Course Outline of Record Proposal Guide

This guide is intended to assist faculty with both new courses and revisions of existing CORs. The term, “helper text,” below refers to the guidance already provided in each area of the COR in eLumen, information that is accessible by clicking on the ellipses (...) next to some of the headers in the outlines. This document includes additional notes, suggestions, and examples.

If you have trouble entering data into eLumen or questions left unanswered in the information below, please contact the CIC chair or your department’s representative.

1. Cover Info

General Information

Course Code (CB01) *

Helper text: The course code must be a unique number. If you are changing the number or discipline, check with the curriculum technician to make sure the number you want is available for use. Generally, 100 level and higher denotes transfer level courses.

Note: 800-level courses aren’t transferable, and neither are 100-200 courses with an X (see Curriculum Handbook 14). Keep in mind that “transfer level” refers specifically to CSU transferable courses; it shouldn’t be assumed that transfer courses are UC transferable.

Course Title (CB02) *

Note: Be sure that the title is concise and representative of the content of the course.

TOP Code (CB03) *

Helper text: This code denotes the appropriate discipline or sub discipline for the course. If in doubt, check the California Taxonomy of Programs for the complete list.


Department *

Helper text: This is the Cerro Coso academic department that the course belongs to. It may be different than the discipline listed above.

Course Description:

Helper text: The course description must be in the present tense and provide a brief explanation of the course content.

Note 1: Try to make the course description as concise as possible, use present tense throughout it, and employ the Oxford comma in lists of three or more items: e.g., bread, butter, and beer—or hammer,
screwdriver, nails, and screws. In other words, insert a comma before “and” in any list of three or more items. The Oxford comma should be used in all areas of the outline.

Note 2: Use semicolons in lists only to avoid the confusion caused by multiple commas: e.g., I’ve lived in Nairobi, Kenya; Austin, Texas; and Los Angeles, California.

Examples:

ART C240: This course provides an opportunity for advanced work in basic ceramic techniques, glaze and clay formulation, and kiln firing.

HIST C103: This course covers the growth of European civilization. Social, political, and cultural developments are integrated with the introduction of ideas and institutions basic to the understanding of one’s own heritage. This course also covers the development of Western Civilization from the earliest times to the close of the Middle Ages.

HCRS C121: This course is designed to develop an understanding of the principles of human nutrition, including historical development, underlying physical, mental, and emotional health, current world nutrition problems, nutrients and their utilization by the body, and nutritional needs throughout the life cycle. Recent developments in nutrition, food fads and fallacies, and informational nutritional resources are discussed.

**SAM Code (CB09)***

Helper text: Select the SAM code appropriate for the course. Most Arts & Letters courses will be "E", not occupational. CTE courses will fall under codes "A-D". The appropriate code will depend on where the course falls in the sequence of study. SAM D = Possibly Occupational (introductory courses); SAM C = Clearly Occupational (but not advanced); SAM B = Advanced Occupational (not limited to apprentices); SAM A = Apprenticeship (apprentices only).

**Proposal Details**

**Author**

Helper text: You must include a total of three authors, the original proposer plus two co-contributors. Note: Ideally, co-contributors should be knowledgeable about course content and assist with drafts of the outline. If possible, it’s always a good idea to choose CIC representatives as co-contributors.

**Proposal Start***

Note: Unless the course is below transfer or intended only for local GE, the start date should be at least a year after the proposal has been launched. If a new course is seeking CSU Cert or IGETC applicability, the actual start date may be two years from the CIC approval date.

**Submission Type**

Helper text: Select the category that best matches your intended changes. For cyclical revisions, select "Mandatory Revision". If it is not a cyclical revision, "change to content" is an acceptable default.
Note: Besides programs, nearly all curriculum proposals fall under the categories of new course or mandatory revision. Any other option should be discussed with a CIC representative before the COR is launched.

**Notes for Submission** *

Helper text: Please write a specific and detailed explanation for the changes you've made to the course. Make sure to include any significant changes to the course discipline, number, title, requisites, or units.

Note: Identification of most recent assessment and impacts is no longer required. Be sure to list all changes made to the COR.

Examples:

ENGL C102: This is a cyclical revision intended to align the course content with C-ID, update language throughout the outline, including delivery methods, pare down and rearrange the student-learning outcomes, and respond to assessment.

ADMJ C101: Within this revision, SLOs were reduced, CB codes corrected for transferability and 705 requirements, advisory course was corrected, author added, methods of instruction and evaluation were updated, and outline formatting corrected.

