Standard Course Outline

# Course Number and Title

*This Standard Course Outline (SCO) template has been approved by the College of Business Undergraduate Programs Committee (UPC) on September 3, 2021.*

*[Note: Items that appear in* ***BLACK FONT*** *are intended to serve as a template for the SCO. Items appearing in* ***BLUE FONT*** *are intended to serve as guides for faculty completing SCOs and can be removed as needed.]*

Purpose of a Standard Course Outline (SCO)

The SCO is a document written by faculty to describe the learning objectives and pedagogy of a specific course. It is an instructional tool to be shared among faculty teaching the course. Unlike syllabi, which are geared toward student audiences, an SCO provides information for the faculty teaching the course, acting as a set of guidelines to instruct and to assist all present and future faculty of a course. A well-balanced SCO will provide both rigor and flexibility. Sufficient rigor refers to requiring consistent criteria and standards to be adhered to across sections and semesters of teaching the course. Flexibility allows faculty members to align those requirements according to their distinct teaching styles. It is not advisable to use a syllabus to create the SCO; rather, the SCO should inform and foster the design of all future syllabi. An SCO also serves as a contract: all syllabi should conform to its specifications about what the course is designed to provide students as part of the curriculum as well as the methods by which those learning goals are accomplished.

Part of the usefulness of an SCO is derived from the need for conformity of standards, across sections (for multi-sectioned courses) and semesters (for all courses). Present and future instructors of the course should follow the instructions given in the SCO to ensure consistency of pedagogical practices. A carefully crafted SCO should also serve as the foundation and design tool for course-level assessment planning, an integral component of discovering and implementing curricular change for enhancing students' mastery of the learning objectives. SCO requirement for core courses will also support the curriculum management process which is required by AACSB.

An SCO should also acquaint faculty with university policies on instruction, such as those regarding class attendance, grading, and textbook selection.

## General Information

* + Course Number:
	+ Title:
	+ Units:
	+ Prerequisites:
	+ Course Coordinator:
	+ SCO Prepared by:
	+ Date prepared/revised:

## Catalog Description

Give catalog description (40 words maximum), listing prerequisites as well as grading, repeatability of the course, and course fees, if any.

## Curriculum Justification(s)

State the need for the course to be in the COB Core Curriculum and how it aligns with COB Learning Goals. **NOTE**: Not all courses meet all learning goals. Please select and include only the goals relevant to the content of the course and remove any that are not relevant.

For **undergraduate courses**, select from the list below:

This course meets the following [College of Business Undergraduate Program Learning Goals](https://www.csulb.edu/college-of-business/office-of-the-dean/learning-goals):

### General

* **Critical Thinking:** Students will be able to demonstrate conceptual learning, critical thinking, and problem-solving skills.
* **Ethics:** Students will be able to demonstrate awareness of ethical, social responsibility, and citizenship issues and the ability to apply them in decision making in the local, regional, and global communities.
* **Team & Interpersonal Skills:** Students will be able to demonstrate interpersonal skills for working in a dynamic and diverse world, including in a team environment.
* **Communication Skills:**Students will be able to demonstrate effective oral and written communication skills in English.

### Management Specific

* **Business Functions:** Students will be able to demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.
* **Quantitative & Technical Skills:** Students will possess quantitative and technological skills enabling them to analyze and interpret business data and to improve business performance.
* **Domestic & Global Environment:** Students will be able to demonstrate knowledge of today’s domestic and global business environment (e.g., legal, regulatory, political, cultural, and economic).

For **graduate courses**, select from the list below:

This course meets the following [College of Business Graduate Program Learning Goals](https://www.csulb.edu/college-of-business/office-of-the-dean/learning-goals):

### General

* **Critical Thinking:** Students will be able to demonstrate conceptual learning, critical thinking, and problem-solving skills.
* **Ethics:** Students will be able to demonstrate awareness and knowledge of social responsibility, ethical leadership, and citizenship issues in the local, regional and world communities.
* **Interpersonal, Leadership & Team Skills:** Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both independently and in a team environment.

### Management Specific

* **Business Functions:** Students will be able to demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.
* **Quantitative & Technical Skills:** Students will possess quantitative and technological skills enabling them to analyze, interpret, and communicate business data effectively and to improve business performance.
* **Domestic & Global Environment:** Students will be able to demonstrate knowledge of today’s dynamic business environment (e.g., legal, regulatory, political, cultural, and economic), especially the links between our region and global business.

## Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

Provide a bulleted list of course objectives (typically, **3** - **5** objectives). Objectives are broad statements of the goals for the course and should expand upon the Learning Goals selected from the section above. For **EACH objective,** state: Measurable Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development.

### OBJECTIVE 1: Objective

#### **MEASURABLE** STUDENT LEARNING OUTCOME(S)

Student Learning Outcomes (SLOs) are specific statements of what students are expected to learn and be able to do upon successful completion of the course. **TIP:** The outcomes are deemed "measurable" when they reflect language that is action-oriented and assessment-driven. Outcomes should use verbs that require a demonstration. As an illustrative example, consider a course on Irish literature. A non-measurable outcome might be "students will understand the portrayal of women in Irish literature" (problem: how do we "see" when a student understands?). A measurable outcome might be "students will construct persuasive arguments that address the issue of gender in Irish literature".

#### EVALUATION INSTRUMENTS (ASSIGNMENTS)

Describe procedures and measures that would be suitable to evaluate student's mastery of course content and skills. These might include quizzes, a research paper, essay exam, oral presentation, etc. Rather than making a blanket statement of all possible assignments, give a meaningful description of how certain assignments will help you reach particular outcomes.

#### INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT

Describe what you will do as an instructor to teach the objective. **TIP:** Be certain to focus on instructor activities. A writing requirement provides a good example. SCOs often state that "students will write 35-page papers," but students do not learn to write merely by the act of writing. Teaching writing skills involves, but is not limited to, explaining rubrics for writing expectations both before and after the assignments, reviewing components of well-written essays with the class with examples from actual student essays, incorporating feedback on drafts with opportunities for revision, etc.

## Outline of Subject Matter

### SUGGESTED COURSE SCHEDULE / TOPICS TO BE COVERED

Include a suggested course schedule that is not too detailed. Do not list page numbers in textbooks, precise assignments, or other details, but give a broad outline of topics to be covered. Outline may be organized thematically (by grouping related topics) or sequentially, showing topics for each week (or sets of weeks).

Include a disclaimer to allow for different ways of teaching the course, such as the following:

This is a broad outline of topics to be covered. Subject matter and sequence of topics may vary by instructor.

### PERCENTAGE OF CLASS TIME TO BE SPENT ON REQUIRED TOPICS

**This section is optional but highly recommended for core courses.** Include a statement detailing how much time should be spent on the required topics outlined above.

## Methods of Instruction

### INSTRUCTION MODE

Indicate one or more modes of instruction that this course is authorized to use.

May refer to university policies on [Academic Technology and the Mode of Instruction](https://www.csulb.edu/academic-senate/policy-statement-03-11-academic-technology-and-the-mode-of-instruction) and [Course Syllabi and Standard Course Outlines](https://www.csulb.edu/academic-senate/policy-statement-11-07-syllabi-and-standard-course-outline-course-superseded-ps-04), for descriptions of modes of instruction and for guidelines for non-traditional modes of instruction. Syllabi must also contain an explicit statement describing the mode of instructional delivery.

This course can be offered in the following instruction modes, with the approval of the department chair, and subject to program requirements and college guidelines:

* + Face-to-Face – Yes or No
	+ Hybrid – Yes or No
	+ Online Synchronous – Yes or No
	+ Online Asynchronous – Yes or No

### CLASSROOM ACTIVITIES

**This section is optional but highly recommended for core courses.** Explain the nature of classroom activities. Is the course primarily lectures? Should there be opportunities for class discussion, group work, one-on-one instruction, and student presentations?

If the course is a large lecture format, explain any opportunities for class discussion, student interaction, small group work, or other factors that would enhance active learning in this classroom environment.

If film or other audio-visual materials are used in the course, indicate all of the following: (1) why those particular materials are necessary for the course, (2) the amount of class time devoted to those materials, and (3)a pedagogical justification for why the materials require in-class viewing/listening, rather than out-of-class preparation time.

### EXTENT AND NATURE OF TECHNOLOGY USE

**This section is optional but highly recommended for core courses.** State how instructors will require students to use technology as part of instruction.

The use of technology will depend on individual instructors, but should include BeachBoard, should include the development of familiarity with web resources specific to the course, and may include assignments that involve the evaluation of web materials on the subjects. Students may be made familiar, if they are not already, with relevant search databases in the library. Film and video may be used in the classroom.

## Information about Textbooks/Readings

If there is a required text for the course, state so here. If not, provide a brief list of possible textbooks to be used. Include a disclaimer such as the following:

The following is a short list of textbooks that are most likely to be used for this course. Instructors may assign one or more of these and/or include other relevant texts/readings. Instructors may be asked to justify the use of old textbooks, if updated texts are available.

## Instructional Policies Requirements

List course policies that every instructor must follow. Include a reference to University policies on instructional issues. Make it explicit that such policies should appear on course syllabi.

