GUIDE TO COURSE OUTLINES: AUTHORING AND APPROVAL

**Crafton Hills College
2012-2013**

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INTRODUCTION

The *Guide to Course Outlines: Authoring and Approval* is intended to assist Crafton Hills College faculty who are responsible for writing new course outlines. According to a document published by the Academic Senate for California Community Colleges, "the course outline of record plays a central role in the curriculum of California's community colleges." When authoring such a course outline, it is helpful to consider the several functions it serves.

First, the course outline serves as a *contract between the college and the state, other institutions, and employers.* The course outline is the document by which courses are validated for equivalency by these various constituencies.

The course outline also serves as the *contract between instructors and other instructors.* The course outline provides a clear basis for consistently conducting a course. It provides sufficient guidance to assure equal levels of student achievement, yet allows for faculty to make choices concerning methods of instruction, delivery and evaluation. The course outline should allow enough room for teachers to teach to their own strengths and as well to the needs of the students as long as their approach enables students to meet the course objectives at the level of rigor specified in the course outline. Instructors sign an agreement to adhere to the course outline when creating and teaching their classes.

Finally, the course outline serves as the *contract between instructors and students.* The course outline is a public document, which must be available to anyone requesting to see it. Students have access to it on the college's web page as well as in the Office of Instruction. The course outline is not a syllabus. (Consult the *Faculty Handbook* for instructions on creating a syllabus.) However, the course outline governs how the syllabus is constructed. When taken together, the specifications of the course outline (e.g. course content, assignments and methods of evaluation) should clearly enable any student who successfully completes all of the assigned work prescribed in the course outline to successfully meet the course objectives.

The act of authoring a course outline includes researching, writing, editing and revising. Do not be dismayed if you are asked to rewrite or revise certain sections of the course outline you submit. The Curriculum Committee and the Office of Instruction are dedicated to producing curriculum of the highest quality according to the standards of good practice developed by the Academic Senate and the Chancellor's Office of California Community Colleges, both of whom have published documents on the topic of course outlines. You can find these documents at the following websites: http://www.academicsenate.cc.ca.us/Publications/Papers_Topic.htm (Academic Senate) and http://www.cccco.edu/divisions/esed/esed.htm (Chancellor's Office). A list of specific documents is listed near the end of this guide.

Experience has shown that it's wiser to take one course outline through the approval process before writing other course outlines. In other words, writing course outlines for

several courses before you have successfully completed the process for one may result in an increased number of revisions. Build upon your success, rather than duplicating problems.

The course outline that you submit will fall into one of four general categories. If the course is a new one to the college, then it will proceed through the process as "New Course" proposal. If the course is already in the college catalog, yet you are making significant changes to the outline, including changes in the title, units, prerequisites, corequisites, departmental recommendations, catalog and/or schedule descriptions, course objectives or content, then the course will be proceed through the process as a "Modification." Accreditation and state chancellor office standards require the college to update course outlines on a six-year cycle. If you are updating a course without significant changes to the areas listed above, then the outline will proceed through the process as "Six-Year Update." Finally, courses which are already in the catalog that you wish to offer in a distributed method will proceed through the process as a "Distributed Education" proposal.

Submitting outlines to the curriculum committee in a timely manner is very important. If you are writing a new course you hope to offer in the spring semester, it should be forwarded to the curriculum committee no later than the last week in September. To be included in the College Catalog, all course outlines should be forwarded to the curriculum committee no later than the first week in March.

The following pages present an item-by-item guide for writing the Course Outline for any course, whether it's a new course or a revision of an existing course. If you encounter any difficulty while writing your course outline, please do not hesitate to call the Curriculum Committee Chair or your department's representative on the Curriculum Committee. If you are beginning the process of developing a new program, you should contact the Dean of Program Development for assistance.

COURSE OUTLINE FORMAT

The course outline of record is an official document of the college. Current course outlines are required to meet both Title 5 regulations and accreditation standards, and are also used to establish and maintain articulation agreements with other institutions. For these reasons, the course outlines of record for all courses need to share a common format and style of data presentation. Course outlines for classes offered at Crafton Hills College are entered through CurricUNET. See the online CurricUNET guide for assistance in using CurricUNET. http://www.curricunet.com/crafton

Crafton Hills College
Course Outline

1.   **Discipline:**

2.   **Department:**

3.   **Course Title:**

4.   **Course I.D:**

5.   **Prerequisite(s):**

      Corequisite(s):

      Departmental Recommendation(s):

6.   **Semester Units:**

7.   **Minimum Semester Hours:**

      Lecture: Lab: Clinic: Field:

8.   **Need for the Course:**

9.   **Goals for the Course:**

10.   **Catalog Description:**

11.   **Schedule Description:**

12.   **Entrance Skills:**
      A.   Requisite Skills:

      B.   Recommended Skills:

13.   **Course Objectives:**

      Upon satisfactory completion of the course, students will be able to:

14.   **Representative Texts and Instructional Materials:**

15.   **Course Content:**
16.   **Methods of Instruction:**

17.   **Assignments and Methods of Evaluation:**

18.   **Distributed Education Methods of Instruction:**

ART 100
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Last Updated: 1/1/2003
Board Approved:
Semester Effective:

DIRECTIONS FOR WRITING A COURSE OUTLINE

Item 1
Discipline

Refer to the current catalog for the correct discipline listing for your course submission.

Item 2
Department

Refer to the current catalog to ensure the discipline is listed under the correct department.

Item 3
Course Title

This is the descriptor used to identify the course in the *Schedule* of *Classes* and the *CHC Catalog.* The course title is all some students know about the content of a course, so make it as descriptive as possible.

No two CHC courses can have the same title. For instance, "Fundamentals of Physics" cannot be the title of an introductory and an intermediate course.   Consult the *SBVC Catalog* for parallel courses as well.

Item 4
Course I.D.

Write the appropriate abbreviation of the discipline followed by an appropriate number. This is the number by which the course will be identified in Datatel, the district's enrollment management system. The course I.D. consists of the discipline abbreviation, in all capital letters, followed by the appropriate number. See current catalog for the appropriate discipline abbreviation.

Before assigning a number to your course, consider the following parameters:

> *010-099* Multipurpose courses applicable to the Associate degree, but generally not to the Baccalaureate.

> *100-299* Basic lower division courses usually applicable to both the Associate and Baccalaureate degrees (courses numbered 100-199 are generally considered first-year level and courses numbered 200-299 second-year level)

> *900-999* Courses not applicable to the Associate degree.

Check with the Instructional User Liaison in District Computing Services to make sure a number hasn't been used before. In addition, any course substantially similar in objectives and content to a SBVC course should be given the same number as the SBVC course whenever possible. Dissimilar courses must be given different numbers.

To assist students taking coursework at both CHC and SBVC, the colleges work to "equate" courses. Courses which are equated will transfer between the two schools as well as satisfy prerequisite and corequisite requirements and fulfill degree requirements at one school, even if the student took the course at the other. For this reason, it is important that you consult the *SBVC Catalog* and/or faculty when writing your course outline. If you are satisfied the course equates with the SBVC course of the same number, make that notation on the Course Outline Proposal and Approval form.

There are a number of other issues to consider when assigning a course I.D. number. The number should make sense in terms of the general progression of numbers in the department and discipline. Prerequisites should precede in numbering any classes requiring them. Sequences of courses should be numbered accordingly. Some types of courses are assigned consistent course I.D. numbers across all disciplines, including special topics courses (246, 247, 248), and work experience courses (198).

You should also consider articulation issues. For example, if you want courses to transfer to the UC or CSU systems, consult with the CHC Articulation Officer before assigning a number.

Item 5
Prerequisites, Corequisites,
and Departmental Recommendations

This section allows you to identify the requisite courses or other conditions necessary for enrollment in the course as well as identify those courses or qualifications which are recommended, yet not required of students. The following definitions should assist you in making this determination.

A **prerequisite** is a condition of enrollment that must be met <u>before</u> enrolling in a course. A prerequisite is not a course we would like students to have completed before entering another course, but rather a course which provides instruction in skills "without which students will be highly unlikely to succeed" in subsequent courses.

The *SBCCD Policy for Prerequisites, Corequisites, and Recommended Advisories* allows for the establishment of specific prerequisites for admission into a designated program. In order to establish a prerequisite for a program, the proposed prerequisite needs to be approved as a course prerequisite for only one specific course required as part of the program. Thus, you can list "Acceptance into the Program" as a prerequisite, as long as the course(s) and other requirements which have been designated as prerequisites to the program are approved as prerequisites for a specific course in the program.

For example, the Respiratory Care Program has established ANAT 101 as a prerequisite for acceptance into the program by linking the specific entrance skills for succeeding in RESP 101 with the skills taught in ANAT 101. ANAT 101 is listed as a prerequisite for RESP 101, but does not have to be listed as a prerequisite for any of the other courses in the Respiratory Care program; instead, the other courses will list "Acceptance into the Respiratory Care Program" as a prerequisite.

Furthermore, we cannot list high school courses as prerequisites for our courses since we have no verification that students who successfully complete the high school course have mastered certain skills unless we have a Board Approved Articulation Agreement with that specific high school. Title V regulations direct the articulation of high school courses through articulation agreements. See the Office of Program Development for more information.

Finally, Title V states "a course in communication or computation skills may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills only if, in addition to conducting a content review, the district gathers data according to sound research practices and shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite." In other words, designating an English, reading or mathematics course as a prerequisite in any discipline other than English, Reading or Mathematics requires additional data collection. In general, these courses should be listed as departmental recommendations rather than prerequisites.

A **corequisite** is a condition of enrollment that must be met <u>while</u> enrolled in a course. For example, some natural science courses require a corequisite laboratory for students to master the material. Like prerequisites, a corequisite is not a course we would like students to take at the same time as another course; the connection between corequisite courses must be clearly demonstrated for the corequisite to be approved.

Keep in mind, it is possible for course A to be a corequisite to course B, yet course B not be a corequisite to course A. For example, all students enrolling in ASTRON 160, Astronomy Laboratory, must enroll in ASTRON 150, Introduction to Astronomy. However, a student enrolling in ASTRON 150 may do so <u>without</u> enrolling in ASTRON 160.

A **departmental recommendation** is a condition of enrollment that is advised, but not required of the student before enrolling in a course. Departmental recommendations do not block students from enrolling in the class, so they require less stringent scrutiny than prerequisites and corequisites. Departmental recommendations are classes that develop skills and knowledge that enhance the student's ability to excel in the course, but without which the student can still successfully complete the course.

Title V identifies the provisions for establishing "prerequisites, corequisites and advisories on recommended preparation" and is available cited in the *Program and Course Approval Handbook* published by the State Chancellor's Office. To assign a course a prerequisite, corequisite or departmental recommendation requires that you

complete a content review. A copy of this content review is required to be submitted with your course outline for approval.

> **If a content review has not been completed, STOP HERE. Follow the instructions on the "Prerequisite/Corequisite/Departmental Recommendation Content Review" form for conducting content review.**

After having completed the demonstrated the need for a prerequisite, corequisite, or departmental recommendation through the content review process, write the Course I.D. of the prerequisite course(s) consisting of the discipline abbreviation (ALL CAPS) followed by the number. If the course does not have a prerequisite, corequisite or departmental recommendation, type "None" following the appropriate heading.

If the prerequisite, corequisite or departmental recommendation of your course involves the college's assessment process, use the following wording in this section:

course ID "or eligibility for" course ID "as determined through the CHC assessment process"

Item 5 and Item 12, Entrance Skills, represent corresponding sections in every course outline.   For any prerequisite, corequisite, or departmental recommendation listed in this section, there must be a corresponding list of entrance skills in Item 12. See Item 12 below for more information.

Item 6
Semester Units

As a California Community College, we must calculate unit/hour equivalencies according to the "Carnegie Unit," a value incorporated into Title V, Section 55002.5.

According to Title V, "one-unit of community college credit requires three hours (of work on a student's part) throughout a term of 16…weeks. For lecture classes, this 3 hour requirement is traditionally fulfilled with one hour meeting (in class) plus assignments that requires students to work two hours outside of class."

Therefore, a three-unit lecture course would meet in class for three hours per week (1 hour per unit x 3 = 3). (The actual length of seat time in full term classes at CHC may be slightly less than this since CHC semesters are 18 rather than 16 weeks.) Furthermore, instructors in a three hour lecture course should assign work requiring students to work an additional six hours outside of class (2 hours per unit x 3 units = 6)

Title V continues, "for laboratory classes, this three hour requirement may be fulfilled by either 2 hours in lab plus assignments requiring students to work 1 hour outside of class or three hours in lab, (with) no assignments outside of class."

In general, the nature of a laboratory requires students to do the majority, if not all their work, on campus in the laboratory.   Therefore, the two hours normally required for

outside class work in a lecture course is spent in lab, or less frequently divided between the lab and outside of class.

Following these guidelines then, Title V offers the following possible configurations for the courses we teach most often, three and four unit courses:

Three units of credit requires…

For lecture classes:
>   3 hours lecture with 6 hours of assignments outside of class

For lecture/laboratory combination classes:
>   2 hours lecture with 4 hours of assignments outside of class

<div align="center">

AND

</div>

>   2 hours laboratory with 1 hour of assignments outside of class
>   **OR**
>   4 hours laboratory with no assignments outside of class

Four units of credit requires…

For lecture classes:
>   4 hours lecture with 8 hours of assignment outside of class

For lecture/laboratory combination classes:

(Version 1)	*(Version 2)*
3 hours lecture with 6 hours of assignments outside of class	2 hours lecture with 4 hours of assignments outside of class
AND	**AND**
2 hours laboratory with 1 hour of assignments outside of class	4 hours laboratory with 2 hours of assignment outside of class
OR	**OR**
3 hours laboratory with no assignments outside of class	6 hours laboratory with no assignments outside of class

Other configurations between lecture and laboratory hours may exist. If you have difficulty calculating the number of semester units or have questions, see the Curriculum Committee Chair or your department's representative to the Curriculum Committee for assistance.

Item 7
Minimum Semester Hours

Assigning the amount of semester units a course earns allows you to determine the minimum semester hours, or the minimum amount of class time required for a given class. The minimum number of lecture hours for one semester unit has been established as 16. So, for a 3-unit lecture course, the minimum semester hours would be 48 (16 minimum semester hours per unit x 3 units = 48).

For courses requiring types of work other than lecture, the California Community College Chancellor's Office has established the following equivalencies:

Type of Activity	Minimum Semester Hours Per Unit of Credit
Lecture	16
Laboratory	48
Studio	48
Field Work	60
Clinic	60
PE / Activity	48
Self Paced (Independent Study)	48

A few examples will help illustrate how to calculate minimum semester hours.

- A 4-unit lecture course requires a minimum of 64 semester hours of class time (16 hours minimum semester hours per unit x 4 units = 64)

- A 2-unit P.E. course requires a minimum of 96 hours of class time (48 hours minimum semester hours per unit x 2 units = 96)

- A 5-unit clinical course requires a minimum of 300 semester hours of clinical work (60 hours minimum semester hours per unit x 5 units = 300).

Always calculate the semester units to the nearest .25, rounding down rather than up. **DO NOT ROUND UP.** For example, a 30-hour lecture course will yield 1.875 units (i.e., 30 divided by 16). Rounded down to the nearest .25, this will calculate at 1.75 units.

Note that Item 7 asks for the minimum number of semester hours for the course, whether it's offered in a full term (18 weeks), as a late-start class, or during the summer semester.

Remember to complete all items. If there are no Lab, Clinic or Field hours, enter "0" after each item.

Item 8
Need for the Course

The purpose of this section is to meet the need criterion spelled out in the September 2001 Curriculum Standards Handbook published by the California Community College Chancellor's Office. According to this document, there must a "demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program." Faculty interested in developing a new program should begin the planning process by contacting the Office of Program Development.

Need may be demonstrated by:

- Data demonstrating student demand.
- Compliance with a transfer agreement.
- Job market information including statistical data, employer surveys, and trend analysis.
- Compliance with the requirements of an accrediting agency or agencies.

In this section, clearly state how the course fulfills a degree or certificate requirement, or other need. Specifically, you should include information regarding whether the course fulfills applies to and/or is a requirement of an A.A. or A.S. degree and/or transfers to UC, CSU and other institutions. This information should also be reflected on the "Course Outline Proposal and Approval" form. The CHC Articulation Officer is responsible for negotiating transfer and articulation agreements. Therefore, it is important that you consult that individual as you write and/or revise a course outline to find out what agreements are in place. **DO NOT ASSUME YOUR COURSE WILL TRANSFER TO ALL INSTITUTIONS.** Furthermore, if the transfer status of your course changes, you are responsible for revising the course outline to reflect the change.

If you are submitting course outlines which you hope to be approved for either Intersegmental General Education Transfer Curriculum (IGETC) or the CSU General Education Breadth Requirements, you should submit those outlines the college curriculum committee NO LATER than the first week in October.

This section may be composed either in paragraph format or as a list using proper outline format.

