1. Course ID and Number: C-ID Descriptor (if applicable):

2. Course Title:

3. Check one of the following:
   - [ ] New Course  *(If the course constitutes a new learning experience for CR students, the course is new).*
     - Required - Justification for Need (Provide a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines. To see examples of such descriptions, consult pages 10-11 of The Course Outline of Record: A Curriculum Reference Guide.)*
   - [ ] Updated/Revised Course
     - If curriculum has been offered under a different discipline and/or name, identify the former course:
       - Should another course be inactivated?  No [ ]  Yes [ ]
       - Inactivation date:
       - Title of course to be inactivated:
         *(If yes, complete a Course Inactivation Form found on the Curriculum Website.)*

4. If this is an update/revision of an existing course, provide explanation of and justification for changes to this course. Be sure to explain the reasons for any changes to class size, unit value, and prerequisites/corequisites.

5. List the faculty with which you consulted in the development and/or revision of this course outline.
   Faculty Member Name(s) and Discipline(s):

6. If any of the features listed below have been modified in the new proposal, indicate the “old” (current) information and “new” (proposed) changes. If a feature is not changing, leave both the “old” and “new” fields blank.

<table>
<thead>
<tr>
<th>FEATURES</th>
<th>OLD</th>
<th>NEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td></td>
<td></td>
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<tr>
<td>TOPS/CIPS Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalog Description</td>
<td></td>
<td></td>
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<tr>
<td>(Please include complete text of old and new catalog descriptions.)</td>
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<tr>
<td>Grading Standard</td>
<td>Select</td>
<td>Select</td>
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<tr>
<td>Total Units</td>
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<td>Lecture Units</td>
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<td>Lab Units</td>
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<td>Prerequisites</td>
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<td>Corequisites</td>
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<tr>
<td>Recommended Preparation</td>
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<tr>
<td>Maximum Class Size</td>
<td></td>
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<tr>
<td>Repeatability—Maximum Enrollments</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. DATE

2. DIVISION: Select

3. [CB04] COURSE CREDIT STATUS: Choose One

4. [CB01] COURSE ID AND NUMBER:

5. [CB02] COURSE TITLE:
   (Course title appears in Catalog and schedule of classes.)

6. SHORT TITLE:
   (Short title appears on student transcripts and is limited to 30 characters, including spaces.)

7. [CB03] LOCAL ID (TOPs code): Taxonomy of Program Codes

8. NATIONAL ID (CIP code): Classification of Instructional Program Codes

9. DISCIPLINE(S): Select from Minimum Qualifications for Faculty
   Course may fit more than one discipline; identify all that apply:

10. FIRST TERM NEW OR REVISED COURSE MAY BE OFFERED:

11. COURSE UNITS (Note: 1 lecture unit requires 18 hours in-class/36 hours out-of-class; 1 lab unit requires 54 in-class hours)

<table>
<thead>
<tr>
<th>TOTAL UNITS:</th>
<th>[CB07]</th>
<th>[CB06]</th>
<th>Lecture Units:</th>
<th>Lab Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>min. units</td>
<td>max. units</td>
<td>Lecture Hours:</td>
<td>Lab Hours:</td>
</tr>
<tr>
<td>TOTAL HOURS:</td>
<td>min. hours</td>
<td>max. hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. MAXIMUM CLASS SIZE:

12. WILL THIS COURSE HAVE AN INSTRUCTIONAL MATERIALS FEE? No ☐ Yes ☐ Fee: $ 

   If yes, attach a completed Instructional Materials Fee Request Form found on the Curriculum Website.

   **GRADING STANDARD**

   Letter Grade Only ☐ Pass/No Pass Only ☐ Grade-Pass/No Pass Option ☐

   [CB12] Is this course a repeatable lab course? No ☐ Yes ☐ If yes, how many total enrollments? Select

   Is this course to be offered as part of the Honors Program? No ☐ Yes ☐ 

   If yes, explain how honors sections of the course are different from standard sections.

   **CATALOG DESCRIPTION** - The catalog description should clearly describe for students the scope of the course, its level, and what kinds of student goals the course is designed to fulfill. The catalog description should begin with a sentence fragment.

   Special Notes or Advisories (e.g. Field Trips Required, Prior Admission to Special Program Required, etc.):

   **PREREQUISITE COURSE(S)**

   No ☐ Yes ☐ Course(s):

   Rationale for Prerequisite:

   Describe representative skills without which the student would be highly unlikely to succeed.
COREQUISITE COURSE(S)
No ☐ Yes ☐ Course(s):
Rationale for Corequisite:

RECOMMENDED PREPARATION
No ☐ Yes ☐ Course(s):
Rationale for Recommended Preparation:

COURSE LEARNING OUTCOMES – This section answers the question “what will students be able to do as a result of taking this course?” State some of the objectives in terms of specific, measurable student actions (e.g. discuss, identify, describe, analyze, construct, compare, compose, display, report, select, etc.). For a more complete list of outcome verbs please see Public Folders>Curriculum>Help Folder>SLO Language Chart. Each outcome should be numbered.