Instructor’s syllabi must contain explicit statements regarding their own policies with regard to plagiarism, withdrawal, absences, etc., which should be consistent with the university policies published in the CSULB Catalog. It is expected that every course will follow university policies on [Attendance](https://www.csulb.edu/academic-senate/policy-statement-17-17-attendance-policy-supersedes-01-01), [Course Syllabi & Standard Course Outlines](https://www.csulb.edu/academic-senate/policy-statement-11-07-syllabi-and-standard-course-outline-course-superseded-ps-04) and [Final Course Grades, Grading Procedures, and Final Assessments](https://www.csulb.edu/academic-senate/policy-statement-12-03-final-course-grades-grading-procedures-and-final-assessments). If some or all sections of the course are to be taught, in part or entirely, by distance learning, the course must follow the provisions of university policy on [Academic Technology and the Mode of Instruction](https://www.csulb.edu/academic-senate/policy-statement-03-11-academic-technology-and-the-mode-of-instruction).Instructors should refer to the current [CSULB Catalog](http://web.csulb.edu/divisions/aa/catalog/current/academic_information/index.html)and to the [Academic Senate website](http://web.csulb.edu/divisions/aa/grad_undergrad/senate/policy/) for campus guidelines and policy statements as they develop their individual course policies.

All sections of the course will have a syllabus that includes the information required by the syllabi policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed. When improvement in oral communication is an objective of the course, syllabus will include a rubric for how oral communication is to be evaluated.

## Course Assessment and Grading

**This section is optional but highly recommended for core courses.**

### DESCRIPTION OF ASSESSMENT

The SCO should contain a description of key assessments that measure student performance on course Student Learning Outcomes (SLOs). If the course has mandatory assignments (e.g., term paper, in-class final exam, 3 oral presentations) or mandatory formatting of assignments (e.g., multiple-choice questions should comprise no more than 50% of the total point value of exams), identify them here. For every course, provide a bulleted list of any required assignments with approximate percentages of course grade breakdown for various assignments.

The exact set of course assignments will vary depending on the instructor. University policy requires that no single evaluation of student achievement may count for more than one-third of final grade. The assignments may include the following.

| **Assignment Description** | **Linked to SLO** | **% of Course Grade** |
| --- | --- | --- |
| Assignment #1 Title and/or Description of Assignment | SLO #3 | xx% |
| Assignment #2Title and/or Description of Assignment | SLO #2 and 3 | xx% |
| Assignment #3Title and/or Description of Assignment | SLO #1 | xx% |
| Assignment #4Title and/or Description of Assignment | SLO #4 | xx% |
| Assignment #5 Title and/or Description of Assignment | SLO #5 | xx% |

### GRADING POLICIES AND PROCEDURES

Grading policies, procedures, and the percentage of the course grade associated with each assessment must be explicit on each instructor’s syllabus and must be consistent with university policy on [Final Course Grades, Grading Procedures, and Final Assessments](https://www.csulb.edu/academic-senate/policy-statement-12-03-final-course-grades-grading-procedures-and-final-assessments). Instructors must develop scoring guidelines for assessments, which must be made available to students. The final course grade will be based on a descriptive scale such as the following:

|  |  |  |
| --- | --- | --- |
| **Percent** | **Grade** | **Grade Description** |
| 90-100% | A | Mastery of the relevant course standards. |
| 80-89% | B | Above average proficiency of the relevant course standards. |
| 70-79% | C | Satisfactory proficiency of the relevant course standards. |
| 60-69% | D | Partial proficiency of the relevant course standards. |
| Below 60% | F | Little or no proficiency of the relevant course standards. |

## Disabilities

The SCO and syllabi should contain a statement regarding support services for students with disabilities. Under the Office of Civil Rights and the Americans with Disability Act, students may disclose at any time during the academic semester that they need a classroom accommodation based on a disability. Thus, it is strongly recommended that all SCOs and syllabi use the following language, as it meets both federal and state legal standards.

The [Bob Murphy Access Center (BMAC)](https://web.csulb.edu/divisions/students/dss/) provides certification for students with disabilities and helps arrange relevant accommodations. Any student requesting academic accommodations based on a disability is strongly encouraged to register with Disabled Student Services (BMAC) each semester. A letter of verification for approved accommodations can be obtained from BMAC. Please be sure to provide your instructor with BMAC verification of accommodations as early in the semester as possible. The phone number for BMAC is (562) 985 5401. The email address is: bmac@csulb.edu.

## Assistive Technology

The SCO should contain a statement regarding the university policy on assistive technology.

In compliance with university policy on [Accessibility and Faculty Responsibility for the Selection of Instructional Materials](https://www.csulb.edu/academic-senate/policy-statement-08-11-accessibility-and-faculty-responsibility-for-the-selection-of), instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

## Bibliography (Optional)

**This section is optional.** Include a one-page bibliography of references, possibly with a disclaimer, like the following:

This is a highly selective bibliography to provide instructors with a primary set of resource materials. For brevity, important works may be missed from this list. The list is intended to show the range of materials available to our students. Relevant course materials may also be found in periodicals, both in print and electronic form.

## Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.

## [Additional Resources for Development of Syllabi](https://www.csulb.edu/college-of-business/office-of-the-dean/sco-and-syllabi-related-policies)