Item 9
Goals for the Course

The goals of the course should follow from the need demonstrated in Item 8. This section should present the role of the course in the major programs or general education areas it serves. Consider all of the following questions:

- How is this course appropriate to the college's mission?
- How does this course fit into the general scheme of the department(s) and/or program(s) which it serves?
- How does this course enhance the program(s) and/or department(s)?
- How does this course address the different concerns identified in need for the course?
- How does the role of this course differ from that of similar courses?

Ensure this section speaks to the goals of the course, not the goals of the students who take the course.

Some courses are not intended to be a part of an existing program approved by the Chancellor's Office. These courses are called "stand alone courses." Examples of

stand-alone courses include interdisciplinary, pre-collegiate basic skills, English as a second language and orientation courses among others. If yours is a stand-alone course, identify it as such in this section and describe its role in the general curriculum. Stand-alone courses <u>do</u> require independent State Chancellor's Office approval. See the Dean of Program Development for assistance with this process.

This section may be composed either in paragraph format or as a list using proper outline format.

Item 10
Catalog Description

Write a short paragraph giving a concise overview of topics covered in the course. The course description should be consistent with the goals, objectives, and content of the course.

The heart of the catalog description is its summary of the course's content. It should be thorough enough to establish the comparability of the course to those at other colleges, convey the role of the course in the curriculum, as well as to distinguish it from other courses at the college. At the same time, it should be brief enough to encourage a quick read. Students sometimes make their decision whether or not to take a course based solely on its catalog description. Make the catalog description appealing and easy to understand.

In addition to our students, faculty, staff and students at other institutions use catalog descriptions to evaluate the content of our courses. For transfer courses, therefore, it is wise to consider the catalog descriptions of receiving institutions and assure that your course descriptions are presented comparably. Furthermore, external reviewers, such as regional accrediting bodies and accrediting agencies for vocational disciplines, base their assessments in part on the information printed in the catalog.

Compose the catalog description using short phrases rather than complete sentences. Here is an example of the grammatical format that should be used to write a catalog description:

> *Study of the multicultural nature of communication in our diverse world. Examines how interactions are influenced by culture, including race and ethnicity, gender and sexual orientation, age, religious faith and disability. Exploration of personal cultural identity, theories of intercultural communication, sources of cultural conflict, and development of skills for effective intercultural communication.*

Item 11
Schedule Description

The purpose of the schedule description is to convey the content of the course in a manner briefer than the catalog description. It should contain the most essential information from the catalog description in just a few lines. Like the catalog description (perhaps even more so) students make the decision of whether or not to take a course based on its schedule description. Make the schedule description appealing and easy

to understand. Here is an example of a well written schedule description taken from the catalog description above.

> *Study of the multicultural nature of communication in our diverse world. Examines how interactions are influenced by culture. Development of skills for effective intercultural communication.*

Item 12
Entrance Skills

This item applies only to courses with prerequisites, corequisites, or departmental recommendations. If your course does not have any of these, write "None" following the headings "A. Requisite Skills" and "B. Recommended Skills."

Item 5 of the course outline lists the Course I.D. of any prerequisites, corequisites, or departmental recommendations. In this section, list (using proper outline format) the requisite and/or recommended skills that led the discipline faculty to require or recommend the courses listed in Item 5. You must have already completed the content review process in order to complete this section.

If a content review has not been completed, STOP HERE. Follow the instructions on the "Prerequisite/Corequisite/Departmental Recommendation Content Review" form for conducting content review.

The entrance skills, both required and recommended, listed on the content review form(s) should parallel the skills listed in this section of the course outline. There must also be a clear connection between the entrance skills listed in this section and the exit skills of the requisite/recommended course as listed on the content review form.

A. Requisite Skills

For courses with prerequisites or corequisites, list the specific behavioral and cognitive skills that students must possess in order to successfully complete the course. List only skills gained from the requisite course(s) without which students will be highly unlikely to succeed in the course. Most often, corequisite skills will take the form of certain lab procedures or clinical experiences students need in order to comprehend the material presented in lecture, or vice-versa. The "Requisite Skills" section will provides basis for student challenges of prerequisites and corequisites. If a student can prove that he or she possesses the listed skills, the challenge should be upheld.

Also consider Items 13, 15 and 17 of the course outline (objectives, course content and assignments and methods of evaluation). They too should demonstrate why and how these specific requisite skills are necessary for the successful completion of the course.

The list of requisite skills should be outlined under "A. Requisite Skills" and begin with the phrase:

Upon entering this course, students must be able to:

B. Recommended Skills

As with the requisite skills, list the specific behavioral and cognitive skills that are recommended in order to successfully complete the course. List only skills gained from the recommended course(s) without which students will be less likely to succeed in the course.

Title V states that "in all courses, except for computational or skill-demonstration courses, the grading of students must include in part the writing of essays." However, as stated above, Title V also places limits on English courses as prerequisites in any discipline other than English. For this reason, recommended skills often involve the level of writing faculty expect of their students. When revising or creating course outlines keep the following points in mind:

- If students are expected to be able to write coherent *paragraphs* in order to pass your course, you should recommend that students complete ENGL 015 before attempting your course.

- If students are expected to write *essays or research papers* independently in order to pass your course, you should recommend that students complete ENGL 101 before attempting your course.

The list of recommended skills should be outlined under "B. Recommended Skills" and begin with the phrase:

It is highly recommended that students entering this course be able to:

Item 13
Course Objectives

The purpose of this section is to convey the expectations of what students are able to do after successfully completing the course. In a well-integrated course outline, course objectives are the basis for the rest of the course outline.

- **Course Objectives** (Item 13) identifies what students should be able to do after successfully completing the course.
- **Representative Texts and Instructional Materials** (Item 14) identifies what resources should be used to help students meet those objectives.
- **Course Content** (Item 15) identifies the content areas that need to be covered in order for students to meet those objectives.
- **Methods of Instruction** (Item 16) identifies the methods instructors should use to help students meet those objectives.
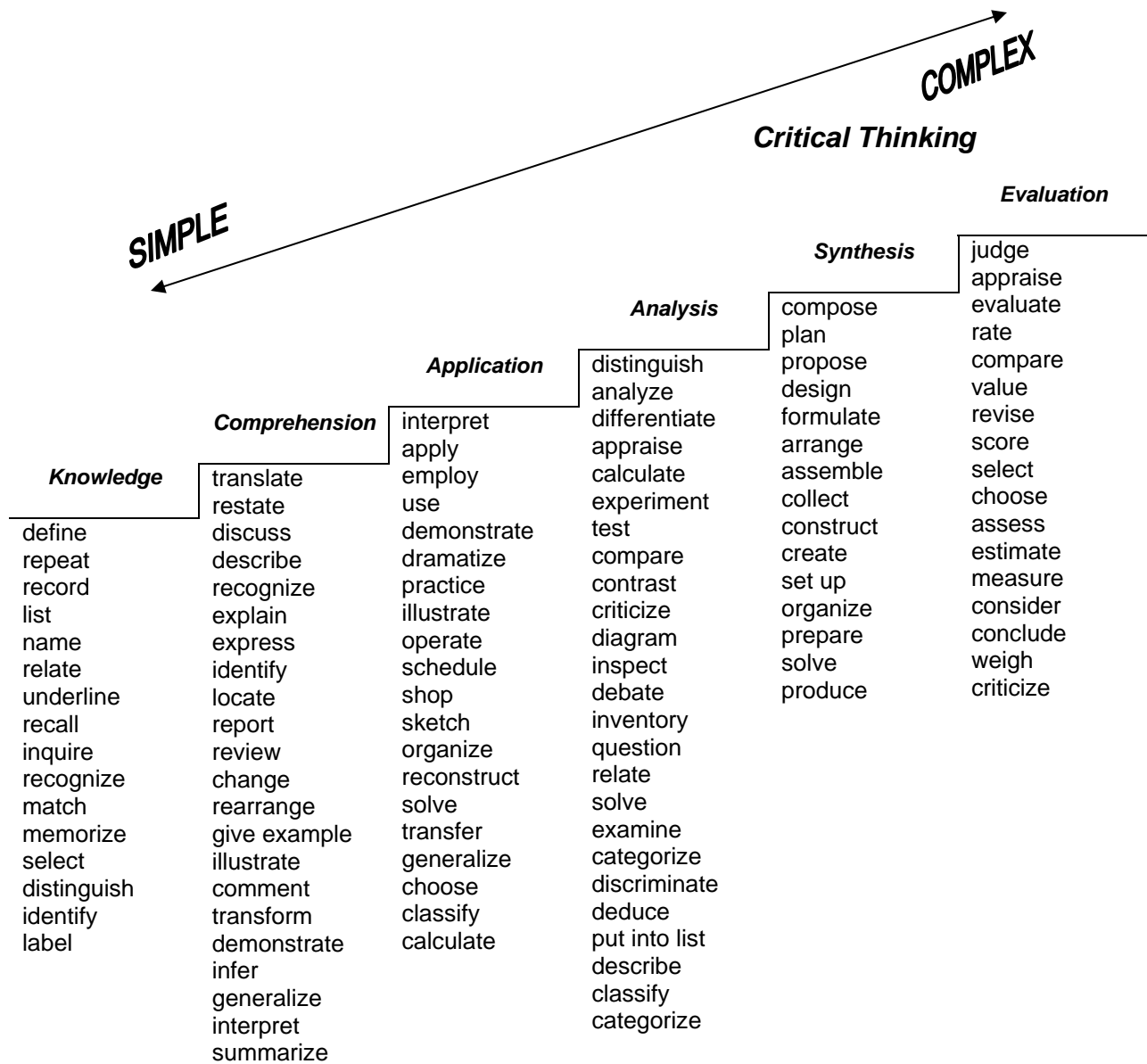
- **Assignments and Methods of Evaluation** (Item 17) identifies what methods instructors should use to evaluate whether or not students meet those objectives.

Effective instructional design begins with well written objectives. All courses applicable to a college degree are required to demonstrate critical thinking. As stated in the Statewide Academic Senate's paper, *Stylistic Considerations in Writing Course Outlines of Record,* "the incorporation of critical thinking must be evident throughout the course outline but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation. It must be clear that students are expected to think critically, are instructed in how to do so, and are held accountable for their performance." It must be clear to students that they are expected to think critically, instructed in how to do so, and held accountable for their performance. The students must master the objectives and show through the methods of evaluation that they have done so.

For the reasons described above, course objectives must also be measurable. According to the Statewide Academic Senate's website for Curriculum Development, this is accomplished through using "active verbs for observable behaviors." For example, a course objective such as "to understand the process of polynomial factoring" is neither active nor observable. Instead, this objective should be written to require students "to demonstrate the ability to factor a polynomial."