COURSE OBJECTIVES - This section describes the objectives the course addresses through the course content. Objectives can include specific disciplinary questions or goals that are central to the course subject matter and are meant to address what the various intents of the course are. Each objective should be numbered.

COURSE CONTENT—This section describes what the course is “about”- i.e. what it covers and what knowledge students will acquire.

Concepts: What terms and ideas will students need to understand and be conversant with as they demonstrate course outcomes? Each concept should be numbered.

Issues: What primary tensions or problems inherent in the subject matter of the course will students engage? Each issue should be numbered.

Themes: What motifs, if any, are threaded throughout the course? Each theme should be numbered.

Skills: What abilities must students have in order to demonstrate course outcomes? (E.g. write clearly, use a scientific calculator, read college-level texts, create a field notebook, safely use power tools, etc). Each skill should be numbered.

REPRESENTATIVE LEARNING ACTIVITIES – This section provides examples of things students may do to engage the course content (e.g., listening to lectures, participating in discussions and/or group activities, attending a field trip). These activities should relate directly to the Course Learning Outcomes. Each activity should be numbered.

ASSESSMENT TASKS – This section describes assessments instructors may use to allow students opportunities to provide evidence of achieving the Course Learning Outcomes. Each assessment should be numbered.

Representative Assessment Tasks (These are examples of assessments instructors could use.):

Required Assessments for All Sections (These are assessments that are required of all instructors of all sections at all campuses/sites. Not all courses will have required assessments. Do not list here assessments that are listed as representative assessments above.):

EXAMPLES OF APPROPRIATE TEXTS OR OTHER READINGS – This section lists example texts, not required texts.

Author, Title, and Date Fields are required

Author Title Date
COURSE TYPES

1. Is the course part of a Chancellor’s Office approved CR Associate Degree? □ No □ Yes
   If yes, specify all program codes that apply. (Codes can be found in Outlook/Public Folders/All Public Folders/Curriculum/Degree and Certificate Programs/choose appropriate catalog year):
   □ Required course for degree(s)
   □ Restricted elective for degree(s)
   *Restricted electives are courses specifically listed (i.e. by name and number) as optional courses from which students may choose to complete a specific number of units required for an approved degree.

2. Is the course part of a Chancellor’s Office approved CR Certificate of Achievement? □ No □ Yes
   If yes, specify all program codes that apply. (Codes can be found in Outlook/Public Folders/All Public Folders/Curriculum/Degree and Certificate Programs/choose appropriate catalog year):
   □ Required course for certificate(s)
   □ Restricted elective for certificate(s)
   *Restricted electives are courses specifically listed (i.e. by name and number) as optional courses from which students may choose to complete a specific number of units required for an approved certificate.

3. [CB24] Is the course Stand Alone? □ No □ Yes (If “No” is checked for both #1 & #2 above, the course is stand alone.)

4. [CB08] Basic Skills: Choose One:

5. [CB10] Work Experience: Choose One:

6. [CB22] Noncredit Category: Choose One:

7. Course eligible Career Technical Education funding (applies to vocational and tech-prep courses only): No □ Yes □

8. [CB23] Course eligible Economic Workforce Development funding: No □ Yes □
   *(If TOPS code has an asterisk it is indicative that the course is vocational.)*

9. [CB11] Purpose: Choose One: Course Classification Status

10. Accounting Method: Choose One:

11. [CB13] Disability Status: Choose One:

12. [CB09] Course SAM Priority Code: Choose One: Definitions of SAM Priority Codes

COURSE TRANSFERABILITY

1. [CB05] Current Transferability Status: Choose One:

2. [CB21] Course Prior to Transfer Level: Choose One: Definitions of Course Prior to Transfer Levels

CURRENT TRANSFERABILITY STATUS (Check at least one box below):
This course is currently transferable to:
□ Neither CSU nor UC
□ CSU as general elective credit
□ CSU as a specific course equivalent (see below)
If the course transfers as a specific course equivalent give course number(s)/title(s) of one or more currently-active, equivalent lower division courses from CSU.
1. Course , Campus 2. Course , Campus

☐ UC as general elective credit

☐ UC as specific course equivalent
If the course transfers as a specific course equivalent give course number(s)/title(s) of one or more currently-active, equivalent lower division courses from UC.
1. Course , Campus 2. Course , Campus

