./wk. = lab units x 3: 3 units = 9 hrs./wk.)
- Activity: the hours per week for the course

Credit Units – this will populate from the weekly student hours

Note: There will be automatic computation of total contact hours. Check the math!

Formulas to note:

Total student learning hours = In class hours + outside class hours

Example: For a 3 unit class: 54 in class hours + 108 outside hours = 162 total student learning hours

Units = Total student learning house divided by 54

Example: 162 ÷ 54 = 3
Default Ratios for in class: outside of class hours. These are semester totals.

Lecture 1:2

<table>
<thead>
<tr>
<th>Units</th>
<th>Semester Contact Hours</th>
<th>Homework Hours</th>
<th>Total Student Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit</td>
<td>18</td>
<td>36</td>
<td>54</td>
</tr>
</tbody>
</table>

Lab 3:0 *(exceptions exist)*

<table>
<thead>
<tr>
<th>Units</th>
<th>Semester Contact Hours</th>
<th>Homework Hours</th>
<th>Total Student Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit</td>
<td>54</td>
<td>0</td>
<td>54</td>
</tr>
</tbody>
</table>

Activity 2:1

<table>
<thead>
<tr>
<th>Units</th>
<th>Semester Contact Hours</th>
<th>Homework Hours</th>
<th>Total Student Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit</td>
<td>36</td>
<td>18</td>
<td>54</td>
</tr>
</tbody>
</table>

SECTION 7 - SPECIALTY HOURS leave blank

SECTION 8 - REQUISITES

Prerequisite:
List the type of pre-requisite from the choices below:
- Pre-requisite
- Co-requisite
- Advisory

Course
For each type of pre-requisite, you will need to list the pre-requisite course
- Choose the pre-requisite course from the drop down
- For reading, writing, or math level pre-requisite use the following statements: (insert Course title/number) or its equivalent with a grade of C or better, or placement by BC’s assessment process. The phrase ‘one level below’ is no longer appropriate. For advisory, reading, writing, or math levels are allowed.

The operator (and/or) is used between requisites when there is more than one requisite.
Content Review

Content review is required for any pre-requisite. The forms are on the curriculum committee web page.

<table>
<thead>
<tr>
<th>SECTION 9 - ENTRANCE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave blank</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION 10 - LIMITATION ON ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limitation on enrollment</td>
</tr>
<tr>
<td>List the limitation (e.g. performance requirement, admission into a program, athletic eligibility, etc.)</td>
</tr>
<tr>
<td>Provide Rationale- leave blank</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION 11- SPECIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course outline shall... specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Title 5, §55002(a)3.</td>
</tr>
<tr>
<td>The items listed in this section are examples which may be included but are not limited only to the activities listed.</td>
</tr>
<tr>
<td>Methods of Instruction (choose from a drop down menu)</td>
</tr>
<tr>
<td>Assignments text box – List the types of assignments into a text box. The list is not intended to be exhaustive; it is a sample.</td>
</tr>
<tr>
<td>Methods of Evaluation (choose from a drop down menu)</td>
</tr>
<tr>
<td>Equipment</td>
</tr>
<tr>
<td>Textbooks</td>
</tr>
<tr>
<td>Publish date must be within last 5 years. If not, you must provide an explanation. If additional materials are used, copy and complete the required data below.</td>
</tr>
<tr>
<td>Author</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Publisher</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>ISBN (optional)</td>
</tr>
</tbody>
</table>
SECTION 12 - LEARNING OUTCOMES AND OBJECTIVES

All courses need to include both Student Learning Outcomes and Course objectives to meet the requirements set forth by ACCJC and Title 5. Courses that are eligible for C-ID designation may use the Course Objectives listed on the appropriate C-ID descriptor. Student Learning Outcomes for the course (CSLO’s) should specify the standards to be met when the course is completed. For details on developing outcomes and objectives, please refer to the Assessment Committee page resources.

Course Objectives

List the course objectives in the text box

CSLOs (same as Student Learning Outcomes - SLO’s)

Begin each SLO with the following statement:

Upon successful completion of the course, the student will

SECTION 13 - OUTLINE

Lecture section

The topics in the outline need to have either a % of time covered (totaling 100%), # of weeks spent on topic (totaling 15) or week by week inserted. See example below.

Example

I. INTRODUCTION TO COURSE (2 % OR 1 week OR Week 1)  
   A. Review of program and course learning outcomes  
   B. Review of syllabus  
   C. Discuss policies, expectations, and requirements of course  
II. Composition of Vocal group (3% OR .5 Week OR Week 2)

Lab section

There should be a statement regarding lab activity. When appropriate, include a content outline for the lab part of the course.

Example: This lab component requires ___ hours. (insert # of lab hours for your course - as listed in the catalog).
Distance Education

Delivery Methods: Identify the delivery method from the drop down menu. (Select all that apply)

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings (“Hybrid”)
  Online course with on ground testing
- iTV – Interactive video = Face to face course via interactive TV with significant required activities in a distance modality

Additional items to prepare

1) You will need to upload an example of a critical thinking activity – title the document critical thinking activity. Make sure the course name is on the document. Examples include a case study, instructions for a research paper, or an in class activity worksheet. Grading rubrics should be included when at all possible.

2) You will need to complete a content review worksheet for any pre-requisite, co-requisite and/or advisory. Contact the ACDV department chair to make arrangements for content review. This is specific for requisites which are at the basic skills level. For a course that is sequenced in a discipline, the content review can be done within the department e.g. Math A is a pre-requisite to Math B.