A useful way to understand this concept is through Bloom's Taxonomy. The following pages outline this summary of verbs for cognitive, affective and psychomotor outcomes. Keep in mind many courses will use only one category of outcomes.
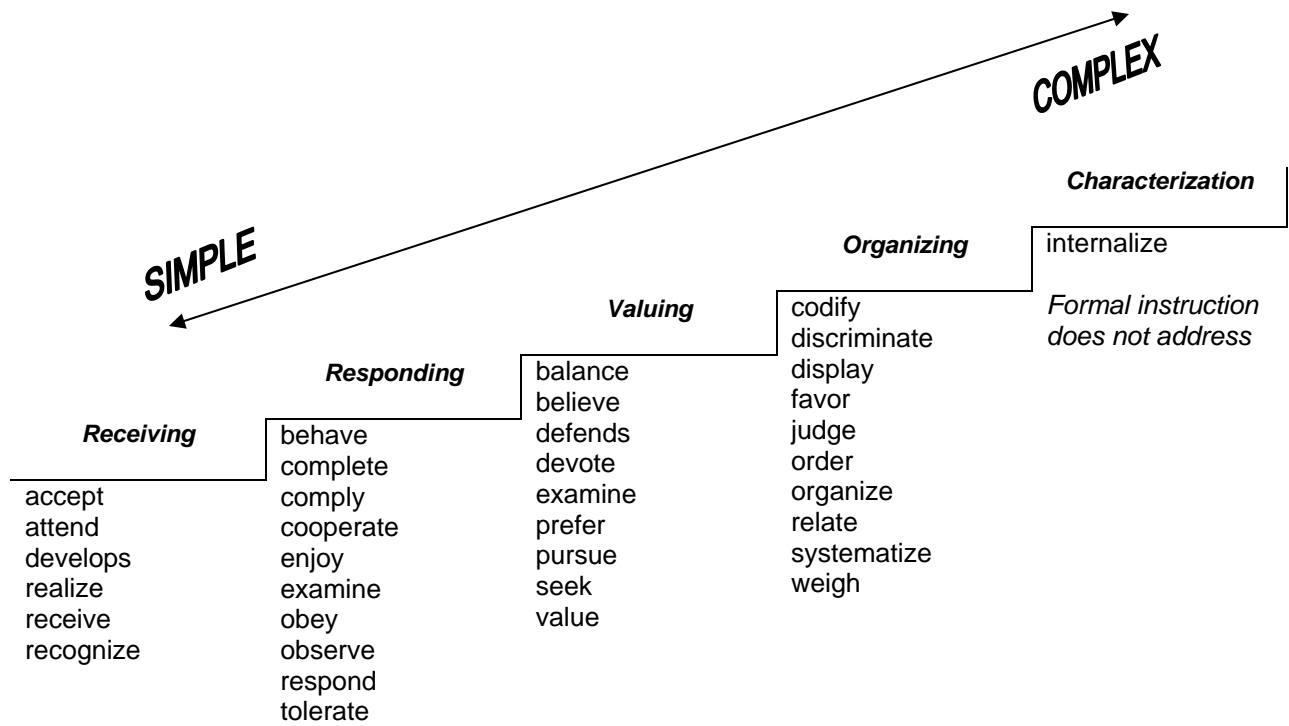
Verbs Requiring Cognitive Outcomes

COMPLEX

Critical Thinking

SIMPLE

Evaluation

Synthesis

Analysis

Application

Comprehension

Knowledge

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	employ	differentiate	propose	evaluate
list	describe	use	appraise	design	rate
name	recognize	demonstrate	calculate	formulate	compare
relate	explain	dramatize	experiment	arrange	value
underline	express	practice	test	assemble	revise
recall	identify	illustrate	compare	collect	score
inquire	locate	operate	contrast	construct	select
recognize	report	schedule	criticize	create	choose
match	review	shop	diagram	set up	assess
memorize	change	sketch	inspect	organize	estimate
select	rearrange	organize	debate	prepare	measure
distinguish	give example	reconstruct	inventory	solve	consider
identify	illustrate	solve	question	produce	conclude
label	comment	transfer	relate		weigh
	transform	generalize	solve		criticize
	demonstrate	choose	examine		
	infer	classify	categorize		
	generalize	calculate	discriminate		
	interpret		deduce		
	summarize		put into list		
			describe		
			classify		
			categorize		

As college educators, we are most accustomed to cognitive outcomes, those involving the recognition and recall of information and the development of intellectual ability. The outcomes fall into the following six categories:
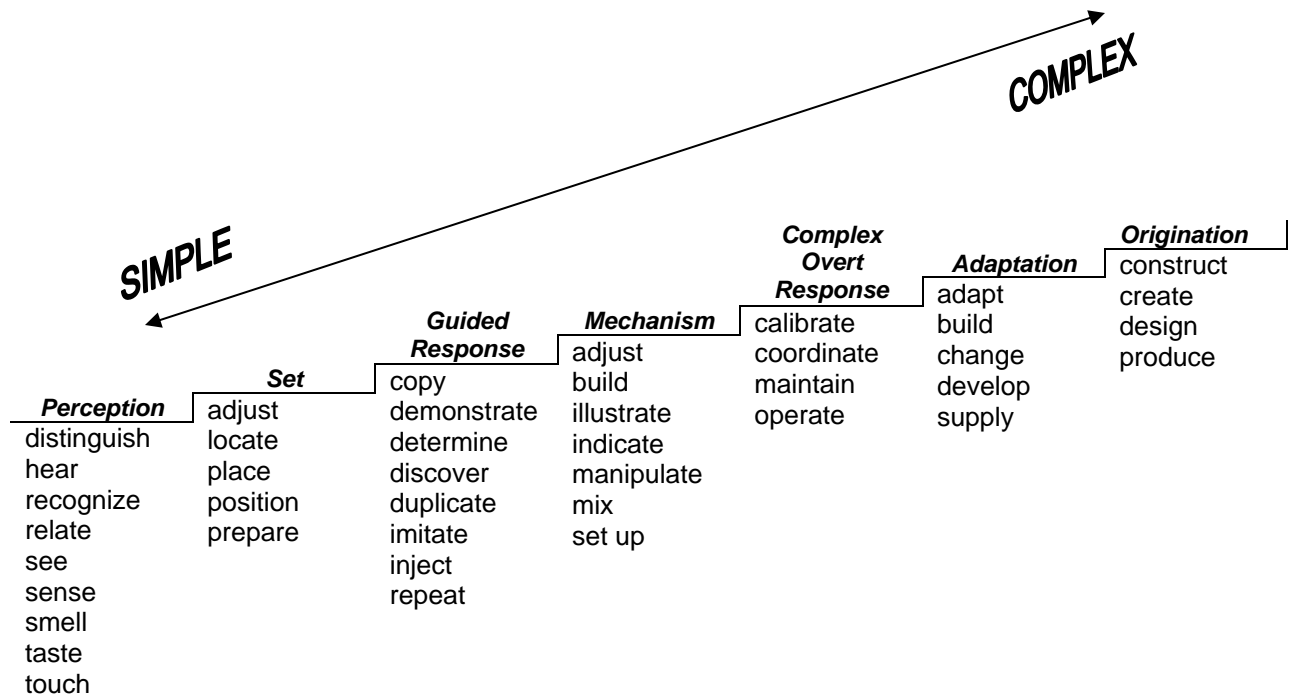- **Knowledge.** To remember previously learned material
- **Comprehension.** To grasp the meaning of the knowledge being learned and be able to paraphrase or explain it
- **Application.** To use learned information and materials
- **Analysis.** To break material down into its elements or parts so that its organizational structure may be understood
- **Synthesis.** To combine previous experience with new material to form a structure
- **Evaluation.** To compare and discriminate between ideas

