COLLEGE OF EDUCATION STANDARD COURSE OUTLINE
[Insert COURSE PREFIX AND NUMBER]

*[Changes to a Standard Course Outline (SCO) that impact the Catalog, modality or course classification go through full department and college review, while changes to the **SCO only** are completed at the department level. All items in brackets are directions for the proposer and should be deleted from the SCO after the proposal is approved. Equity-mindedness* will also need to be integrated in the Student Learning Outcomes, Subject Matter Outline, Recommended Texts, Assessments, and Bibliography.]*

Faculty using this Standard Course Outline to construct a syllabus should consult the following university policies: PS 11-07: Syllabi and Standard Course Outlines; PS 14-15: Faculty Office Hours; PS 12-03: Final Course Grades, Grading Procedures, and Final Assessments; and PS 20-01: Online and Hybrid Instruction (if applicable). The college and department have a syllabus template available that already incorporates these policies.

1.   **Course prefix, number, title (number of units)**

2.   **Course Description**
        [Description of the course as it will appear in the Catalog (cannot exceed 40 words).]

3.   **Course Pre-requisites, Co-requisites, Fieldwork and Other Requirements**
        [List all relevant pre-requisites, "department consent," fieldwork hours, clinical experience, course-related fees, "letter grade only [A-F]," or other requirements.]

4.   **Mode of Instruction**
        Modes of instruction this course is authorized to use:
        ☐ Face-to-Face ☐ Hybrid ☐ Online–Synchronous ☐ Online–Asynchronous ☐ Hyflex

5.   **Course Student Learning Outcomes (SLOs) and Alignment with Program Learning Outcomes (PLOs)**
        [SLOs should identify what students should know and be able to do upon completion of the course and reflect equity-mindedness.

        Complete the table below (adding or deleting rows as needed) to identify course SLOs and their alignment to program PLOs. Some course SLOs may not directly align with PLOs. In cases where a course serves multiple programs, the PLOs for each relevant program may be listed. If no PLOs are applicable, list N/A.]

Course Student Learning Outcome	Aligned Program Learning Outcome(s)

6. **Subject Matter Outline**
   [Course subject matter should be directly aligned with Student Learning Outcomes and integrate equity-mindedness. The number of the corresponding SLO should appear in parentheses after relevant content.]

7. **Recommended Texts**
   [Examples of texts should be provided and must include critical perspectives on the subject matter, including equity mindedness, as well as a diverse representation of authors and researchers. Multi-section courses may have required text(s) identified by the department/program that should be clearly identified in the SCO.]

8. **Assessments**

   *[The Standard Course Outline should contain examples of assessments that measure student performance on course SLOs and reflect equity-mindedness. The description of these examples of assessments should be sufficient to allow course instructors to incorporate them into course syllabi. The number of the corresponding SLO(s) should appear in the second column. One assessment may meet multiple SLOs. Any **required** assessments identified by the department/program must be indicated in the table below.]*

Assessment Description	Linked to SLO(s)	Required?
Assessment # 1 (brief descriptive title and/or description)	SLO #X	
Assessment # 2 (brief descriptive title and/or description)	SLO # X	
Assessment # 3 (brief descriptive title and/or description)	SLO #X	
Assessment # 4 (brief descriptive title and/or description)	SLO # X	
Assessment # 5 (brief descriptive title and/or description)	SLO #X	

   Instructors must include assessments identified by departments/programs as **required** in their syllabi. Aside from required assessments, instructors may choose from those listed here or create their own assessments as long as they meet the course SLOs.

9. **Selected Instructor's Bibliography**
   [1-2 pages; must be in APA format. Selected bibliography must include critical and current perspectives on the subject matter, including equity-mindedness, as well as diverse representation of authors and researchers.]

*The term "equity-mindedness" addresses racial, ethnic, and other social inequities and refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity (e.g., policies, practices, and student outcomes). These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices (Center for Urban Education).