

Official Course Outline of Record

Guidelines for Preparing Course Outlines

Date: Month/Year Revised

1. TITLE:

Prefix, Number, Full Title
Units, lecture hours, lab hours and/or hours by arrangement
Prerequisites, Corequisites or Recommendations. (Attach *Content Review Form*)

2. COURSE CLASSIFICATION (Indicate *one* of the following)

Credit course applicable to the Associate Degree
Credit course not applicable to the Associate Degree

3. COURSE DESCRIPTIONS:

A. Catalog Description:

Briefly describe the course content and/or objectives, writing clearly enough for a typical student to understand. Indicate the level of the course if it is a component of a sequence. Description should include the most important SLO of the course when possible. Maximum 50 words.

B. Schedule of Classes description:

Pare down the catalog description to 25 words or less. Wording should be from the viewpoint of attracting those students for whom the course is designed or targeted ("marketing the course").

4. COURSE JUSTIFICATION:

Briefly explain how the course meets a specific need within the College's mission and curriculum. Identify the specific client groups for whom the course is planned. Identify goals such as: transfer, AA/AS Degree, or Certificate. Identify any specific majors, programs or general education groups to which the course applies.

5. STUDENT LEARNING OUTCOMES (SLO's):

- For this course, what do you want the students to learn and how will you know how well the students learned what you expected of them?
- Shifting the focus from what is taught to what students do to demonstrate proficiency, **list one to three student learning outcomes** for the course. Preface the SLO(s) with "*Upon completion of the course, students will be able to...*"
- Be broad and introductory in scope. Provide generalized categorizations of outcomes but refrain from definitive and limiting descriptions.
- Use action words, considering whichever three domains of learning apply to the course: cognitive, psychomotor, and affective. Click the link to view an extensive list of [sample verbs](#).
- Include critical thinking components, which should be of a scope and intensity that outside study is needed.
- Define the SLO(s) in terms of measurable performance levels. Evaluations may be quantitative and/or qualitative.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Compile a list of the skills, tools, and subject materials for which students are expected to achieve adequate levels of understanding and competencies in order to fulfill the SLO(s). Specify what the students are able to do to demonstrate they have learned the course content. *In other words, given the subject topics in the Course Content, what are the students expected to do with these materials?* Of particular importance are applications of critical thinking strategies and measurable performance activities. Arrange related objectives into categories.

7. COURSE CONTENT:

Provide a brief but complete topical **outline** of the course. Identify major subject topic areas, sub-topics, and depth of instruction. The outline is to delineate what topics are deemed necessary and essential to the students' learning experience in order to achieve the instructional objectives. To allow for maximum academic freedom, refrain from specifying priorities, delimited sequencing of topics, or the use of other restrictive and proscriptive descriptions of topics. It is best just to list topics in general categories with little commentary.

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Write the descriptions as suggestions, not as mandates.

A. Describe all methods of instruction typically used, such as lecture, lecture/discussion, laboratory, demonstrations, reading, writing and note taking requirements, field trips, media use, computer use, etc. that will assist students in meeting course objectives. Methods of instruction should reflect an understanding of the students' different learning styles.

B. Courses for Associate Degree credit must also include the following:

1. A brief statement about the nature and amount of reading and writing assignments (detailed descriptions of the assignments are to be given below).
2. A brief statement about the nature and amount of outside class assignments (detailed descriptions of the assignments are to be given below).
3. A brief statement on the use of critical thinking skills in the various types of assignments.

9. ASSIGNMENTS:

Provide several examples of typical assignments that pertain to major specified student learning outcomes. Describe how the assignment contributes to the achievement of the specified objectives. Out of class assignments should be sufficient to meet the "minimum of three hours of work per week, including class time for each unit of credit." The requirement for critical thinking should be evident in outside assignments.

10. EVALUATION OF STUDENT PERFORMANCE:

Referencing the SLO and their associated performance standards, describe typical methods of how a student's progress *in achieving the student learning outcome* will be measured, either quantitatively or qualitatively. How will you determine what the students know or can do with the course materials? Give a suggested basis for grading. Methods of evaluation must effectively evaluate students' mastery of critical thinking. In accordance with the instructional objectives, "what is being evaluated" should be incorporated into the description of the suggested evaluation method. (Example, written tests are given to test for ???) Indicate whether method of course grading is **letter grade, Pass/No Pass** or **grade option**.

11. RECOMMENDED or REQUIRED TEXT(S):

List texts or other instructional materials that may be adopted for the course—include author, title, edition, publication date and publisher for all materials listed. Ensure that texts are current. The primary textbook (1st one listed) should not be more than 5 years old. Supplemental texts can be older than five years.