PROPOSED CSU TRANSFERABILITY (Check at least one of the boxes below):
☐ No Proposal
☐ Remove as General Education
☐ Propose as General Elective Credit
☐ Propose as a Specific Course Equivalent (see below)
If specific course equivalent credit is proposed, give course number(s)/title(s) of one or more currently-active, equivalent lower division courses from CSU.
1. Course , Campus 2. Course , Campus

PROPOSED UC TRANSFERABILITY (Check one of the boxes below):
☐ No Proposal
☐ Remove as General Education
☐ Propose as General Elective Credit OR Specific Course Equivalent (fill in information below)
If “General Elective Credit OR Specific Course Equivalent” box above is checked, give course number(s)/title(s) of one or more currently-active, equivalent lower division courses from UC.
1. Course , Campus 2. Course , Campus

CURRENTLY APPROVED GENERAL EDUCATION (Check at least one box below):
☐ Not currently approved
CR ☐ CR GE Category(-ies): Select GE Category, Secondary GE Category (if applicable)
CSU ☐ CSU GE Category:
IGETC ☐ IGETC Category:

PROPOSED CR GENERAL EDUCATION (Check at least one box below):
☐ No Proposal
☐ Remove as General Education
☐ Review to maintain CR GE Status
☐ New GE Proposal

CR GE Outcomes
GE learning outcomes in Effective Communication, Critical Thinking, and Global Awareness must be addressed in all general education courses.

○ Effective Communications: Explain how the proposed GE course fulfills at least one of the CR GE outcomes in this category.

○ Critical Thinking: Explain how the proposed GE course fulfills at least one of the CR GE outcomes in this category.

○ Global Awareness: Explain how the proposed GE course fulfills at least one of the CR GE outcomes in this category.

GE Criteria for Breadth and Generality
GE courses should be broad and general in scope. Typically such courses are introductory--not advanced or specialized—and the content encompasses a broad spectrum of knowledge within a given field of study.

Explain how the proposed GE course fulfills GE criteria for breadth and generality.
CR GE Area Designation

Course Learning Outcomes and Course Content should provide evidence of appropriate GE Area Designation.

Additional rationale for GE Area Designation (optional):

- Area A: Natural Science
- Area B: Social Science
- Area C: Humanities
- Area D: Language and Rationality
  - D1: Writing
  - D2: Oral Communications
  - D3: Analytical Thinking
- Area E: Multicultural Understanding*

*To be considered part of CR GE Area E, all courses must meet the following two conditions: 1. The course must also be (or be proposed) in one other CR GE area AND 2. The course must be articulated with HSU as meeting their lower-division Diversity and Common Ground GE requirement.

PROPOSED CSU GENERAL EDUCATION BREADTH (CSU GE) (Check at least one box below):

- NO PROPOSAL
- A. Communications and Critical Thinking
  - A1 – Oral Communication
  - A2 – Written Communication
  - A3 – Critical Thinking
- B. Science and Math
  - B1 – Physical Science
  - B2 – Life Science
  - B3 – Laboratory Activity
  - B4 – Mathematics/Quantitative Reasoning
- C. Arts, Literature, Philosophy, and Foreign Language
  - C1 – Arts (Art, Dance, Music, Theater)
  - C2 – Humanities (Literature, Philosophy, Foreign Language)
- D. Social, Political, and Economic Institutions
  - D0 – Sociology and Criminology
  - D1 – Anthropology and Archaeology
  - D2 – Economics
  - D3 – Ethnic Studies
  - D5 – Geography
  - D6 – History
- E. Lifelong Understanding and Self-Development
  - E1 – Lifelong Understanding
  - E2 – Self-Development

Rationale for inclusion in this General Education category: Same as above

Proposed Intersegmental General Education Transfer Curriculum (IGETC) (Check at least one box below):

- NO PROPOSAL
  - 1A – English Composition
  - 1B – Critical Thinking-English Composition
  - 1C – Oral Communication (CSU requirement only)
  - 2A – Math
  - 3A – Arts
  - 3B – Humanities
  - 4A – Anthropology and Archaeology
  - 4B – Economics
  - 4E – Geography
  - 4F – History
  - 4G – Interdisciplinary, Social & Behavioral Sciences
  - 4H – Political Science, Government & Legal Institutions
  - 4I – Psychology
  - 4J – Sociology & Criminology
5A – Physical Science
5B – Biological Science
6A – Languages Other Than English

Rationale for inclusion in this General Education category: Same as Above

Submitted By: [Select]
Tel. Ext.: Date: Review Date:

CURRICULUM COMMITTEE USE ONLY
Approved by Curriculum Committee: No Yes Date:
Academic Senate Approval Date: Board of Trustees Approval Date: