

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
SAN DIEGO CONTINUING EDUCATION  
COURSE OUTLINE

**FORMAT**

*A course outline must be submitted both in hard copy and electronic file format.  
(Course outline must be a Word document only)*

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

List subject area

(If new course leave course number blank. Course number will be identified by Instructional Services)

**COURSE TITLE**

(Limit to 30 characters including spaces)

**TYPE COURSE**

**NON-FEE CATEGORIES (choose one):**

Adult Basic Education (ABE)  
Apprenticeship  
Disabled Student Program Support (DSPS)  
English as a Second Language (ESL)  
High School Diploma Program (HSDP)  
Older Adult (OA)  
Parent Education  
Career Technical Education (CTE)

**FEE CATEGORY**

Community Education

**CATALOG COURSE DESCRIPTION**

Limit to 600 characters, including spaces (advisories will be included in the 600 character count).

Describe in general terms, to enable adaptation by any campus and to allow flexibility in instruction, structure, and content.

Courses intended for a special population category (e.g. DSPS, Older Adult, Parent Education) must clearly demonstrate that the course meets the needs of the population. Include the text (FT) at the end of the paragraph to allow for potential field trips.

**LECTURE HOURS**

(max total hours for course)

**LABORATORY HOURS**

(max total hours for course)

**(or total hours can be combined under LECTURE/LABORATORY HOURS if appropriate)**

**ADVISORIES** (Included in the Catalog Course Description 600 character limit, including spaces)

List recommendations to be completed prior to enrolling in the course. Note, skill levels (e.g. reading levels, math levels, etc.) are listed in Recommended Skill Level section. Write NONE, if not applicable to the course.

### **RECOMMENDED SKILL LEVEL**

*Recommended basic skill levels in areas such as reading, mathematics and language which would ensure reasonable chances for success in the course. This information is for advising only and may not be utilized to block enrollment in a class.*

*Write NONE if not applicable to the course*

### **INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCE students demonstrate effective communication skills.
3. Critical Thinking  
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development  
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

### **COURSE GOALS**

Course Goals - Identify the broad general areas toward which the student will be directed to satisfy the purpose/intent of the course. Goals should be ongoing and attainable within the ESTABLISHED TIME FRAME OF THE COURSE.

### **COURSE OBJECTIVES**

Describe course objectives in terms of measurable/observable minimum competencies/skills a student is expected to achieve during the course of instruction. Objectives established should be consistent with the course goals and the overall course.

If the course is intended for a special population category (e.g. DSPS, Older Adult, Parent Education) demonstrate how the course objectives meet the needs of the population.

## **SECTION II**

### **COURSE CONTENT AND SCOPE**

List in topical outline format. Content must be aligned with stated course goals and objectives.

1. First Topic
  - 1.1. First sub category
  - 1.2. Second sub category
    - 1.2.1. First sub sub category

2. Second Topic

Continue to list content as needed to align with course goals and objectives.

### **APPROPRIATE READINGS**

List the kinds of required reading, included but are not limited to, that are appropriate for this course. The reading specified here should be an example which reflects the department's expectations for students in this course and guide faculty in developing their own syllabi. Faculty may choose other readings that are comparable in rigor and content to the examples.

### **WRITING ASSIGNMENTS**

List the kinds of writing assignments, included but are not limited to, that are relevant to the COURSE OBJECTIVES or other demonstrations of ability to apply skills learned in the course. The examples of assignments specified here should reflect the expectations of the department for students in this course and should guide faculty in developing their own syllabi.

### **OUTSIDE ASSIGNMENTS**

List the kinds of assignments, included but not limited to, which students are expected to work on outside of class.

### **APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING**

Give examples of the kinds of assignments or activities which students in the course are required to complete or participate in and which requires students to think critically and apply the concepts taught. Give at least one example.

### **EVALUATION**

Please state methods, procedures, and assessment instruments used to determine if minimum competencies/skills have been met, and what criteria is to be used to determine same. The evaluation plan must be consistent with course goals and objectives and measure the degree of competency attained.

If the course will be included in a program include the following sentence: Upon successful completion of each course in the program, a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program, a Certificate of Program Completion will be issued.

*NOTE: In accordance with District Policy, Instructors are required to provide the students, in writing, the specific competencies to be demonstrated and the methods and criteria by which they will be evaluated. These methods must be consistent with the course goals/objectives and must be included in a course syllabus and presented to each student.*

### **METHOD OF INSTRUCTION**

Specify the primary methods of instruction (lecture, laboratory, demonstration, individualized study, audio-visual, computer assisted, field trips, etc.) that will be used to deliver the course of instruction. Other unique instruction requirements, e.g., outside assignments (field trips, computer access, job shadowing, intern/externships, etc.) must be listed in the course syllabus presented to each student. Include distance education if class sections will be offered online or in hybrid format (discuss distance education with Program Dean or SDCE Instructional Services).

### **TEXTS AND SUPPLIES**

Texts:

*List at least one text are required or recommended for the course. Include text title, author, publisher, and publishing date or list current edition. Example:*

*Title of the Book, Author, Publisher, Date or current edition.*

Supplies:

*List all supplies that are required or recommended for the course.*

*NOTE: A specific listing of those texts and supplies used in a specific course at a campus must be included in the syllabus presented to each student.*

*If course is NEW, put your name in Prepared By, and enter date completed.*

PREPARED BY: \_\_\_\_\_ DATE \_\_\_\_\_

*If course is REVISED, put your name in Revised By, and enter date completed.  
If course has been previously revised add an additional Revised By line under the current one and enter your name and date there. The history of revisions needs to be maintained.*

REVISED BY: \_\_\_\_\_ DATE \_\_\_\_\_

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog