

---

# Guidebook for New Course and Outline Revision Approval

---

## **Introduction**

CCC initiated a new course approval and course outline revision (COR) process in the Fall of 2012. A three year timeline for outline revision was proposed by the ISP and then adopted by the CC. Most CCC courses, except Career Technical Supplemental, will be affected. The Curriculum Office will list precisely which courses from each department will be placed on the revision schedule, including the timeline for revising them. This booklet will guide faculty members to successfully navigate this process. The Curriculum Committee will establish and coordinate the schedule, faculty-led review panels, new web-based application and computer interface.

This new process requires revisions less frequently than before and was made possible by the removal of the requirement that outlines include textbooks to be used in the course. There will be more work on fewer outlines per year. Changes will be reflected in College Catalog, as well, and every other place where information from the user interface is sent.

## **Who should read this guidebook?**

### **Faculty course outline revisers or creators**

This guidebook is intended to teach course/curriculum developers about aspects of the new course outline revision process and how to produce course outlines that will pass muster with the review panels and curriculum committee. Course outline developers should pay particular attention to the sections on developing measurable student learning outcomes (SLOs).

### **Department chairs, members of curriculum committee and faculty-led review panels**

This guidebook will also serve as a reference manual for department chairs, the curriculum committee and faculty-led panels that will review the outlines. Panel participants will use the manual to verify that each outline component is included and meets the criteria put forth in the guidebook.

## **How to use this Guidebook?**

This guidebook can be used to learn the COR process and the new web-based application and computer interface that has been created to facilitate the COR process.

- 1) It guides the reader in determining details about the COR process, including timelines.
- 2) It describes how to get access to the new course outline database and interface.
- 3) It shows how to search for and access existing course outlines.
- 4) It explains how to edit course outlines, including useful definitions and examples for each component of the course outline.
- 5) It suggests procedures for review and approval of course outlines, including sample reviews and steps for troubleshooting a non-approved course outline.

## **Course Outline Review Process for Department Chairs**

Course outlines must be updated and, if necessary, revised, every three years instead of every year. These changes will be reviewed by the Curriculum Committee. However, the procedure for doing so has changed dramatically. This is a five-step process:

The Curriculum Committee will review approximately 100 courses per month. These courses will be placed in a “pipeline” for processing. Lynda Graf is coordinating the “pipeline” of all currently-approved courses and will initiate the process. You should take the following actions once Lynda has contacted you.

### **Establishing the “Pipeline”**

(1) Please divide the courses Lynda sends you into 3 groups of the same size. If they are not divisible by 3, assign the remainder(s) as you wish.

(2) Assign each third of your courses to 2012/13, 2013/14, or 2014/15 according to the order in which you as a department think they need revising.

Before proceeding to step 4, review the information in this Guidebook.

(3) For courses assigned to 2012-13, indicate the order in which you would like to revise the courses, taking the following into consideration:

- a. Any new courses that you plan to launch Winter Term of this year should, of course, be at the top of the list.
- b. New courses you plan to launch Spring, Summer, or next Fall Term can compete as equals with other courses you might revise.
- c. Based on what you read in the above-mentioned Guidebook, consider placing courses you consider "slam dunks" for approval near the top of your list. This will give you more time to do quality revisions of outlines that require more work and it will help the Curriculum Committee work out the bugs in its review process. The date of the most recent revision of an outline does not matter, so a recently-approved course could qualify as a "slam dunk".

(4) Send Lynda the 3-groups division and the prioritized first group by October 15 of each year. The Curriculum Office will distribute that first third across the six Curriculum Committee meetings which will be dedicated to reviewing outlines and let you know by what dates you should submit the respective outlines for Curriculum Committee.

(5) During Spring/Summer Term 2013 repeat steps 3-5 above for the second third of your outlines, etc.

As you probably know, the outlines will be submitted electronically. This will involve entering information into fields, a complete explanation of which you will find in this Guidebook. Please wait to begin actual outline revision until you are able to access your existing courses electronically. It is critical that you don't use some other version you might have in some other file, because it might not be the most recent version.

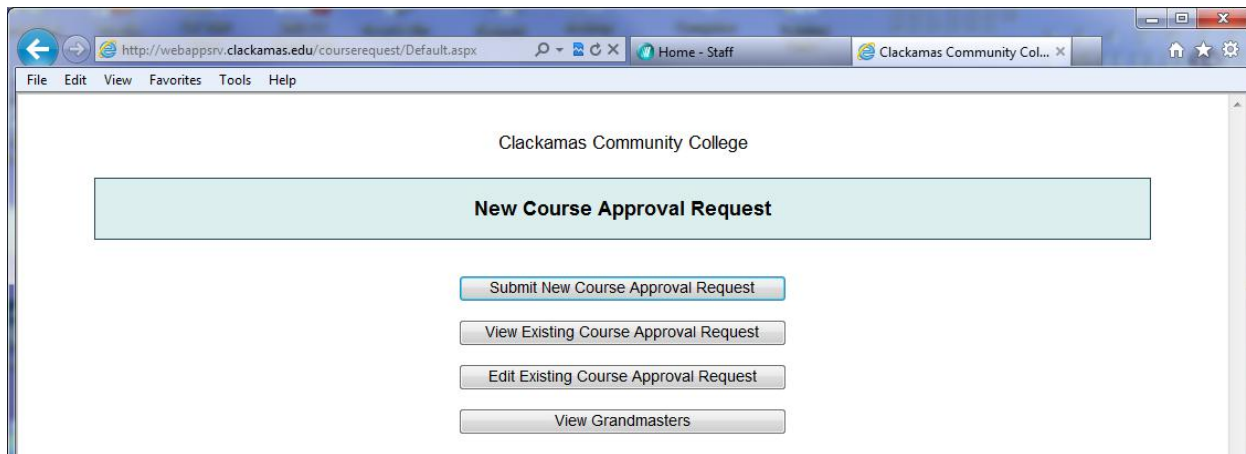
## Course Outline Review Process for Course Outline Editors/Reviewers

Procedures to get access to the new course outline database and interface  
Start up a web browser and navigate to the web applications tool at:

<http://webappsrv.clackamas.edu/courserequest/Default.aspx>

You may want to bookmark this link for future use

This will take you to the screen entitled:  
New Course Approval Request



The title is inconsistent with the buttons beneath it. There are clearly more options available from this screen than getting a new course approved. Select the button that best fits your need:

**Submit New Course Approval Request** – a blank form used to initiate the creation of a new course. It consists of the same fields as an existing course.

**View Existing Course Approval Request** – a searchable database of course outlines. The complete outline is displayed and is printable. After clicking on "submit", it is possible to get an electronic version of the end product (all fields assembled into one document.)

**Edit Course Approval Request** – Use to find and edit existing course outlines. This guidebook is based on the set of screen associated with this button.

**View Grandmasters** - Get details useful for entering a course into the scheduling system

Clackamas Community College

## New Course Approval Request

Page 1/6

Save and Finish Next

---

**Section #1 General Course Information**

**Department:** English \*

**Submitter**

First Name: Lynda \*  
 Last Name: Graf \*  
 Phone: 3382 \*  
 Email: lyndamg \*

Until they are revised, Lynda Graf from the Curriculum Office (CO) will show as the submitter. The new author should enter in his/her name here.

**Course Prefix and Number:** WR - 121 \*

**# Credits:** 4 \*

**Contact hours \***

Lecture (# of hours): 44  
 Lec/lab (# of hours):  
 Lab (# of hours):  
 Total course hours: 44

**Course Title:** English Composition \*

**Course Description: \***

This description will be the description used in the college catalog and all published materials. Use only active verbs in the course description.

Introduces the academic essay: analyzing and developing a topic, writing grammatically correct and organized essays, reading professional writing, and applying writing techniques to a range of academic essay styles.

**Type of Course:**

- Lower Division Collegiate
- Occupational Preparatory
- Occupational Supplementary
- Developmental Education
- Apprenticeship

See pg. 12. for clarification of course types

Page 1/6

Save and Finish Next

http://webappsrv.clackamas.edu/courserequest/Default.aspx

http://webappsrv.clackamas.edu/coursequest/Default.aspx

File Edit View Favorites Tools Help

Page 2/6

Cancel Save and Finish Previous Next

**Reason for the new course:**

Not a new course. Just updating current one.

**Is this class challengeable?**

Yes  No

**Can this course be repeated for credit in a degree?**

Yes  No

**Is general education certification being sought at this time?**

Yes  No

**Check which general education outcome(s):**

Writing  
 Oral Communication  
 Arts and Letters  
 Science/ Computer Science  
 Mathematics  
 Social Science  
 Cultural Literacy

**Is this course part of an AAS or related certificate of completion?**

Yes  No

Name of degree(s) and/or certificate(s): Most of them...too numerous to enter all of them

**Are there prerequisites to this course?**

Yes  No

**Are there corequisites to this course?**

Yes  No

**Are there any requirements or recommendations for students taken this course?**

Yes  No

**Are there similar courses existing in other programs or disciplines at CCC?**

Yes  No

**Will this class use library resources?**

Yes  No

**Have you talked with a librarian regarding that impact?**

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)\*

**Is there any other potential impact on another department?**

Yes  No

**Have you consulted with the Dept Chair(s) of other program(s) regarding potential impact such as overlap, duplication, enrollment, impact, etc.?**

Yes (A 'Yes' certifies you have talked with the chair and have received approval.)\*

No

**What was the result of the conversation with those department(s)?**

Department chairs supported the change.

\*Denotes a signature is required

Cancel Page 2/6 Save and Finish Previous Next

If you check "yes," a window will open and ask for an explanation of such things as: where and how do you document additional content and improved SLOs for students who repeat the course.

Check "yes" if you are submitting your course for Gen Ed approval (see page 15 for a decision-making process which can help you make this determination). If "yes", then fill out the GEO mapping chart (see pp. 7-8) and indicate the student learning outcomes (SLOs) which *completely* or *substantially* address general education outcomes (GEOs) by designating parenthetically, at the end of the outcome, which GEO that particular outcome addresses (see pg. 6). Please note that many courses do not address any general education outcomes. See pg. 16 for a worksheet to assist with the GEO mapping process.

Some examples of a "requirement", as opposed to a "prerequisite" are: instructor consent, admission to a program, and the achievement of a given level on a placement exam.

This question is designed to identify repetitive courses owing, for instance, to a department's wish to have its own prefix on a course—to own the course, so to speak.

From an accreditation standpoint, the CO hopes that the submitter will be able to truthfully answer "yes" to this question.

If yes, textbox appears for an explanation of the nature of that impact. A typical example of this would be when a department wishes to change the numbers of credits in a course that is listed by another department as a prerequisite or as a required course in a program.

Page 3/6

**Does this course belong on the Related Instruction list?**

Yes
  No

**Which area?**

Computation  
 Communication  
 Human Relations

**GRADING METHOD:**

A-F (letter grade) or Pass/No Pass (Default grading method)  
 A-F (letter grade) Only  
 Pass/No Pass Only

**Audit:**  Yes  No

**When do you plan to offer this course?**

Summer  
 Fall  
 Winter  
 Spring  
 Not every term  
 Not every year

**Is this course equivalent to another?**

If yes, they must have the same description and outcomes.

Yes
  No

**Will this course appear in the college catalog?**

Yes
  No

**Will this course appear in the schedule?**

Yes
  No

**Student Learning Outcomes: \***

Indicate what the student will be able to do, know, demonstrate, understand, etc., as a result of successful completion of the course learning activities. Use action verbs such as: demonstrate, evaluate, apply, diagram, summarize, repair, use, weld, correlate, dissect, etc. *Please number items.*

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

1. Read, comprehend, interpret, and respond to college-level texts. (WR1)
2. Participate constructively and respectfully in discussions and writing groups.
3. Analyze their own writing and reflect on their learning. (WR1)
4. Apply basic critical thinking skills to complex issues

Page 3/6

Student learning outcomes (SLOs): The submitter should review the existing SLOs, taking into account the corresponding section from this Guidebook (See pg. 13 and pp. 17-20) and, if there are no changes, he/she should at least change capitalization and punctuation following the Northern Arizona style guide. See FAQ on pg. 10 for style tips.

**Gen Ed mapping screen:** Courses seeking General Education approval **must** be accompanied by Gen-Ed Outcomes (GEOs) mapping(s); other courses may map GEOs as appropriate. On this screen, you will need to indicate the GEOs the course meets by indicating the level of attainment expected in the box next to the appropriate GEO; a worksheet useful for this is shown on pg. 16. Correspondingly, to indicate alignment between SLOs and GEOs, the GEO Area and # should appear in parenthesis after the appropriate SLO on the third data entry screen (see examples on pg. 13). Note: If you submitted one of these before 2011-2012, it will likely be an out-of-date version. You shouldn't just copy your "C's", "S's", and "P's" without verifying that alignment still exists.

Page 4/6

AAOT/ASOT GENERAL EDUCATION OUTCOMES  
COURSE OUTLINE MAPPING CHART

**Mark outcomes addressed by the course:**

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

**As a result of completing the AAOT/ASOT general education requirements, students will be able to:**

**WR: Writing Outcomes**

S 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

S 2. Locate, evaluate, and ethically utilize information to communicate effectively.

S 3. Demonstrate appropriate reasoning in response to complex issues.

**SP: Speech/Oral Communication Outcomes**

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

**MA: Mathematics Outcomes:**

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

**AL: Arts and Letters Outcomes**

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

**SS: Social Science Outcomes**

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

**SC: Science or Computer Science Outcomes**

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

## Outcomes assessment strategies

- These are the same assessment methods that faculty see on the “assessment” tab that is used as part of the grading process to record the results of your gen ed assessment. Strategies selected here do not link to that tab, however, so nothing will happen if you decide to add or subtract from your current assessment strategies. This is just to get you thinking about it.

**Outcomes Assessment Strategies:**

- General Examination
- Oral Examination
- Presentations
- Thesis/Research Project
- Criteria
- Rubrics
- Journal Writing
- Performances/Simulation
- Projects
- Writing Assignments
- Industry Standards
- Multiple Choice Test
- Portfolios
- Standardized Testing
- Checklist
- Pre-Post Assessment
- Other Assessment Tools

**Major Topic Outline: \***

Briefly list all major topics. This should help the student understand the major content topics to be covered in the course.

