Description of the Components of the Course Outline

I. Catalog Information

Revise or add in the correct Department, Title, Course Number, Units, Degree Applicability, Credit, GE, Grading, and Effective Quarter. Identify the correct requisites statements and fill in information for the other areas (repeatability, hours, cross-listing) as applicable.

*ECMS TIP: Use the drop-down menus or fill in the text boxes in order to revise or add this information.

Catalog Description:
Provide a brief description of the course, stating to the student or other institutions the course’s key content areas. Be descriptive and specific. Do not include information about teaching methods and procedures not directly related to course content. Avoid using words and phrases such as “This course...,” “Introduction to...”, or “Survey of...” If background courses or experiences are desirable (but not requisites or advisories), list them in the description. An example of a good catalog description follows: “Development and execution of short, single-camera-style projects focusing on the skills of directing and editing.”

Student Learning Outcomes: SLOs describe the knowledge, skills, abilities or attitudes that a student can demonstrate by the end of your course. They describe the big picture, and include four major components. SLOs:
1. Require the use of higher-level thinking abilities.
2. Ask students to synthesize discrete skills or areas of content.
3. Result in the production of educational plans, papers, projects, portfolios, performances, exams etc. that require students to apply what they’ve learned.
4. Require faculty to evaluate or assess the product to measure a student’s achievement or mastery of the outcomes.

*ECMS TIP: The outcomes statements are editable during the course revision process OR may also be edited by the “team leader” assigned to the SLOAC (Student Learning Outcomes and Assessment Cycle) for this course. Note: Changes ONLY to the SLOs are considered a technical change and does not change the effective date of a course.

II. Course Objectives

ECMS TIP: Make changes to the objectives in section V and then select the “Sync” button in order to match/update the objectives in Section V with the Objectives in this section (Section II Course Objectives)
Consider that this list is prefaced by the phrase: “The student will: and follow with a list of objectives, beginning each objective with an action verb, such as those found in Bloom’s Taxonomy, that best describes what the learner will do when demonstrating achievement of that objective upon completion of the course.

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How are these objectives different from course Student Learning Outcomes?
Course objectives are on smaller scale, describing small, discreet skills or “nuts and bolts” that require basic thinking skills. They are subsets of outcomes. Think of objectives as the building blocks used to produce whatever is used to demonstrate mastery of an outcome. Objectives can be practiced and assessed individually, but are usually only a portion of an overall project or application.

III. Essential Student Materials
List only special purpose materials essential to the successful completion of the course by the student. Typically, these are materials not normally purchased for general classroom use. Example: “Raw film and photographic paper for courses in photography.” If none is required, indicate “None.”

IV. Essential College Facilities
List only special purpose facilities or a particular type of classroom that is required. Example: “Dark room, drafting tables, special computer hardware or software, or presentation equipment.” If none is required, indicate “None.”

V. Expanded Description of Course Objectives

Outline the course content, including essential topics, major subdivisions, and supporting details.

An example of such a form outline follows:

A. Major topic
   1. Subdivision
      a. Support
      b. Support
   2. Subdivision
      a. Support
      b. Support

B. Major topic (etc.)

Course objectives outlined in Part II of the course outline must be replicated in form and sequence in the Part V expanded description, and expanded upon to show the relationship between course objectives and the content/means of accomplishing those objectives. These descriptions should:

• Show logical relationship of ideas between learning objectives and content
• Ensure depth and coherent development of content
• State the course content in terms comprehensible to colleagues and discipline experts
• Along with the content, incorporate use of “such as” examples to provide depth and support to topics covered in the course outline. (See examples which follow).

Example:

II. Course Objectives:
   A. Compare and contrast the experience of ethnic subordinate groups to the experiences of the dominant group as reflected in court rulings.
V. Expanded Description
   A. Compare and contrast the experience of ethnic subordinate groups to the experiences of the dominant group as reflected in court rulings.
      1. Freedom of/from religion examining First Amendment cases.
      2. Issues of privacy
      3. Issues of sexual orientation

This course objective (Section II) would be better supported in the expanded description (Section V) if it read as follows:

V. Expanded Description (Improved by examples)
   A. Compare and contrast the experience of ethnic subordinate groups to the experiences of the dominant group as reflected in court rulings.
      1. Freedom of/from religion examining First Amendment cases
      2. Issues of privacy through an examination of cases such as:
         a. *Griswold v. Connecticut*
         b. *Roe v. Wade*
      3. Issues of sexual orientation through an examination of cases such as:
         a. *Bowers v. Hardwick*
         b. *Romer v. Evans*

For G.E. courses:
Especially important for those courses to be considered general education, include information about teaching methods and procedures directly related to course content, demonstrating critical thinking and showing integration, synthesis, relationships, and interdisciplinary relationships.

Example of GE objective in Section II and Expanded description in Section V:
V. A. Develop research and writing skills, analyzing both ancient and recent art forms and exploring connections between art and indigenous societies.
   1. Explore diverse primary sources used in researching Mesoamerican and Andean art such as archaeological site plans, historic photographs and drawings, colonial documents and journals. (Note the use of “such as” to further provide topical information within course outline).

VI. Assignments
List typical assignments required outside of class involving reading and/or writing, including demonstrations of ability to use symbol systems (logic, math, music) or to apply skills—and any other activities. These assignments should reflect the department’s minimum expectations for students and serve as a guide for faculty in developing their own syllabi. Degree-applicable courses must include tasks/assignments that require students to think critically and apply concepts taught in the course. Additionally, assignments should be aligned with the learning outcomes for your course.
Examples:

Reading:
- Required readings from texts
- Chapters 1-9, 15, 16 in required text
- Assignments from text, lab manual
- Scientific American Reprints
- For any one class assignment, a 20 page selection from primary source material and/or chapter from text

Writing:
- Research paper of five pages, using 7 sources
- 5 Lab reports
- Paper reacting to photo exhibit
- Essays requiring critical analysis of primary materials

Other:
- Two field trips
- Problem-solving activities using applications software
- Viewing video materials

VII. Methods of Instruction
Identify examples of instructional methodology. You MUST include some items in this section. You may select from the list below and/or list others that apply.

Methods of instruction may include, but are not limited to, the following:

- Lecture and visual aids
- Discussion of assigned reading
- Discussion and problem solving performed in class
- In-class essays
- In-class exploration of Internet sites
- Quiz and examination review performed in class
- Homework and extended projects
- Field observation and field trips
- Guest speakers
- Collaborative learning and small group exercises
- Collaborative projects
- Laboratory experience which involve students in formal exercises of data collection and analysis
- Laboratory discussion sessions and quizzes that evaluate the proceedings weekly
- Laboratory exercises

ECMS TIP: Select from the methods choices given in the menu by clicking on that item to have it autofill into the text box. Select all that apply. If there are methods of instruction used in the course that are not on the list, select “other” in the menu and then enter in the method manually in the text box.

VIII. Methods of Evaluating Objectives
Procedures for evaluating student performance should measure the degree to which the student achieves the overall outcomes for the course as well as the course objectives stated in Section II of the course outline. In order to align with the student learning outcomes of the course, the
Methods of evaluation should be consistent with the assignments section of the course outline and should clearly address the criteria by which assignments will be evaluated. Methods of evaluation must include a final evaluation procedure (i.e. a final examination or a final project or presentation).

For degree-applicable courses, grades must be based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of:

- Substantial writing assignments, including essay exam(s), written homework, research paper(s), laboratory or reading report(s)

OR

- Computational or non-computational problem solving exercises, including exam(s), laboratory report(s), fieldwork, homework problems

OR

- Skills demonstrations, including class performance(s), fieldwork, performance/proficiency exam(s).

EXAMPLES:

- Weekly or bi-weekly written assignments that summarize and analyze current environmental legal topics on regional, national and international levels. Writing assignments will include a written critical analysis of the current research including the pros and cons of an environmental science issue.

- Final examination requiring students to demonstrate abilities to summarize integrate and analyze concepts that have been introduced and studied throughout the course.

- Midterm objective and/or essay examinations and comprehensive final, all of which are composed of concept based questions which will require the student to demonstrate the ability to integrate and summarize facts and translate them into fundamental units of knowledge

- Research paper, and working outline for such project, involving summary, synthesis, and critical analysis of data

- Participation in and contribution toward classroom discussions and in-class collaborative work.

- Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing ethnographic data and analyzing them anthropologically

- Lab activity - Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations.

- Evaluation of programming assignments for correctness, completeness, technique and style.

- Programming assignments (based upon correctness, documentation, code quality and test plan executions).

- Successful completion of computer aided design assignments with output verifying modeling correctness; use of structured design intent principles, and documentation.

- A two-hour comprehensive final exam including multiple-choice questions and CAD modeling and documentation exercise that will require students to summarize, integrate, and critically analyze the major theoretical perspectives, modes of inquiry, and the important core concepts examined throughout the course.
• A written and oral group report produced by small (5 to 8 students) collaborative groups using the "case method" to critically analyze and evaluate selected clinical case histories illustrating the role of assessment and treatment models in clinical psychology.

• A research paper that examines a significant contemporary issue or problem in clinical psychology selected by the student or instructor. The focus of the research paper will be on the summary, integration, critical analysis and/or synthesis of the theoretical perspectives and/or body of empirical data germane to the explicating of the problem or issue examined. The majority of the source material for the research paper must be derived from primary sources and relevant psychological journal articles. The research paper should be 10 to 15 pages in length and follow the style and format of the American Psychological Association Publication Manual or other standard research paper format.

• Mid-term and final examinations using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, methods of inquiry and significant empirical data that comprise the course content. The essay component will require critical thinking and analysis and/or synthesis.

• Periodic contact between instructor and job supervisor and assessment of final evaluation form as it relates to grading and total hours required.

IX. Texts and Supporting References

Specify texts and references or list texts and references that the department has evaluated and determined to be representative of kinds of college level materials appropriate for the course. When necessary, indicate the basis for assessment (i.e., primary source, standard text, readability analysis). Cite the course text using this format:

Author (last name, first name). Complete title. City of publication: Name of Publisher, Date published.

Example:

Star (*) the primary text/s., and list supporting references using the format cited above. Arrange multiple listings in alphabetical order, citing the author’s last name first. Where possible, references and texts should reflect currency in discipline, gender, and global and multicultural perspectives.

Examples:

ECMS TIP: In the primary sources, references are limited to 5 items, while in the Examples of Supporting References, the list is limited to 25 items.

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X. Lab Topics

This section is required for all courses with designated lecture hours and lab hours. This is NOT required for lecture-lab courses or lab-only courses. See example below:

**Example Course: BIOL 5 (Biology of Birds)**

**X. Lab Topics**

May include, but are not limited to, the following:

A. Exterior Anatomy: how to identify birds
B. Adaptive Anatomy: feathers, beaks, feet, wing shape, coloration
C. Vocal & Visual Communication
D. Origins and Classification: what is the evidence?
E. Diversity: Non-passerine Families
F. Diversity: Passerine Families
G. Field Trips (6 Labs)
   1. Town Birds: filed techniques for identifying birds
   2. Forest and Chaparral Birds
   3. Marsh and Water Birds
   4. Studying Birds Behavior
   5. Studying Bird Populations & Ecology
   6. Field Identification Quiz