HCRS C107: Mandatory revision with updates to SLO's, outline, pre and co-requisites, books, and delivery methods.

### 2. Course Development Options

**More Options**

**Basic Skills Status (CB08)**

Indicate whether the course is basic skills or transferable.

**Course Special Class Status (CB13)**

Indicate whether the course is an approved special class for students with disabilities.

**Grade Options**

Helper text: Select the options appropriate to your course. However, use "pass/no pass" instead of "satisfactory progress".

Note: Most classes have letter grade methods and pass/no pass as their grading options.

**Allowed Number of Retakes**

Helper text: Most courses are not repeatable. The maximum number of retakes for a repeatable class is 3.

Note: For clarification of which courses are repeatable, please see the Curriculum Handbook (12).

**Auditing:** Though auditing isn’t often allowed, most courses retain it as an option.
Course Support Course Status (CB26)

Indicate whether this is a support course.

Associated Programs

Helper text: You cannot edit this portion. eLumen will automatically add any program that includes this course as an option.

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Helper text:

A = Course meets any of the following: CSU General Education Breadth Area A2: Written Communication
CSU General Education Breadth Area A3: Critical Thinking UC IGETC Area 1A: English Composition UC
IGETC Area 1B: Critical Thinking-English Composition OR Course has a general education certification or
articulation agreement that ensures the course fulfills English composition requirements at an
accredited four-year institution OR Course fulfills local general education requirements for English
Composition as outlined in Title 5 Section 55063 B=Course meets any of the following: CSU General
Education Breadth Area B4: Mathematics/Quantitative Reasoning UC IGETC Area 2: Mathematical
Concepts and Quantitative Reasoning OR Course has a general education certification or articulation
agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an
accredited four-year institution C=Course is not transferrable to fulfill general education mathematics or
quantitative reasoning at a four-year institution, but fulfills local general education requirements for
Analytical Thinking or Mathematics Competency as outlined in Title 5 section 55063 Y= Not Applicable

Request for Transferability (CB05)

Helper text: For new courses or for courses that are requesting CSU transferability for the first time,
please provide at least three CSU comparable courses.

Note: “Transferability can be determined by identifying three CSU transferable courses as equivalents,
or by ascertaining that course content is sufficiently rigorous. Making this determination based solely on
what other community colleges have decided is transferable does not guarantee that students will be
able to successfully transfer” (Curriculum Handbook 14).

Suggestion: Here’s a document that clarifies the requirements for CSU
transferability: https://www.sdmesa.edu/about-mesa/administration/articulation/homepage-
docs/Baccalaureate%20Level%20Course%20Criteria%20CSU.pdf. The information under Course
Expectations 3.b and 3.c is most helpful.

Request for General Education Transferability

Helper text: Select the gen ed patterns and areas that this course satisfies. In the drop down menus,
choose the pattern and area. Then click on "add general education request" to submit your selection.
The CIC committee can approve additions to the local gen ed pattern, but IGETC and CSU GE requests
are sent to outside groups for approval.

Comparable Course
Helper text: This is required for C-ID submissions. Please indicate the C-ID # you wish to align your course with.

Suggestion: To find the C-ID equivalent of your course, go to https://c-id.net/.

3. Units and Hours

Credit/ Non-credit Options

Course Credit Status (CB04)

Indicate whether the course is credit (degree applicable), credit (non-degree applicable), or non-credit.

Funding Agency Category (CB23)

Indicate whether the course was developed using economic development funds.

Weekly Student Hours

Note: Usually, especially in the case of mandatory revisions, the weekly student hours and course student hours are standard and won’t need to be changed. For new courses and changes in hours to revisions, please see the information below:

Weekly student hours = Total student learning hours (contact + outside) for which the college awards one unit of credit.

Minimum of 48, maximum of 54. (Min 33, max 36 quarter)

Can also be expressed as range, e.g. 48 – 54.

Divisor and dividend in local calculations should match, e.g. if college bases the dividend on a 51 = 1 unit model, the divisor should be 51.

Colleges that indicate the minimum and maximum range of 48 – 54 should show that same range for the dividend in the equation and resulting unit calculation.

The standard formula includes typical ratios for contact-to-homework hours that are not specified in law, but are drawn from standard practices in higher education. The three typical ratios are as follows:

<table>
<thead>
<tr>
<th>Academic Activity</th>
<th>Weekly Contact Hours</th>
<th>Weekly Outside-of-class Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>(Lecture, Discussion, Seminar, and Related Work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>(Activity, Lab/w Homework, Studio, and Similar)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Laboratory  
(Traditional Lab, Clinical, and Similar)  

Course Student Hours

Units of credit are awarded on the basis of total student time spent on learning. The ratio of contact to out-of-class hours can vary and still yield the same units of credit.

All three examples above yield three units of credit for colleges using a 54 hour divisor.

Here are examples of classes of variable units:

<table>
<thead>
<tr>
<th>Example Course Type</th>
<th>Contact Hours</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All examples use 54 hours = 1 unit</strong></td>
<td>Lecture Hours</td>
<td>Activity</td>
</tr>
<tr>
<td>Traditional Lecture Course #1</td>
<td>54</td>
<td>0</td>
</tr>
<tr>
<td>Traditional Lecture Course #2</td>
<td>72</td>
<td>0</td>
</tr>
<tr>
<td>Traditional Lab Course #1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Traditional Lab Course #2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lab Course #1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lab Course #2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Course Type</td>
<td>Credit Hours</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Lab Course #3</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Activity Course #2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Activity Course #3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Lecture / Laboratory Course #1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Lecture / Laboratory Course #2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Lecture / Laboratory Course #3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Lecture / Activity Course #1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Lecture / Laboratory / TBA</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Prerequisites and Entrance Skills

**Pre-requisites, Co-requisites, Anti-requisites, and Advisories**

Note 1: Serving as the equivalent of content review, all requisites and advisories must be specifically linked to the content of the proposed course, include outcomes, and should be detailed enough to explain why they are necessary.

Note 2: With the passage of AB 705, ENGL C101 should be the default advisory or prerequisite for all transfer-level writing.

Note 3: If a course can be either a pre-requisite or co-requisite, then both need to be selected.

**Entrance Skills**

Helper Text: Use this space for any skills that are required before students may take the course. These are skills acquired outside of an existing Cerro Coso course.

**Limitations on Enrollment**

Helper text: Use this space for any entrance limitations required for a course. For instance, honors courses limit enrollment to those students approved by the instructor. Some CTE courses may require finger-print scans or background checks prior to enrollment.

Note: Keep in mind that any limitation on enrollment will restrict the course, which means that students won’t be able to register on their own for it.

### 5. Specifications
Methods of Instruction

Helper Text: Add any method of instruction that applies to your course. Each one you add must include a rationale in the rationale box.

Note: All methods of instruction must include a rationale, and these should be expressed in complete sentences. Choose “Other” as a rationale only when the list of methods doesn’t include the specific teaching practice of your course.

Examples:

DRAFT C108:
Outside Reading: Students are expected to read and study text materials and hand-outs outside of class time.

KINS C151:
Demonstration: Demonstrations of game skills provide visual reinforcement of lecture ideas and fitness moves.

SPCH C101:
Discussion: Students discuss effectiveness of sample speeches, course readings, and other support materials.

Assignments

Helper text: Provide specific examples of possible course assignments in a narrative format. The level of assignments should be equivalent to the required out-of-class hours. For instance, a 1-unit lecture course requires 2 hours of out-of-class student work per week. However, a 1-unit activity class only requires .5 hours of out-of-class work. A lab unit does not require out-of-class work.

Note 1: Assignments must be specifically linked to course content and SLOs.

Note 2: The specificity of the assignment examples is one of the most important criteria of course approval.

Examples:

ART C240:
Visit a gallery or museum and write a 2 to 3 page response to a specific artwork, artist, or body of work. Example: Attend an art exhibit and write a 2 to 3 page essay on a specific artwork, artist, or body of work, citing specific styles, techniques, and/or major contributions by major works.

Write a 3-4 page paper on an aspect of ceramics, a specific artist, style, or technique. Example: Explain the theories of firing kilns which will result in bisqued ware, raku, and stoneware.

Submit brief summaries of readings of handouts and art periodicals relevant to course topics. Example: Summarize the different methods of glaze application and surface treatment.
Ceramics projects in addition to those assigned during lab hours may be assigned by the instructor and will be completed as out-of-class assignments. Example: Create an entire dinner set utilizing common design elements among all pieces within the set.

DMA C107:

1. Textbook readings
   Example: Students read textbooks to understand concepts of information graphics to apply to a project.
2. Weekly creative exercises
   Example: Students implement principles of immediacy, characterization, and generality by creating a series of caution road signs on humorous topics, such as "No coffee for 500 miles."
3. Creative projects
   Example: Students create a photorealistic image of an object using gradient fills, blends, and/or meshes.

SPCH C101:

Assignments include studying the textbook, working on review questions, writing evaluations of speeches, drafting outlines of speeches, completing other out of class work, and oral presentations.

**Methods of Evaluation**

Helper text: add any method of evaluation that applies to your course. Each one you add must include a rationale in the rationale box.

Note 1: The methods of evaluation must be specifically linked to course content, including examples.

Note 2: If the course will be offered online, select “Distance Education” as a method of evaluation.

Examples:

ART C240:

Quizzes: Students provide short answers covering specific concepts discussed or demonstrated during the lecture, including adherence to studio procedures, safety, clean-up, and how to use lab time in a productive manner. Example: Provide a short answer for the following questions: What are the different methods of kiln firing, and what are the advantages and disadvantages of each method?

ENGL C102:

Research Paper: One research paper on an important work or author showing the student's ability to analyze critically, sustain an argument for no fewer than 2000 words, and evaluate and synthesize secondary sources documented according to current MLA style.

- Example: Contrast the arguments of J. H. Hexter and R.W. Chambers in their critical essays of Sir Thomas More’s Utopia.

DMA C108:
Final Exam: Students will be given a final exam on the materials taught during the course such as the alphabet of lines, bilateral and unilateral dimensioning, three-view drawings, and geometric dimension and tolerances.

Equipment

Please list all necessary equipment for enrollment in the course.

Textbooks

Helper text: Textbooks must have a publication date within the last 5 years. If an older book is used, you must include a brief statement describing why this book is preferred.

Note 1: At least one textbook must have been published within the last seven years, or it must be listed as a classic text in the field. Please use the word "classic" to help justify why that text is more authoritative than recent ones.

Note 2: OERs can be included, but they must include the title, author, and date.

6. Learning Outcomes

Objectives

Note 1: The objectives list should include the multiple goals of the course, but those that are subsumed under the more general category of essential learning outcomes. As Dawn Ward points out, “the objectives fall under the larger umbrella of outcomes. The objectives are like mini-goals or things students can do/learn to meet the outcomes (what they need to know) for the course. You can combine some of the objectives to create the outcomes or create new outcomes that encompass those objectives. Move the others up into the objectives.” Furthermore, it’s important to remember that the goals listed in the c-id outlines are objectives, not outcomes.

Note 2: Be sure that all objectives and outcomes end with a period.

Examples:

ENGL C102:

1. Identify a text’s premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
2. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.
3. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
4. Identify key elements of major genres in order to analyze and interpret texts.
5. Define common literary terms and apply these to analysis of specific texts.

SPCH C101:

1. Explain the benefits of effective public speaking.
2. Listen critically to analyze speeches.
3. Develop skill analyzing audience and occasion.
4. Create effective visual aids.

BIOL C251:

1. Describe key structural features of different human cell and major tissue types.
2. Identify and describe the anatomy of organ systems of the human body.
3. Relate structure and function of body systems at different levels of organization, from cellular to organ systems.
4. Describe structural changes that occur in disease, injury or aging of human body systems.

CSLOs

Note: Student-learning outcomes must be measurable by means of assessment, and in transfer-level courses, they must include the critical thinking associated with a higher order of verbs. For clarification, please see, for example, [https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20Best.pdf](https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20Best.pdf). Unless it’s mandated by the state as is the case in nursing or administrative justice courses, or because your department insists on a multiplicity of outcomes for the sake of academic rigor, there’s no reason to have more than five of them. (Do you enjoy assessment? I didn’t think so.)

Examples:

ENGL C102:

1. Critically read, analyze, compare, and evaluate complex literary texts.
2. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, supporting them with a variety of appropriate textual evidence and examples and demonstrating appropriate academic discourse and the conventions of literary analysis.
3. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.

SPCH C101:

1. Select and organize topics and supporting material and prepare a speech outline.
2. Compose competent, original speeches, in a variety of formats.
3. Present extemporaneous speeches, with or without audience participation.

BIOL C251:

1. Develop, recognize, and use correct terminology to describe cell structure and function, histology, gross anatomy, and physiology of all organ systems.
2. Locate and identify anatomical structures that are associated with each major organ system.
3. Describe and analyze the complementarity between structure and function of tissues, organs, and organ systems.
4. Analyze how anatomical changes that occur in injury and during aging can lead to physiological dysfunction.
5. Apply the knowledge and concepts of anatomy to the comprehension of disease and health disorders.

7. Course Outline

Helper text: The outline must be detailed and specific. It should have at least two levels in the outline with headings and detailed content for each heading. It also has to reflect the total hours required for the course. For instance, a three unit lecture course would have a longer and more detailed outline than a one unit lecture course.

