

Integrated Course Outline

The **Official Course Outline** is a “*contract among the student, instructor, and institution* giving the fundamental required components of the course which the student is guaranteed to receive from the instructor and institution. More than just specifying the required components of the course, the outline of record states the content and level of rigor for which students—across all sections of the course—will be held accountable. Courses are designed to provide a coherent body of knowledge to prepare students in a particular subject.”

“A **syllabus ‘or green sheet’** *describes how the individual instructor will carry out the terms of that contract.* Syllabi give specific dates, grading standards, and other rules of conduct of a course required by the individual instructor. A course outline gives the basic components of the course required to be taught by all instructors. A syllabus allows the individual instructor to include methods and topics which may go beyond the course outline. It gives the instructor the opportunity to bring out his or her particular talents and strengths.”

From: Components of a Model Course Outline of Record – Academic Senate for CA Community Colleges – Adopted November 1995

CurricUNET Help Boxes

Developed by CAPAC 2003-04

Student Learning Outcomes are *student* focused. They are global and broad measurable statements that clearly state the knowledge, skills, abilities, and attitudes a *student* has attained upon completion of a course or program and upon receiving student services.

Learning outcomes:

- Focus on what the student can do
- Demonstrate the student is competent
- Include a measurable expectation
- Use active verbs (Bloom’s Taxonomy) (SLOPE 3/4/04)

Each Student Learning Outcome must be supported by appropriate course content, assignment, and evaluation/assessment.

Student Learning Outcomes are written as measurable student-centered behavioral objectives, which demonstrate critical thinking and meet the stated needs of the course.

Using verbs from Bloom’s Taxonomy at the analysis, synthesis and evaluation levels reflect critical thinking.

Answer the question:

What will the student analyze, design, evaluate etc. upon completion of the course.

Avoid teacher-centered language, such as "to teach".

Avoid terms such as "know", and "understand" substituting terms such as "examine".

Objectives are specific *incremental steps* that clearly work toward the accomplishment of the goals and student learning outcomes. They are measurable and short-term in nature. (SLOPE 3/4/04) **NOT Within Curriculum; FOR Green Sheet or Syllabi; NOT Official Course Outline**

The **Content Outline** correlates with all student learning outcomes. Specifically include a detailed course outline delineating lecture and lab content.

Course outlines should be a minimum of one page but will rarely exceed three pages.

Listing hours or weeks spent on each topic is optional but no longer required.

Assignments clearly demonstrate how students will obtain learning outcomes. Assignments reflect all outcomes and content, including theory, lab, clinical lab, and field trips.

Degree-applicable courses must include assignments that require students to think critically and apply concepts taught in the course. Indicate how students will achieve independent, higher order thinking. Refer to Bloom's Taxonomy.

Reading Assignments

List and/or provide examples of the type of reading assignments that will achieve the student learning outcomes and correlate with the topics in the course outline.

Example: Weekly assigned readings, which may include reading profession journals or textbook chapters.

Writing Assignments

Ohlone College requires courses to include a writing assignment when appropriate. If a writing assignment is not required, state the rationale, e.g., primarily skill demonstration or computational.

Specifically identify the type of writing assignments, such as essays, lab reports, journals, research papers, critiques, etc. State the main goal of the assignment.

Examples:

Research paper - synthesize and evaluate the five most important causes of the American Civil War.

Journal, include reflections upon your readings.

Written components of examinations are not identified as writing assignments

Projects, Activities and other Assignments

Indicate all other course projects, activities and assignments with specific examples. Include computational or non-computational problem solving and skill demonstrations in this section.

Examples:

Prepare graphs, tables, and calculations in the analysis of laboratory results.

Assemble simple electrical circuits, make measurements, do the necessary computations, present the results.

Complete three case studies in which students locate legal and ethical dilemmas and discuss the course of action they would take. Students are expected to integrate course content to support their answers.

Home practice is the essential component for attaining any kind of skill set on a musical instrument. Students practice warm-ups, review tunes, new repertoire, and note-reading every day in practice and in class.

Evaluation is the judgment of a *student's work* to determine the learning achieved, the grade earned, and/or the graduation requirements satisfied. (SLOPE approved 3/4/04)

State the standards used to assess the level of mastery of each learning outcome. State methods of evaluation to assess student learning outcomes.

Examples include: exams, oral presentation, portfolio, discussion, skill demonstration, successful completion of research paper or project, or other.

Weighing by percentages is optional but no longer required.

Assessment is aimed at *improving the teaching/learning process*. It is the systematic collection, analysis, and interpretation of information, which provides continuous feedback about the success in reaching the stated objectives, goals, and learning outcomes. Everyone is involved in the assessment process. (SLOPE 3/4/04)

Examples include: classroom assessment techniques (CATs), exit essays, final exam, portfolio, demonstrated skill mastery according to pre-established criteria, oral presentation, successful completion of research paper or project.