1. Elements of academic essay writing, including content and organization, paragraph structure, sentence structure, diction, mechanics and standard usage.  
2. How to discuss ideas and critique others' writing in a constructive and respectful manner and how to reflect on

**Does the content of this class relate to job skills in any of the following areas:**

- 1. Increased energy efficiency  Yes  No
- 2. Produce renewable energy  Yes  No
- 3. Prevent environmental degradation  Yes  No
- 4. Clean up natural environment  Yes  No
- 5. Supports green services  Yes  No

Percent of course:  %

Page 4/6

See pg. 14 for clarification. Note: Space in the Major Topic Outline field is limited. If you are unable to fit yours into the field, you might condense by grouping several detailed topics into a broader, more general topic.

Don't click "yes" on any of these unless your course intentionally, specifically, and quantifiably contains this content. It doesn't map to anything, but if you can't confidently enter a percentage of course content dedicated to this area, click "no".



## Section#2 Course Transferability

- The “how does it transfer section” denotes the degree or quality of your course’s transferability. At the top is “required or support for major”, which is the most valuable category of transferability, and so on.
- If the Counseling/Advising Department at CCC can provide history and/or documentation of transferability, that can be used to “provide evidence of transferability”.
- Otherwise, the originator should try to make personal contact with someone, at least at PSU, OSU, U of O, and WOU, in order to provide this evidence.

The screenshot shows a web browser window with the URL <http://webappsrv.clackamas.edu/courserequest/Default.aspx>. The page title is "Clackamas Community College" and the main heading is "New Course Approval Request". The form is on "Page 5/6".

**Section #2 Course Transferability**

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

**Which OUS schools will the course transfer to? (Check all that apply)**

<input type="checkbox"/> EOU (Eastern Oregon University)	<input checked="" type="checkbox"/> PSU (Portland State University)
<input type="checkbox"/> OIT (Oregon Institute of Technology)	<input type="checkbox"/> SOU (Southern Oregon University)
<input checked="" type="checkbox"/> OSU (Oregon State University)	<input checked="" type="checkbox"/> UO (University of Oregon)
<input type="checkbox"/> OSU-Cascade	<input type="checkbox"/> WOU (Western Oregon University)

**Identify comparable course(s) at OUS school(s)**

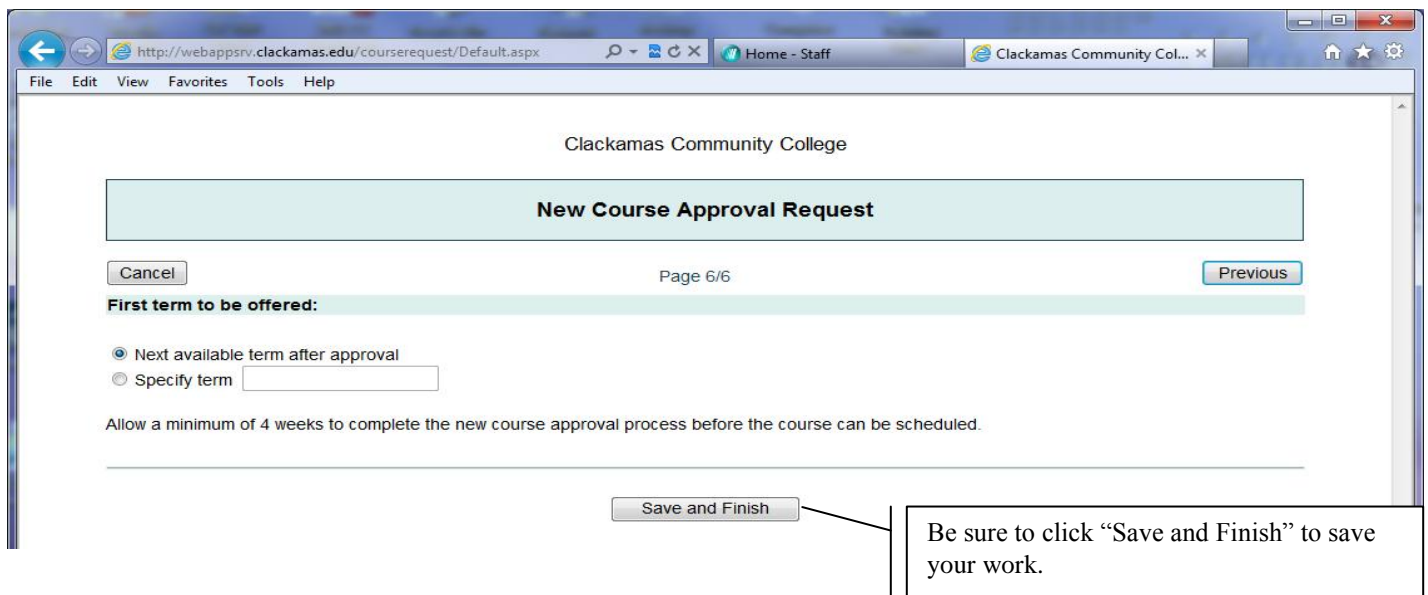
**How does it transfer? (Check all that apply)**

<input type="checkbox"/> required or support for major
<input checked="" type="checkbox"/> general education or distribution requirement
<input type="checkbox"/> general elective
<input type="checkbox"/> other (provide details) <input type="text"/>

**Provide evidence of transferability: (minimum one, more preferred)**

<input checked="" type="checkbox"/> Correspondence with receiving institution (mail, fax, email, etc.)
<input type="checkbox"/> Other. Please explain.

Buttons: Cancel, Save and Finish, Previous, Next



### Frequently Asked Questions

Q: Once the first generation of outlines has been revised electronically and a department makes a subsequent revision, will the system archive the first one?

A: Yes, eventually.

Q: How do the Student Learning Outcomes impact the Class Syllabus?

A: See page 26

Q: Should I follow certain style guidelines in writing my course outlines?

A: Yes. The ISP Committee recommended to and the Curriculum Committee adopted the recommendation that “course outlines follow Northern Arizona University (NAU) Writing Style Guide. If the author of a course outline, needs more detailed guidance, the committees stipulate that “alternative styles be allowed based on the Chicago Manual of Style (CMS) or other styles by prior approval of the curriculum committee.” These guidelines can be found on the ISP website.

