SUBJECT: **Course Outline and Course Syllabus Information**

PURPOSE: Establishes parameters for both the course outline, which aligns the
                  course with accreditation requirements, and the course syllabus,
                  which provides information about course content for students and for
                  recordkeeping. (Institutional format templates for the Course Outline, Syllabus,
                  and the Workshop Outline appear in Appendix __ .are attached to this standard.)

REGULATION: A course outline will be developed for each course by department
                  faculty. All instructors will provide students with a syllabus that
                  contains, as a minimum, the information in this standard.

CONDITIONS:

1.   Every course and workshop will have an outline developed by the
        department and a copy will be kept in the Curriculum Office.

2.   The course outline will be reviewed at least every three years and
        revised as necessary.

3.   Beginning with the 2009-2010 academic year, all course outlines will
        be mapped to General Education Outcomes. (NOTE: See attached pages
        for General Education Outcomes Mapping Chart.)

4.   Instructors will provide each student with a syllabus for each section
        taught.

5.   Course syllabi will be kept on file in the department office. (NOTE: See
        College's Retention Schedule for a minimum length of time for syllabi retention.)

6.   Department chairs are encouraged to work closely with all faculty and
        regularly review course outlines and syllabi.

COURSE OUTLINE

Title
Course Number(s)
Credits
Date Reviewed/Approved
Institution
Outline Developed By Department(s) and Name(s)
Type of Program
Course Description
Additional Course Information including library and/or electronic information resources (optional)
List Student Learning Outcomes. General Education Outcomes, if applicable (not all SLOs necessarily align with GEOs)
Length of Course
Grading Method(s)
Prerequisites and Corequisites
Major Topic Outline
Mapping document

COURSE OUTLINE

Title: Course Number:

                                                                 Credits:

                                                                 Date:

Institution: Clackamas Community College

Outline Developed by:

Type of Program:

Course Description:

~~Course Objectives~~:
(Also indicate Library and/or electronic information resources)

Student Learning Outcomes:

Length of Course:

Grading Method:

Prerequisites:

Major Topic Outline:

Mapping Document

COURSE OUTLINE

Title: _____   Course Number: _____

_____   Credits: _____

_____

Date: **Date should reflect the most recent course outline update. Course outlines should be updated at least every three years and revised as necessary. If there are no content changes, simply update this date.**

Institution: Clackamas Community College

Outline Developed by: **Should reflect both department name and individual developer(s) name(s). If the revision is substantive, the name(s) of the individual(s) revising the outline should be indicated.**

Type of Program: **This information reflect the type of approval you are seeking from the state: Lower Division Transfer; Career Technical Education Preparatory; Career Technical Education Supplementary; or Developmental Education.**

Course Description: **This description will be the description that will go forward to the state for the course approval and also be the description used in the college catalog. Add additional information as needed.**

Course Objectives: **Indicate *teacher-focused activity within the course.* What you, the instructor, hope to accomplish/teach/cover. Use teacher-centered action verbs such as: present, discuss, explore, foster, teach, demonstrate, etc.**

EXAMPLES: Introduce the student to the use of Boolean operators.
Foster an understanding of the development of American democracy.
Prepare the student for effective work-place interview skills.

Also indicate Library and/or electronic information resources.

Student Learning Outcomes: **What *the student* should be able to do, know, demonstrate, understand, etc. as a result of successful completion of the course learning activities.**
Use *student-centered action verbs such as:* demonstrate, evaluate, apply, diagram, summarize, repair, use, weld, correlate, dissect, etc.
Use the phrase "Upon successful completion of this course, the student should able to…"

EXAMPLES: "Upon successful completion of this course, the student should be able to make common social introductions using appropriate Spanish grammar constructs and vocabulary."

"Upon successful completion of this course, the student should be able to accurately perform fillet welds and groove welds using shielded-metal arc welding, gas metal arc welding and flux- cored arc welding techniques."

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

Length of Course: **The number of hours of the course (10, 33, etc.). Define hours in terms of: lecture, lab, lecture/lab, other,** *e.g. 33 lecture hours and 33 lab hours.*

Grading Method: **Indicate what grades are available (e.g., Letter grade only; Letter grade (A-F) or Pass/No Pass; or Pass/No Pass only, not the instructor method of grading.)**

Prerequisites: **What is entered here will also match what you will enter in the course description found in the college catalog. You may add additional information as needed.**

Major Topic Outline: **Briefly cover all major topics. This should help the student understand the m**
ajor content topics to be covered in the course.

CCC AAOT/ASOT General Education Outcomes: **See "The General Education Outcomes Assessment Form, How to Use It, and Why A Guide for CCC Faculty" document for help in filling out this section of the outline.**

WORKSHOP OUTLINE

Name of Workshop: _____   Course Number: ____

_____   Hours: ____

_____   Date(s) offered: ____

Institution: Clackamas Community College

Instructor: ____

Workshop Description:

Workshop Objectives:

Student Learning Outcomes:

Text/Handouts Provided (please list or attach):

CLASS 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.

Every class section will have a syllabus written and distributed to each student.

Instructors may design their own syllabus format and add information unique to their area, but all syllabi will contain the following minimum information:

1. Instructor Information
   - Office Hours/Office Location
   - Telephone extension
   - Email address

2. Grading Methods & How Grades Are Determined
   - Attendance requirements and relation to grade
   - Tests scheduled and relation to grade
   - Assignments and relation to grade
   - Other student performance standards
   - WebAdvisor (CougarTrax) /access to grades

3. Course Information
   - Course title and number
   - Credits
   - Course meeting dates, times and location
   - Course description
   - Student learning outcomes
   - Course objectives (also indicate library and/or electronic information resources.)
   - Required text or readings
   - Major topic outline

4. Optional Information
   - Safety precautions
   - Calendar updates
   - Academic dishonesty rules
   - Disabled student services (model statements for referral are available on the Counseling department DSS website.)

CCC AAOT/ASOT GENERAL EDUCATION OUTCOMES   Course Title and Number _____
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by this course:

- *Mark "**C**" if this course <u>completely addresses</u> the outcome. Students who successfully complete this course are likely to have attained this learning outcome.*
- *Mark "**S**" if this course <u>substantially addresses</u> 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 <u>partially addresses</u> 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	
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.	
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 [i]	
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.	
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 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**.**	
CL: Cultural Literacy Outcome [ii]	
1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.	
IL: Information Literacy Outcomes [iii]	
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.	

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[i] *"Arts and Letters" refers to works of art, whether written, crafted, designed, or performed and documents of historical or cultural significance.*
[ii] *Must be embedded in a course that meets the outcomes for Arts and Letters, Social Science, or Science/Computer Science.*
[iii] *Must be embedded in the general education required Writing courses*   ***Revised 2010-2011 to reflect Statewide AAOT outcomes***