Note 1: Be sure that the course outline reflects the learning outcomes and objectives of the course, and as stated above, that it is sufficiently detailed to justify the unit value of the course. It also must be presented in outline format. Keep in mind that the detailed topical outline is the heart of the COR. Full sentences are appropriate wherever possible in the content of an outline.

Note 2: all topics included in the course outline must be taught. If a topic is optional, then it should be listed as such. In English lit. courses, for example, the CORs don't state which authors have to be studied; they give examples.

8. Delivery Methods

These sections below apply to online delivery of onsite classes, as well as hybrid and synchronous Zoom (or iTV) classes.

Delivery Method

Note: Please list all delivery methods that could be used for the course, even if not all of them are currently employed. For example, even if a course has not been offered as a hybrid, if it could be offered by that method, please check it as a possibility.

Rigor Statement

Note 1: This statement should explicitly explain how academic rigor will be achieved in online delivery of a course. It must be sufficiently detailed to justify the viability of virtual delivery in comparison to its on-ground counterpart. As the text box in eLumen says, “Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.”

Note 2: Don’t forget to address that last requirement above: “Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.”

Examples:

ENGL C102:
**Online:** Regular and effective contact between instructor and student in the online environment is accomplished primarily through weekly discussions within the learning management system (LMS); students post to weekly prompts, and the instructor engages with students in the resulting discussion threads. Options for additional methods of contact are identical to the onsite course, including messaging via LMS, a college-adopted networking app (such as Pronto), email, live video conferencing, and/or telephone. Student-to-student contact is accomplished primarily through weekly discussions and possibly a college-adopted networking app. All paper assignments are identical to those in an onsite class, except that they are submitted within the LMS. Likewise, quizzes and exams are also delivered within the LMS. The instructor is responsible for providing substantive feedback on student work via online methods such as rubrics, comment spaces, private online discussion, video conferencing, or direct messaging.

**Hybrid:** All student-instructor and student-student contacts in a hybrid course are identical to the online course but with the addition of some face-to-face meetings that the instructor may use to connect with students through in-class lecture, discussion, testing, feedback, and other in-class activities.

**iTV:** Regular and effective contact between instructor and student in an iTV course is identical to a traditional onsite course, excepting that some students are attending the iTV course remotely. Additional methods of contact are identical to onsite courses. Student-to-student contact is likewise the same, with remote students participating equally with each other and with students at the host location. All paper assignments and their assessments are identical to those in a regular onsite class but will be collected and assessed using a medium such as LMS assignments or Turnitin. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, LMS messaging, phone conferences, or office hours. The instructor must provide substantive critiques of all essays, as well as some assessment of iTV class participation.

**MUSC C101:**

All assignments and SLO assessments in distance education courses (online, hybrid and iTV) of MUSC C101 are the same as those in the on-ground courses, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground courses, except that evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use written lectures and videos. The documentation of completed work is done through weekly written assignments, exams/quizzes, and a research paper that is uploaded to the site. Student-instructor contact may include, but is not limited to, the following: discussion forums, learning management system messages, announcements, email, chat, online video conference, and feedback on each student's work. Student-student contact may include, but is not limited to, the following: discussion forums, chat, online video conference, learning management system messages, email, group work, and peer review.

**ADMJ C131:**

All paper assignments are identical to those in a regular onsite class. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, phone conferences, regular mail, or office hours. The instructor must provide substantive critiques of all essays, as well as some assessment of iTV class participation. Online All paper assignments are identical to those in an onsite class, except that they are submitted by e-mail.
attachment. Weekly class discussions are conducted by means of online discussion forums through the LMS. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays. In the online classroom, Student-to-student contact is facilitated through weekly discussions. Instructor-to-student interaction occurs in the weekly discussions, assignment feedback, video lectures, live lectures, and/or class-wide messaging and announcements.

**Synchronous and Asynchronous Contact**

List the methods expected of all instructors teaching the course.

**Software and Equipment**

“What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?”

Example:

DMA C117:

Only open-source software is required, which is specified in the syllabus and course. Technical support will be provided by the instructor.

SPCH C101:

The learning management system is accessible and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director, to ensure all learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos. Students in a purely online class will need access to a device (laptop, smart phone, tablet, etc.) with a web camera in order to be able to record and upload speeches.

**Accessibility**

Check all the methods that apply here to achieve accessibility, whether LMS, iTV, or publisher course with LMS interface.

**Class Size**

“Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.”

**Emergency DE**

”The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours -
Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.”

Note: Check all modes that your department has approved.