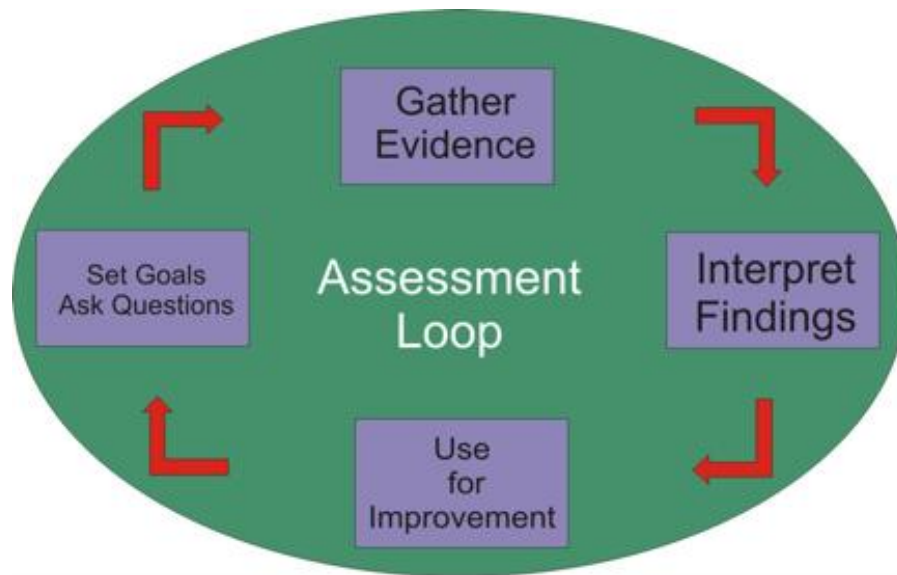
Some things to keep in mind about style are:

- style guides are simply conventions, not necessarily the single correct way to write and organize documents;
- our curriculum documents will look more professional to the State and to our peers at other colleges if we consistently follow one style guide;
- the NAU style guide’s appeal lies in the fact that its examples are tailored to the typical usages of post- secondary schools and that it is based on the widely-recognized Chicago Manual of Style (CMS);
- the one area of course outline creation and revision that is most often affected by the NAU/CMS guidelines involves student learning outcomes (SLOs), which should be listed vertically as one sentence with the introductory phrase “Upon successful completion of this course, the student should be able to:”
  - Because items in the list are all part of this one sentence, they each begin with a lower case letter and are separated by a comma, if they have no internal commas, and by a semicolon, if they do have internal commas. The final SLO is followed by a period.

### Why course outline revision?

Revision of course outlines is an important step in ensuring the colleges courses and programs remain vital and do what we say they are going to do for students. CCC’s course outlines are used by faculty, students, administrators, not only here but at any institution where our students transfer. For example, the course description appears in the catalog, the schedule, the college marketing literature, and can also play a role in accreditation. The audience for course outlines includes accreditation bodies, the State, students, advisors, faculty, and other colleges. The student learning outcomes and major topic outlines guide instruction and ensure consistency—that is, they ensure that all students who take a course over time and are instructed by different faculty are afforded the same opportunities and learn the same set of skills and concepts.

Course outline revision is part of a larger system of planning for learning and assessment that is represented in this diagram. The course outline is the first step in setting goals for student learning.



### Key Course Outline Field Descriptions and Examples

As shown in this *Guidebook*, the elements of all course outlines will be entered into fields on a computer screen. This way, when one or more elements are required for another purpose—course descriptions for the course catalog being the most obvious example—they can be taken from a common source, thus ensuring identical language.

When a hard copy of a given outline is needed, or an electronic version must be accessed on line, the appropriate fields will be assembled into a format appropriate for the particular report needed. Thus, the final form that a printed outline will take may vary based on the desired output.

Key fields that the outline originator or reviser will need to include are shown underlined and **bolded** on pages 12-14:

**COURSE OUTLINE**

General Education areas for which this course is certified, if applicable. (to be added by Curriculum Office):

Related instruction areas for which this course is certified (to be added by Curriculum Office)

**Title:** (as it would appear in the course catalog, e.g.): Fundamentals of Technical Theater

**Course Number(s):** (e.g.) TA 111

**Credits:** 4

**Date:** *Date should reflect the most recent update.* (Course outlines must now be updated every three years.)

**Institution:** Clackamas Community College

**Outline Developed by Department(s) and Name(s):** *Should indicate both the department name and the individual developer(s).*

**Type of Course:** *Choose only one:*

Lower Division Transfer

Career Technical Education Preparatory

Career Technical Education Supplementary

Developmental Education

Other (Please List)

Note: The Curriculum Office reviews all outlines and is required to make a report on all of them to the State. The Curriculum Committee (CC) decides which it will review. Some “developmental education” outlines (e.g. ESL) reviewed by the CC. Some “Apprenticeship” outlines may be reviewed by the CC. Probably no “Occupational Supplementary” will be review by the CC.

**Course Description:** *A description which will appear on the catalog, schedule, website, marketing literature and be used for accreditation. The audience includes accreditation bodies, the State, students, advisors, faculty, and other colleges, so it needs to be a brief, but comprehensive, description of both content and outcomes. Complete sentences are optional, as content is more important than structure. Recommended Target Length: 50 words*

**Examples:**

RD-080 Fundamentals Of College Reading

This course focuses on fundamental reading skills for non-fiction text, including identifying main ideas, supporting details and organizational patterns. Vocabulary improvement emphasizes dictionary skills. Core reading comprehension strategies and inferences are introduced.

[Words: 32; Characters with spaces: 276]

WLD-212 SMAW Pipe Welding

This course provides theory and practical instruction in an open root V group pipe welding using E6010 and E7018 electrodes. Oxy-fuel pipe cutting will be included.

[Words: 26; Characters with spaces: 165]

WR -121 English Composition

Reviews and expands of the academic essay; teaches students to analyze and develop a topic, write grammatically correct and organized essays, read professional writing, and apply writing techniques to a range of academic essay styles.

[Words: 35; Characters with spaces: 234]

## **Additional Course Information including library and/or electronic information resources (optional):**

### **Student Learning Outcomes**

*Upon successful completion of this course, the student should be able to:* (By agreement of the Instructional Standards and Practices and Curriculum committees, all lists of student learning outcomes should begin with this phrase, followed by a colon.)

*Next is a bulleted list, the first word of each item should be a verb, written entirely in the lower case, that describes what the student should be able to do, know, demonstrate, understand, etc. as a result of successful completion of the course learning activities. (For a complete discussion of verb selection, please see “Writing Student Learning Outcomes” on pages 17-20.)*

*If you are seeking Gen Ed certification for this course (see page 6), those student learning outcomes (SLOs) which address general education outcomes (GEOs) should designate parenthetically at the end of the outcome, as in the examples below, which GEO that particular outcome addresses. Please note that some student learning outcomes do not address any general education outcomes.*

*For more information and examples, see “Writing Student Learning Outcomes” beginning on page 17 below.*

#### **EXAMPLE 1:**

**Upon successful completion of this course, the student should be able to:**

- make common social introductions using appropriate Spanish grammar constructs and vocabulary,
- perform correct fillet welds and groove welds using shielded-metal arc welding, gas metal arc welding and flux-cored arc welding techniques;
- write an essay of 3 or more paragraphs which demonstrates a topic-appropriate introduction, topic development and a conclusion, using correct grammar, spelling, vocabulary and paragraph structure. (WR1)

#### **EXAMPLE 2:**

**Upon successful completion of this course, the student should be able to:**

- describe the scientific method and the tools and procedures used in solving scientific questions as they pertain to eastern Oregon and the Great Basin desert, (SC1), (SC2), (SC3)
- create an experiment, collecting and analyzing resulting data on soil and hydrology of the Malheur Wildlife and comparing to historical and current published data, (SC1), (SC2), (SC3)
- describe the geology of eastern Oregon, the Basin and Range, and the Malheur region in essay form;
- evaluate the issues in range management of the Basin and Range and the nation’s largest Federal wildlife refuge, (SC3)
- describe the fragile nature of deserts and their Cryptobiotic soils and discuss human impacts, (SC3)
- organize and utilize appropriate scientifically formatted journals to document field observations and taxonomic language used in scientific studies. (SC1), (SC3)

**Length of Course:** *Indicate the number of hours which the course meets. Define hours in terms of: lecture, lab, lecture/lab, other, e.g. 33 lecture hours and 33 lab hours.*

**Grading Method:** *e.g., letter grade only; letter grade (A-F) or Pass/No Pass; or Pass/No Pass only; audit)*

**Prerequisites and Co requisites:** *Enter courses that are required prior to taking the course or concurrently with the course. You may add additional information as needed.*

**Major Topic Outline :** *The major topic outline briefly covers and should help the student understand the major content topics to be covered in the course, with subtopic optional, if deemed necessary to present an accurate picture. The outline is detailed enough to fully convey the topics covered, but short enough to permit a quick scan to ascertain the scope of the course. One-half page to two pages is fairly typical, with outlines of courses of higher credit value (e.g., 4 credits) generally being longer than courses of lower credit value (e.g., 1 credit). All topics listed here must be covered by every instructor who teaches the course unless marked as optional. However, this does not prevent the instructor from covering additional topics in the outline. Content topics are subject-based so need not be expressed in terms of student abilities or behavior.*

**Example 1 - Major Topic Outline (Example from a 4 credit course (PSY-215)):**

- Methods of studying development
- Conception & infancy
- Early childhood development
- Middle childhood development
- Late childhood development
- Adolescence development
- Early adulthood development
- Middle adulthood development
- Late adulthood development & death

**Example 2 - Major Topic Outline (Example from a 4 credit course (ENG-204)):**

1. How to deal with reading problems presented by antique and literary language.
2. How words change: the Oxford English Dictionary.
3. Overview of some English history, as it is reflected in the course texts.
  - a. The Reformation in England
  - b. The Industrial Revolution/Dickensian England
4. How the literature of the past informs the present.
5. How to write about and discuss literature, with respect for others' points of view.
6. The elements and format of the academic literary essay.
7. An introduction to literary research.
8. The multiplicity of literature: how to talk about theme.
  - a. Using criteria and evidence to defend literary interpretations and judgments.
9. Intertextuality: how works of literature – and art in general – connect to each other.
10. The “canon”: who decides what the great works are?

**Example 3 - Major Topic Outline (Example from a 1 credit course (MTH-085)):**

- Review of “basic” math used in water industry problem solving. Formulas for determining areas and volumes of common geometric shapes.
- Continued review of basic math. Methods for making unit conversions in waterworks problem solving
- Practice calculating area and volume
- Introduction to the Fundamental Flow Equation.
- Applications of the Fundamental Flow Equation.
- Waterworks applied hydraulics, hydrostatic pressure.
- Waterworks applied hydraulics, hydraulic detention time
- Waterworks applied hydraulics: flow rate, pipe size and velocity
- Calculating chlorine disinfectant C X T values

**General Education Mapping field (to be completed for courses seeking General Education Certification)**

## Should you seek General Education certification for your course?

Many courses can and should qualify as general education (Gen Ed) courses. Here is a guide to help you decide if the course whose outline you are revising or creating meets State requirements.

### #1: Is your course designed as a fixed number of college credit hours?

*Variable-credit courses do not satisfy Gen Ed requirements.*

### #2: Does your course provide at least three college credit hours?

*Gen Ed courses must provide a level of depth and breadth beyond that which could be covered in shorter courses. (Health and physical education activity courses are the only exceptions to this rule.)*

### #3: Does your course have as its explicit goal activities associated with reasoning (activities such as analyzing and critiquing theories, issues, symbols, or works of art) in addition to developing professional skills?

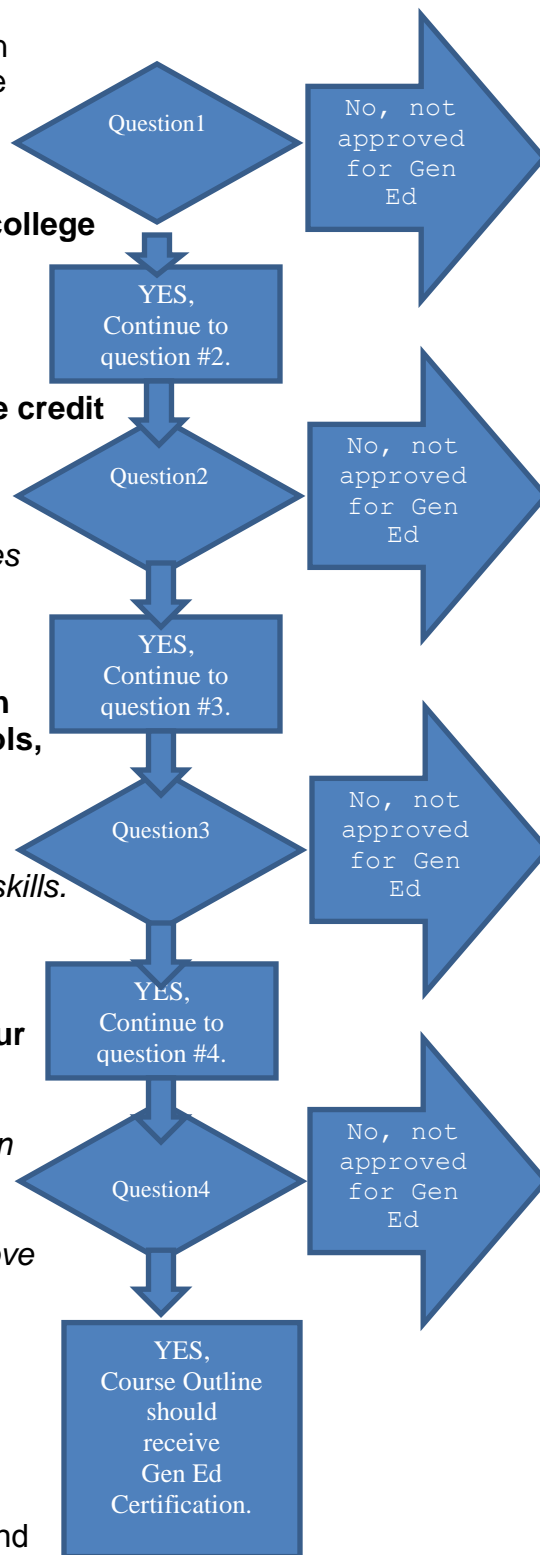
*The statewide criteria require that the course must extend well beyond discipline-specific knowledge and skills.*

### #4: Could someone from outside your discipline read your course outline and easily see how statewide outcomes and criteria are reflected in your course objectives, major topic outline, and – especially – student learning outcomes?

*The Curriculum Committee's role in Gen Ed certification is to (a) compare your course outline to the specified outcomes and criteria listed in the statewide approved Gen Ed Outcomes document (attached); and (b) approve courses that fully address every criterion and outcome.*

The outline is your only evidence that your course meets the statewide requirements for Gen Ed certification.

If you have determined that your course qualifies for general education certification, click “yes” in the “is gen ed certification being sought at this time?” button on the second data entry screen; otherwise click “no.” (See pg. 5)



\* The requirements for Gen-Ed certification come from the Oregon Joint Boards of Articulation Commission (JBAC), The Councils of Chief Academic Officers and Provosts and the Unified Educational Enterprise. At CCC, the Curriculum Committee is the official body that certifies courses that comply with statewide requirements.

# Worksheet for Mapping General Education Outcomes (GEOs) within Courses

Courses seeking General Education approval **must** be accompanied by GEO mappings, see page 5 for instructions for data entry. Non-transfer courses may map GEOs if appropriate. If GEOs are mapped, authors should indicate alignment of student learning outcomes and GEOs by listing the GEO Area and # [e.g. SC3] after the related SLO; see pg. 13 for examples.

**Mark outcomes addressed by this course:**

- Mark “C” if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark “S” if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark “P” if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

**As a result of completing the AAOT /ASOT general education requirements, students will be able to:**

<b>WR: Writing Outcomes</b>	
1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.	
2. Locate, evaluate, and ethically utilize information to communicate effectively.	
3. Demonstrate appropriate reasoning in response to complex issues.	
<b>SP: Speech/Oral Communication Outcomes</b>	
1. Engage in ethical communication processes that accomplish goals.	
2. Respond to the needs of diverse audiences and contexts.	
3. Build and manage relationships.	
<b>MA: Mathematics Outcomes</b>	
1. Use appropriate mathematics to solve problems.	
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.	
<b>AL: Arts and Letters Outcomes <sup>1</sup></b>	
1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.	
2. Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.	
<b>SS: Social Science Outcomes</b>	
1. Apply analytical skills to social phenomena in order to understand human behavior.	
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.	
<b>SC: Science or Computer Science Outcomes</b>	
1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.	
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner.	
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.	
<b>CL: Cultural Literacy Outcomes <sup>ii</sup></b>	
1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.	
<b>IL: Information Literacy Outcomes <sup>iii</sup></b>	
1. Formulate a problem statement.	
2. Determine the nature and extent of the information needed to address the problem.	
3. Access relevant information effectively and efficiently.	
4. Evaluate information and its course critically.	
5. Understand many of the economic, legal, and social issues surrounding the use of information.	

<sup>i</sup> “Arts and Letters” refers to works of art, whether written, crafted, designed, or performed and documents of historical or cultural significance.

<sup>ii</sup> Must be embedded in a course that meets the outcomes for Arts and Letters, Social Science, or Science/Computer Science.

<sup>iii</sup> Must be embedded in the general education required Writing courses **Revised 2010-2011 to reflect Statewide AAOT outcomes**



## Writing Measurable Student Learning Outcomes

**Note: The Instructional Standards and Practices Committee has now determined that all student learning outcomes are to begin with the phrase “*Upon successful completion of this course, the student should be able to:*”**

**Central to the Course Outline revision process is the (re)writing of student learning outcomes so that they are measurable.** The identification of measurable student learning outcomes is an important step in planning for learning and assessment within a course, i.e., it is “course-embedded”. Course student learning outcomes can be components of larger more broadly stated general education outcomes such as those included within a transfer degree, can be outcomes pertinent to the particular program of study (e.g., part of the outcomes of a certificate), or just of the course itself.

STUDENT LEARNING OUTCOMES are the specific measurable goals and results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that display evidence that learning has occurred, at a specified level of competency, as a result of a course or program. Learning outcomes are clear and assessable statements that define what a student is able to DO at the completion of a course or program.

**The best evidence of learning is *direct* evidence: student work and performances that can be examined to determine what students know and can do.**

With increasing frequency, faculty are choosing to assess learning by embedding assessment in the normal proceedings of the class and examining the work products generated (such as library research papers, essays, case-study analyses, field research, community service projects, or performances). Student learning outcomes guide the teaching activities that take place in the classroom. Students produce evidence of their learning based on student learning outcomes. The more clearly measurable the student learning outcome, the more valid and useful the evidence can be to reveal the extent of the learning that is taking place. This technique generates information about what and how students are learning within the classroom environment, using existing information that instructors routinely collect (test performance, short answer performance, quizzes, essays, etc.) or through assessment instruments introduced into a course specifically for the purpose of measuring student learning.

**Student learning outcomes serve as the foundation for identifying and communicating the goals and purposes of a course to colleagues and students.** They describe what students will be able to do as a result of the class as opposed to what a student will be doing in the class. They also provide the basis for the assessment plan, as assessment methods cannot be crafted unless the intended student learning outcomes are clearly identified.

**Writing effective student learning outcomes requires thinking ahead about instruction and assessment.** When writing a student learning outcome, think about how you will teach it (what materials, activities, etc, will be used and how are they sequenced) and measure that students have learned it (what will they do that shows learning has occurred). While beyond the scope of the course outline, these elements should be described in the course syllabus.

### Identifying Student Learning Outcomes

Best practices in writing student learning outcomes (SLO's) are summarized below:

1. The SLO's are specific to the course they are associated with.
2. The SLO's focus on what is critical to the course.
3. The SLO's describe what a student will be able to do with the knowledge, skills, abilities, and attitudes that students are expected to gain as a result of their completion of the course. Doing involves some sort of observable student performance. Observable performances are most clearly

described through the use of concrete action verbs. One acronym useful to remember when writing goals, objectives or outcomes is S.M.A.R.T. – Specific, Measurable, Attainable, Realistic, and Tangible.

4. The SLO's are realistic given the capacities of the typical student who enters the program, the expected level of rigor in program courses, and the resources available to support student learning. Generally, easier courses require students to do easier, less complex, things and harder courses require students to do harder, more complex things. It is crucial that the SLO's include what is important to the course, program, and institution, not just what seems easy to measure.
5. Outcomes describe what the student can do or how they will be able to apply what they have learned at a level appropriate to the expectations of the course. SLO's can draw upon many discreet skills and/or areas of content. The difficulty level of doing is correlated to a scale, called a taxonomy, with easier performances reflecting lower-order thinking and harder performances reflecting higher-order thinking skills. Concrete action verbs such as "define", "classify" or "formulate" are more informative than more abstract action verbs like "understand" or "know."
6. The SLO's are robust enough to drive the curriculum; reading the SLO's would provide a faculty member within the discipline the needed information to determining appropriate learning and assessment activities within the course.
7. The SLO's are observable, measurable and, thus, are assessable. It should be feasible to measure the outcome directly or to measure things that reasonably indicate that students have attained the outcome. The student learning outcomes are written in a manner that is clear and understandable to both faculty within the discipline and students who may be interested in taking the course.

### **Learning Domains**

In the 1950's the American educational psychologist Benjamin Bloom and a committee of colleagues identified three "domains" of learning—the "cognitive, the "psychomotor", and the "affective". These three domains are displayed a little further below.

The columns within each domain refer to levels of complexity. The level of cognitive, psychomotor, or affective complexity described increases as one moves from left to right. In the cognitive domain, for example, knowing something requires less thinking and is therefore a less complex action, than evaluating something based on knowledge previously acquired.

In each column, directly below the term which designates the complexity level is a description of behavior typical of students who have achieved that level. Beneath that is a list of verbs that can be used to expand that description and thereby to tailor it to a given course.

As a means of applying this research to your student learning outcomes, we suggest that you proceed in something like the following manner:

- Read through the descriptions in all three domains until you find the one that comes closest to the behavior you have in mind for students successfully completing your course. Generally speaking, the more advanced the course, the further to the right within a given table will be found the description that best fits that course.
- Use that description, or a version that you tailor to your course, to generate one or more student learning outcomes.

**In order to streamline the outline review and approval process and thus avoid time-consuming revisions and resubmissions, we also recommend the following:**

- Write student learning outcomes that grammatically complete the sentence beginning with the phrase: "Upon successful completion of this course, the student should be able to:" After years of deliberation, the Curriculum and the Instructional Standards and Practices Committees have decided must appear, word for word, at the beginning of every list of student learning outcomes course;

- Starting each student learning outcome with a verb, written with all lower-case letters, “grammatically completes the sentence”. Use the list of verbs further down that same column, or verbs similar to them, for starting off each student learning outcome that you write for that domain and level.

Of course, you may have very good reasons for departing from this suggested way of proceeding. If that is the case, just be sure you can justify this departure, should your peers on the review panel have questions.

### Cognitive Domain Learning outcomes related to knowledge

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Student remembers or recognizes information or specifics as communicated with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or comprehends the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards and criteria, values and opinions.
cite label list enumerate identify imitate match name quote recall reproduce state write	convert define describe discuss estimate explain generalize identify illustrate locate paraphrase restate summarize	apply chart compute demonstrate determine dramatize establish make manipulate prepare project solve use	analyze compare contrast correlate diagram dissect differentiate distinguish infer investigate limit outline separate	assemble create construct design develop formulate generate hypothesize initiate invent modify reframe synthesize	access appraise conclude critique decide defend diagnose evaluate judge justify rank recommend support

## Psychomotor Domain

### Learning outcomes related to skills

Observe	Model	Recognize Standards	Correct	Apply	Coach
Students translate sensory input into physical tasks or activities.	Students are able to replicate a fundamental skill or task.	Students recognize standards or criteria important to perform a skill or task correctly.	Students use standards to evaluate their own performances and make corrections.	Students apply this skill to real life situations.	Students are able to instruct or train others to perform this skill in other situations.
hear identify observe see smell taste touch watch  *Usually no outcomes or objectives written at this level.	attempt copy follow imitate mimic model reenact repeat reproduce show try	check detect discriminate differentiate distinguish notice perceive recognize select	adapt adjust alter change correct customize develop manipulate modify practice revise	build compose construct create design originate produce	demonstrate exhibit illustrate instruct teach train

## Affective Domain

Learning outcomes related to attitudes, behaviors, and value

Receiving	Responding	Valuing	Organizing	Characterizing
Students become aware of an attitude, behavior, or value.	Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.	Students recognize value and display this through involvement or commitment.	Students determine a new value or behavior as important or a priority.	Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person's character.
accept attend describe explain locate observe realize receive recognize	behave comply cooperate discuss examine follow model present respond show studies	accept adapt balance choose differentiate defend influence prefer recognize seek value	adapt adjust alter change customize develop manipulate modify practice revise	authenticate characterize defend display embody habituate internalize produce represent validate verify

*Adapted from <http://www.morningside.edu/academics/research/assessment/documents/Writingstudentlearningoutcomes.pdf>  
Tables of verbs developed by Janet Fulks and Kate Pluta, Bakersfield College, CA*

## Evaluating Student Learning Outcomes [courtesy of <http://cstl.semo.edu/SLO/SLOWriting.htm>]

We can evaluate a student learning outcome by asking two simple questions:

“Can it be measured?” and “Is learning demonstrated?”

Take a look at the following examples:

- Participants will understand the nine reasons for conducting a needs assessment.  
(Learning is demonstrated, but this student learning outcome will be difficult to measure.)
- Student will arrive on time daily.  
(This can be easily measured, but learning is not necessarily being demonstrated.)

Use the following good examples to a guide to writing SLOs for your outline.

*Upon successful completion of this course, the student should be able to*

Art:

- **Good:**
- **articulate the role art plays in society using a written critique of an art work,**
- **identify the formal elements and principles of art, which apply to the creation, and discussion of an artwork,**
- **identify the connection of historical or current events, which contextualize the making of an artwork.**
- *Poor:*
- *Students will appreciate art.*
- *Students will learn how to discuss a work of art.*
- *Students will be familiar with culture and the relationship of art making.*

Biology:

- **Good:**
- **list enzymes involved in DNA replication and explain their roles,**
- **apply principles of scientific inquiry, differentiate a theory from a hypothesis, and differentiate fact from opinion in regard to biological sciences. (Laney College)**
- *Poor:*
- *Students will understand the process of DNA replication.*
- *Students will know the scientific process.*

Engineering:

- **Good:**
- **apply and demonstrate the principles of engineering design, formulating requirements and constraints, following an open-ended decision process involving tradeoffs, and completing a design addressing an aerospace engineering need. (Southern Polytechnic St. U.)**
- *Poor:*
- *Students completing the undergraduate program in Hypothetical Engineering will have knowledge of engineering principles. (Southern Polytechnic St. U.)*

English:

- **Good:**
- **demonstrate the ability to communicate effectively in both oral and written forms. (Univ. of Toledo)**
- *Poor:*
- *Students will learn how to effectively communicate in both oral and written forms. (Univ. of Toledo)*

Geosciences:

- **Good:**
- **interpret unfamiliar tectonic settings based on information on physiography, seismicity, and volcanic activity.(from Barbara Tewksbury’s “Designing Effective and Innovative Courses” tutorial)**
- *Poor:*
- *Students will understand plate tectonics. (from Barbara Tewksbury’s Designing Effective and Innovative Courses Tutorial.)*

History:

- **Good:**
- **give examples of, describe, and explain significant trends, movements, and events in European history;**
- **compare and contrast historical perspectives of our world and describe the contributions of these historical perspectives. (Univ. of Toledo)**
- *Poor:*
- *Students should be able to understand significant trends, movements, and events in European history.*
- *This course will provide learners with an overview of historical perspectives of our world and help them develop an appreciation for the contribution of these various perspectives. (Univ. of Toledo)*

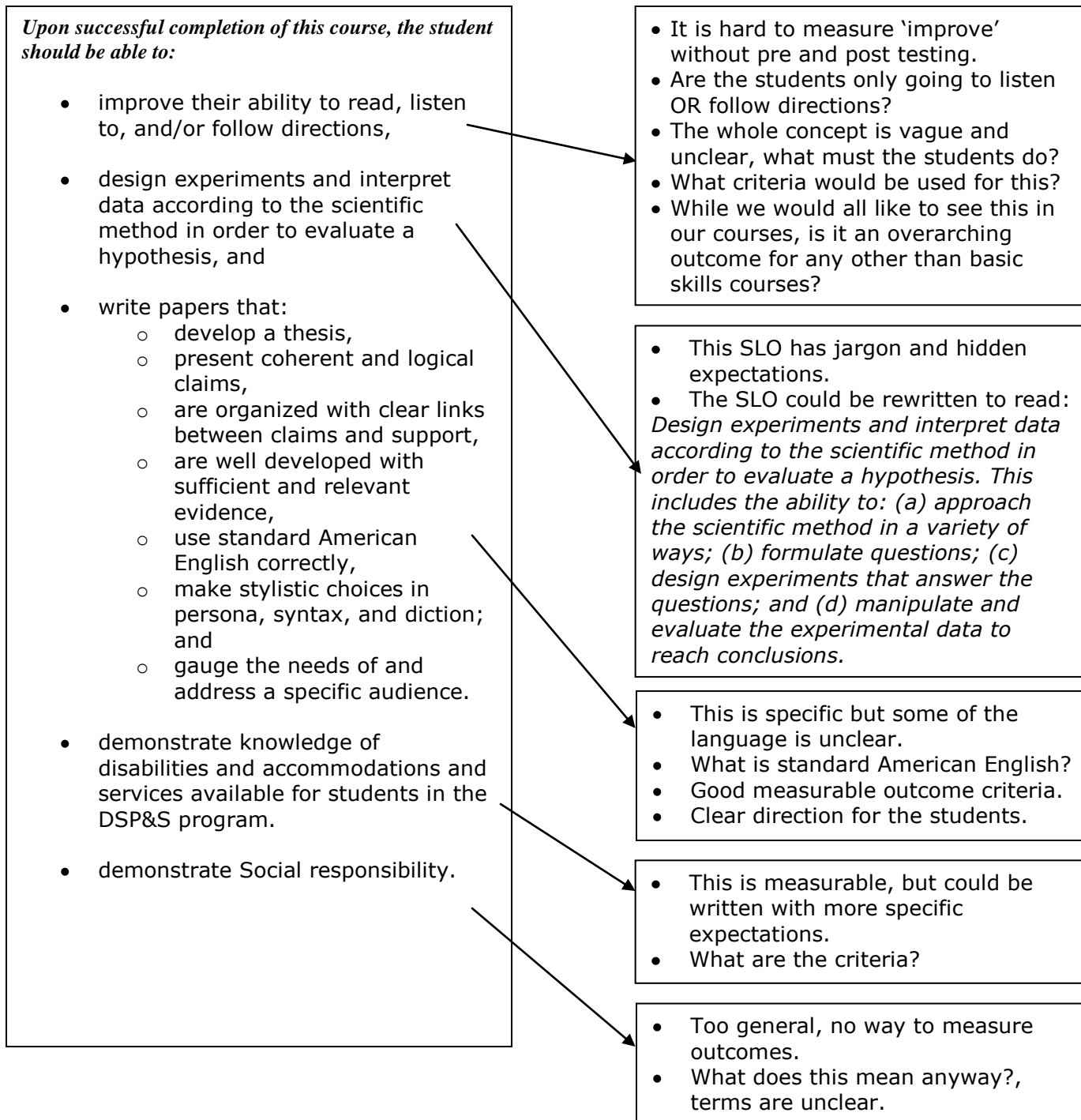
Psychology:

- **Good:**
- **recognize and articulate the foundational assumptions, central ideas, and dominant criticisms of the psychoanalytic, Gestalt, behaviorist, humanistic, and cognitive approaches to psychology. (UCF)**
- *Poor:*
- *Students should know the historically important systems of psychology. (UCF)*

The following page contains more examples of student learning outcomes together with a more detailed analysis.

### An example of Review Panel feedback

We anticipate much Review Panel feedback will address the SLO component of the outline. Review panels will examine if the SLOs are measurable and if learning is demonstrated by the SLO.



Adapted from

<http://www.morningside.edu/academics/research/assessment/documents/Writingstudentlearningoutcomes.pdf>

<b>Student Learning Outcome Checklist</b>	<b>Yes</b>	<b>No</b>
Do the SLOs include active verbs?		
Do the SLOs suggest or identify an assessment?		
Do the SLOs address the expected level of learning for the course using Bloom's Taxonomy as a guideline?		
Do the SLOs address more than one domain (cognitive, psychomotor, and affective)? If yes, consider creating two SLOs.		
Are the SLOs written as outcomes rather than as objectives? <ul style="list-style-type: none"> <li>• Language indicates an important overarching concept versus small lesson or chapter objectives.</li> <li>• Outcomes address what a student will be able to <b>do</b> at the completion of the course.</li> <li>• SLOs address student competency rather than content coverage.</li> </ul>		
Are the SLOs appropriate for the course? <ul style="list-style-type: none"> <li>• Consistent with the curriculum document of record</li> <li>• Represents a fundamental result of the course</li> <li>• Aligns with other courses in a sequence, if applicable</li> <li>• Represents collegiate level work</li> </ul>		
Will students understand the SLOs?		
Comments or suggestions:   By K. Pluta, J. Fulks, & C. Romanowich		

As you revise/review SLOs, keep these things in mind:

- Each course and classroom has unique factors.
- Disciplines have unique language and culture.
- Cross disciplinary conversations are invaluable.
- Ultimately discipline-specific conversations best define competencies for students.
- Everyone is a learner when it comes to assessment.
- As professionals, we are guided by the principles of academic freedom.



## **A worksheet for SLO generation: if you need help in getting started**

As the expert in your discipline and course, begin by thinking about the 5-7 most important things a student should leave your class being able to DO. 5-7 may not seem like enough, as you may have 20-50 objectives for a course - but these represent the 5-7 things you will assess.

A. Spend 15 minutes brainstorming, write down words that express knowledge, skills, or values that integrate the most important aspects of your class.

B. BRAINSTORM: In the spaces below, briefly list words or descriptions of 1) attitudes, 2) skills, and/or 3) knowledge that you would like your students to know or do as a result of this course or student services program.

1) Attitudes or values developed as a result of this course:

---

2) Skills or performance ability as a result of this course:

---

3) Knowledge and concepts they will have as a result of this course:

---

C. Use active verbs and the domain charts to craft sentences that are clear and assessable (measurable).

D. Use the checklist to compare your student learning outcomes to some criteria.

E. Share these draft student learning outcomes with other faculty to sharpen the focus.

## FAQ: How do the Student Learning Outcomes impact the Class Syllabus?

The submission of a course syllabus is not part of the outline revision or new course approval process. Furthermore, if more than one instructor is to teach a course, a given outline might generate more than one syllabus.

The purpose of the class syllabus is to clearly describe the content and operation of the class so the instructor and students have a mutual understanding of performance expectations and learning outcomes. The syllabus describes what goes on in your classroom. Since the SLOs are included in and describe what the students will learn in the class and how they demonstrate their learning, it is likely that aspects of the SLOs will show up in the syllabus.

For example, since student learning outcomes are expressed with concrete action verbs indicating precisely what is expected of students in measurable terms, this information could be included in the grading methods section of the syllabus. Since relevant skills / knowledge are specified, and assignments, assessments / key course activities (discussion or labs sections) are connected (aligned) to the outcomes, the “journey” through your course can be made clearer to students.

Course outline revision is a great opportunity to improve communication between you and your students through creating a more informative syllabus.

Look critically at whether your existing syllabus explicitly aligns student learning outcomes, required texts / reading (course content), and the way you measure student learning --what students do (activities/ assignments) and your assessment of what they do (tests and other assessments). More specifically, how will changes you make to your student learning outcomes affect such syllabus elements as:

- grading methods,
- schedule of tests and their relation to the overall grade,
- other student performance standards, and
- required texts or readings?

Clear and explicit alignment of outcomes, activities and assessments will help improve student learning as students will have a much better idea, at the start of the course, what is expected of them.