Verbs Requiring Affective Outcomes

COMPLEX

SIMPLE

Characterization

internalize

Formal instruction does not address

Organizing

codify
discriminate
display
favor
judge
order
organize
relate
systematize
weigh

Valuing

balance
believe
defends
devote
examine
prefer
pursue
seek
value

Responding

behave
complete
comply
cooperate
enjoy
examine
obey
observe
respond
tolerate

Receiving

accept
attend
develops
realize
receive
recognize

Objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection fall within the affective category. They are sometimes classified as attitude. These standards require internalization, not just acquiring a body of knowledge. The key to observing desired outcomes in the affective domain lies with a choice of personal action that the learner is expected to exhibit. Often, self-assessment is used to evaluate these standards or outcomes.

Verbs Requiring Psychomotor Outcomes

SIMPLE ← → COMPLEX

Origination
construct
create
design
produce

Adaptation
adapt
build
change
develop
supply

Complex Overt Response
calibrate
coordinate
maintain
operate

Mechanism
adjust
build
illustrate
indicate
manipulate
mix
set up

Guided Response
copy
demonstrate
determine
discover
duplicate
imitate
inject
repeat

Set
adjust
locate
place
position
prepare

Perception
distinguish
hear
recognize
relate
see
sense
smell
taste
touch

Psychomotor outcomes largely involve motor skills. The emphasis is on the performance of certain specified skills or tasks.

The list of the course objectives should follow proper outline format and begin with the following phrase:

Upon satisfactory completion of this course, students will be able to:

Group your individual specific objectives into sets which share commonalties. A course which requires students to perform laboratory, clinical, or field procedures should clearly state what objectives the students will meet in the different areas, e.g., lab, clinic, or field.

When listing the course objectives, be concise but complete: twenty or so may be too many for some courses; two or three is never enough. In several vocational programs, which must undergo separate accreditation by professional associations, the content and objectives and methods of evaluation are predetermined. Examples of these are Emergency Medical Services, Fire Technology and Respiratory Care. Therefore, you may expect a larger number of objectives in course outlines in these disciplines.

After you have completed the course outline, compare your course objectives with the other items, particularly course content and assignment and methods of evaluation.

Look first at the course's content. What bodies of knowledge are you requiring students to master and at what level of proficiency? All of the course content should be represented with a corresponding course objective and vice-versa.

Look also at the tests and assignments. What are you requiring students to do with what they know? What must they be able to do to pass the class? Recognize that the verbs you use in the course objectives help to define the ways students can be evaluated. For example, course objectives beginning with "identify" or "recognize" or the like will allow the use of objective (e.g., true-false, multiple choice, fill- in) exams, whereas course objectives beginning with "explain" or "discuss" or the like will require written or oral methods of evaluation. Course objectives beginning with "synthesize," "apply," "construct," or the like will allow written, oral, or laboratory examinations.

Item 14
Representative Texts and Instructional Materials

List several representative texts for the course. **LIST A NUMBER OF REPRESENTATIVE TEXTS** rather than only one. Each of the texts listed should be recently published and clearly recognized by those in the discipline and at other institutions as major works that reflect the fundamental theories and practices of the subject. This item is important since the selection of texts plays a remarkably strong role in articulation of a course. Some colleges and universities approve or disapprove courses for articulation based on the text because they believe it is a good indicator of the rigor of the course content. Where available, texts listed in the course outline should be no more than five years old.

In addition, list any commonly required supplementary materials, such as student resource manuals or computer software. Instructional materials may also include a clinical or field syllabus required by an accrediting body.

Texts and instructional materials should be listed using proper APA bibliographic format. The formats for textbooks are as follows:

APA *(One Author)*

Author Last Name, Author First Initial. (Year of Publication). *Title* (Edition). City of Publication: Publisher.

Stewart, J. (2003). *Calculus: Early Transcendentals* (5/e). Belmont, CA: Thomson Brooks-Cole.

APA *(Multiple Authors)*

First Author Last Name, First Author First Initial & Second Author Last Name, Second Author. (Year of Publication). *Title* (Edition). City of Publication: Publisher.

Strunk, W. & White, E.B. (1979). *The Elements of Style* (3/e). New York: Macmillian.

Formats for other resources and instructional materials can be found in the *Publication Manual of the American Psychological Association*, 5/e.

Item 15
Course Content

Compose your course's content section in outline format, using the guidelines described in the format section of this handbook. Arrange sections chronologically with major and minor headings following whatever pattern you desire.

