3.

## Glendale Community College Month, Year

## COURSE OUTLINE 2

1

## Name of the Course (Discipline and Number) Title of the Course

I.	<u>Catalog Statement</u> (Description of the Course)  Write the course description in sentence form as it is to appear in the catalog, Start with the name of the course; e.g. "Astronomy 101 is a survey of current knowledge regarding the physical universe, presented in non-technical language."	3
	$\label{eq:continuous} \begin{array}{l} \text{Units} \longrightarrow 0.0 \\ \text{Lecture Hours} \longrightarrow 0.0 \\ \text{Total Laboratory/Studio Hours} \longrightarrow 0.0 \\ \text{(Faculty Laboratory/Studio Hours } 0.0 \ + \ \text{Student Laboratory/Studio Hours} \ 0.0 = 0.0 \ \text{Total Laboratory/Studio Hours}) \\ \end{array}$	4
	Requisite Skills: (State prerequisite(s), corequisite(s), and/or recommended preparation(s) here)	5
	Note: If a note is necessary, enter it here.	6
II.	Course Entry Expectations	7
	Skills Level Ranges: (For ALL courses, list skills level ranges here) Reading 0; Writing 0; Listening/Speaking 0; Math 0.	
	AND (For all courses with prerequisites) Prior to enrolling in the course, the student should be able to:  1.  2.  3.	
	AND/OR (For all courses with corequisites) While enrolled in this course, the student should be able to:  1.  2.	
III.	Course Exit Standards	8
	Upon successful completion of the required coursework, the student will be able to:  1.  2.	

Name Page	e of the Course (Discipline and Number) #	9
IV.	<u>Course Content</u> Develop the course content in outline form. Indicate the <b>NUMBER OF HOURS</b> spent covering each major content area.	10
	A. xx hours  1. 2. 3. a. b.	
	c. B. xx hours 1. 2.	
V.	C. xx hours  1. 2.  Methods of Presentation	11
	The following instructional methodologies may be used in the course:  1. 2. 3.	10
VI.	1. 2. 3.	14
VII.	Textbook(s)  (Name of the author [last name, first initial.] Title of the Book. Edition. [or Current Edition.])	13
	(City of Publication: Name of Publisher, Publication Date.)  (O <sup>th</sup> Grade Textbook Reading Level. ISBN: for both hard cover and paperback[if available].)	

## **Numerical Key to Course Outline**

- 1. Course Standards/Degree Applicability. Refer to Section V.
- 2. *Heading*. The first centered entry is <u>COURSE OUTLINE</u>. Directly underneath this, centered, in title case, and bold is the name of the course (discipline and course number), Directly underneath this, also centered in title case, and bold is the title of the course.
- 3. *Catalog Statement*. This is the description of course content. Since it should be written for the student to understand, wording should be clear and understood by those unfamiliar with the subject. The writer should attempt to be thorough but concise with no unnecessary content.
- 4. *Units and Hours.* This section identifies the unit value of the course within the context of a semester. The unit value is further broken down into the number of classroom and participatory hours for the student over the period of an entire semester. Each unit equals one hour of lecture per week. Student participation in discussion, laboratory, studio, or performance activities is specified with the weekly hours for one unit of credit the standard conversion for these activities is three weekly hours for one unit of credit. However, the standard conversion may vary in some disciplines. The length of a course may be altered and configured as a short-term course on the Dictionary Input.
- 5. *Requisite Skills*. See Section VI.
- 6. *Note.* This entry identifies any unique aspect of the course, activities, or special requirements made of students.
- 7. *Course Entry Standards*. This section of the course outline lists what knowledge and skills students will need to have when they *begin* the course.

All courses <u>must</u> list the Skill Level Ranges. Information for formulating the Skill Level Ranges is found in Section VI.

Courses with Recommended Preparations, but no other requisite skills, need only list the Skill Level Ranges.

Courses with prerequisites <u>must</u> complete this section by addressing the Course Exit Standards of the rerequisite course. The phrase, "At the beginning of the course the student should be able to" should be followed by a list of standards. Each standard is given a number, begins with a lower case letter, and ends with a semicolon, except for the final standard, which ends with a period.

Courses with corequisites <u>must</u> complete this section by addressing the Course Exit Standards of the corequisite course that enhances the learning experience in the target course. The phrase, "While enrolled in this course the student should be able to" should be followed by a list of standards. Each standard is given a number, begins with a lower case letter, and ends with a semicolon, except for the final standard, which ends with a period.

- 8. Course Exit Standards. These objectives specify what a student will attain from taking the course. Therefore, they are directed at measurable student accomplishments rather than what the instructor hopes to accomplish. They further enable the instructor to access the degree to which the student has accomplished what was intended, so the statement must be an observable activity. For further information, consult Appendix B. The exit standards are written in the same format as the entry standards.
- 9. *Header.* Name of the course (Discipline and Number) and page number should appear on the second page and subsequent pages.
- 10. *Course Content.* This section identifies the course content in topical outline format. The number of hours in each major content area should be identified at the right margin. The format used identifies major topics at the "A" level of the outline, a subdivision at the level "1", and support content at the "a" level. Each item at every level must begin with a capital letter. There should be obvious agreement between the catalog statement, the course exit standards, and the course content.
- 11. **Method of Presentation**. Methods of presenting course content, which might be used and are appropriate to course content are identified in this section. Examples might include methodologies such as lecture, small group discussion or projects, film, or multi-media presentations. The phrase, "The following instructional methodologies may be used in this course" should be followed by a list of standards. Each standard is given a number, begins with a lower case letter, and ends with a semicolon, except for the final standard, which ends with a period.
- 12. Assignments and Method of Evaluation. This section should identify components of the final course grade. The examinations and the weight assigned to each should be specified. If a course is Credit/No Credit, it should be indicated as such in this section. Each standard is given a number, begins with an upper case letter, is a complete sentence, and ends with a period.
- 13. *Textbooks*. Textbooks should be listed on three liens as shown in the example outline.