For general education courses the Course Content should be detailed enough to convey the topics covered fully but not so lengthy that a quick scan cannot ascertain the scope of the course. Do not merely copy the Table of Contents of a textbook.

Be descriptive and illustrative, citing types and examples whenever appropriate. Remember that the course content is not the same as a syllabus, but you do need to detail the minimal topics covered by the course, regardless of the individual instructor or section.

In many vocational programs the content is predetermined by the accreditation body; therefore, the Course Content section for these programs may be much longer.

Item 16
Methods of Instruction

Describe the range of instructional methods appropriate for the objectives of this course. If, for example, an objective of the course is self-criticism of original work, lecture alone will not suffice as a method of instruction. Some examples of methods of instruction include lecture, discussion, field trips, in class exercises, group projects and so on.

If all instructors agree, you may list just one teaching pattern. However, instructors have the academic freedom to choose how they will achieve course objectives, so define parameters appropriate to the course but with enough flexibility to accommodate different teaching styles. If various methods can be used, describe the options fully.

The Statewide Academic Senate, in a paper entitled Components of a Model Course Outline of Record recommends that the methods of instruction "should provide real guidance to instructors in designing their class sessions. For example, rather than stating 'lecture' the description might be 'lecture and demonstration by instructor, with in-class practice, including feedback, coaching, and evaluation by the instructor.'"

Methods of instruction may be composed in paragraph format or as a list using proper outline format.

Item 17
Assignments and Methods of Evaluation

This item is specified in Title V Section 55002.a.3 as follows:

"The course outline shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments…and methods of evaluation for determining whether students have met the stated objectives."

Keep in mind that the themes established by the course objectives must be integrated into the methods of evaluation. Assignments in the course must be appropriate to and measure the stated objectives. Furthermore, for degree applicable courses, the assignments and methods of evaluation must require students to think critically. Critical thinking involves course work that asks questions for which there is not a single right answer or poses non-routine problems and requires explicit analysis and evaluation of the answers against criteria appropriate to the field.

Begin this section by describing and giving examples of assignments which reflect the coverage of all the course objectives and course content. You may wish to attach representative examples of assignments.

It is not necessary that the list of assignments and methods of evaluation be comprehensive, only that it is representative of the types of work that students might complete in order to demonstrate their mastery of the course objectives. As with methods of instruction, the assignments and methods of evaluation must set

parameters for instructors, yet preserve their academic freedom to structure the course to their strengths as an educator.

In addition to listing graded assignments, give the basis for how the course grade will be assigned. Describe what percent of the final grade in the course should be based on a particular assignment or type of assignment. Use a range rather than a fixed percentage, unless a fixed percentage is required by an outside accrediting agency. For example, rather than a fixed percentage such as "Exams equal 50% of final grade," state that "Exams equal 40 – 60% of final grade." Ensure that the ranges allow each required method of evaluation to be represented in the final grade. (This involves adding the various minimum and maximum percentages to ensure the total equals 100%.)

Title V regulations do not allow community colleges to grade on the basis of attendance alone. You may, however, include participation as a method of evaluation. However, participation may not comprise any more than 10% of the final grade in the course.

It is not necessary to include a grading scale (e.g. A = 90% - 100%, etc.) in this section.

Item 18
Distributed Education Methods of Instruction

According to Title V, Section 55376.b, "each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to the district's certified course approval process." As a result, courses taught in a distributed fashion (e.g. telecourses, on-line courses or hybrid courses in which over 50 percent of instruction is delivered through distributed methods) require separate approval by the Curriculum Committee.

This process is primarily intended to encourage faculty to develop and implement alternative delivery strategies for their classes while, at the same time, maintaining high standards of instructional quality in a context where the technology is constantly and dramatically changing. The language of Title V has been interpreted by the Statewide Academic Senate in *Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning*. If you have questions regarding course outlines for distributed education courses, you should consult this paper as well as the Curriculum Committee Chair or the district's Director of Distributed Education.

All course outlines should be written in a way that does not limit the method by which the course can be delivered. That is, they should give instructions on how course could be taught traditionally even if it is planned to be a distributed education course at this time. If you plan to offer your course in a distributed education format, type "See Distributed Education Course Content Delivery Proposal" after the heading then use that form to articulate the methods which will be used to deliver the course from a distance. If you have no plans to offer the course in a distributed manner, type "None" following the heading.

ON LINE RESOURCES

Program and Course Approval Handbook 2/e published by the California Community College Chancellors Office, March 2003.
 http://www.cccco.edu/divisions/esed/aa_ir/credit/credit_attachments/hndbk032003.doc

Components of a Model Course Outline of Record published by the Academic Senate for California Community Colleges, Fall 1995.
http://www.academicsenate.cc.ca.us/Publications/Papers/Model_outline.htm

Good Practices of the Implementation of Prerequisites published by the Academic Senate for California Community Colleges, Spring 1997.
http://www.academicsenate.cc.ca.us/Publications/Papers/good_practice_prerequis.html

Good Practices for Course Approval Process published by the Academic Senate for California Community Colleges, Spring 1998.
http://www.academicsenate.cc.ca.us/Publications/Papers/CoursApp.htm

Stylistic Considerations in Writing Course Outlines of Record published by the Academic Senate for California Community Colleges, Spring 1998.
http://www.academicsenate.cc.ca.us/Publications/Papers/Stylistic_considerations.html

Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning published by the Academic Senate for California Community Colleges, Spring 1999.
http://www.academicsenate.cc.ca.us/Publications/Papers/good_practice_distance.html

FORMS

Appendix A: Course Outline Proposal and Approval Form

Appendix B: Prerequisite/Corequisite/Departmental Recommendation Content Review Form

Appendix C: Checklist for Proposed Course Outlines

Appendix D: Distributed Education Course Content Delivery Proposal Form