Course Outline Components

A course outline

- ➢ Identifies the content and outcomes to be accomplished in the course regardless of modality or location.
- ➢ Serves as an informational tool for faculty, administrators, advisors, and prospective students.
- ➢ Does NOT define methods of delivery, instructional strategies, or instructor-specific assessments.

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1. Course Prefix and Number

Identifies the course for registration and transcript purposes. If you don't know what prefix or number to use, you may leave this information blank as you prepare the course outline.

Prefix:

The 3-letter alpha designation for the discipline area where the course will "reside." Usually an existing prefix designation will be used. If you are not using an existing prefix, you must contact the Curriculum Coordinator before proposing a new prefix.

Number:
- 000-099 Developmental and courses. These courses are not intended for transfer and do not fulfill requirements of certificate and degree programs at Yavapai College.
- 100-199 First year or freshman-level courses.
- 200-299 Second year or sophomore-level courses.
- 300-399 Third year or junior-level courses.
- 400-499 Fourth year or senior-level courses.

Some courses are reserved across all prefixes for special course designations and cannot be assigned to other courses (e.g. 098, 198, 296, 298, 299, 394, 399, 496, 499).

2. Course Description

A brief, informative snapshot about the course. The description is intended to tell a prospective learner about the key content and learning focus of the course.

Best practices:

- Use concise statements rather than lengthy sentences.
- Use words and terminology that introductory students can understand.
- Use information that is relevant to the prospective learner (e.g. Preparation to take an employment-related exam. Qualifies a student for a licensure requirement).
- Indicate any required prerequisite or corequisite courses.
    - A prerequisite is a required course, level of learning, or assessment score required prior to enrollment in a specific course.
        - A prerequisite that may be taken concurrently allows students to choose whether the prerequisite course is taken prior to, OR students may enroll in both courses at the same time.
    - A corequisite refers to a related course that MUST be taken at the same time as another related course.
        - Students are required to register for the corequisite course at the same time. They do not have the option to take one course before the other.
- Do not include teaching methods or activities in the description as these are included in the syllabus.

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3. Course Content

Indicates the major topics or key areas of knowledge required to accomplish the learning outcomes.

Best practices:

- List the topic/key areas rather than writing complete sentences or lengthy statements.
- Content areas must be consistent with the learning outcomes.
- Content provides a framework for the organization of the course.
- Content is not a listing of the table of contents of a specific textbook or other source, since this information may vary from instructor to instructor.
- Content does not include teaching methods or instructional activities.

4. Learning Outcomes

The learning outcomes are the primary skills, behaviors, abilities, expertise, and proficiencies the learner will "own" at the end of the course.

While the learner will need a certain level of knowledge or information in order to achieve the outcome, the emphasis in identifying the outcomes is on what the learner will be able to do with that knowledge or information - not just possession of it.

Best practices:

- Refer to the YC Standard Descriptions for 100, 200, 300, and 400 Level Courses as well as the recommended Bloom's Taxonomy.
- Learning outcomes must be stated in specific and measurable terms using the standard "Students will be able to..." format, typically using a single verb and action.
- Indicate what the learner will be able to do after the course - not what the learner will be doing while enrolled in the course.
- All identified outcomes must be assessed (introduced, practiced, and tested on for proficiency) as part of the course.
- Avoid terms such as "demonstrate", "apply knowledge of", "understand", or "have the ability to", which are nebulous and do not identify learned behaviors.
- Learning outcomes do not include teaching methods or instructional activities.

Need assistance selecting action verbs to develop learning outcomes? Try this resource: SLOA Handbook

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5. Assessment Measures

Assessment measures are used to demonstrate the learner's mastery of the learning outcomes.

Required Assessment Measures:
- Used only when every section of the course regardless of location or modality must use a specific assessment measure.
- Most often used for general education courses or courses qualifying individuals for licensure or occupational certification.
- If there are required assessment measures, they MUST be indicated on the outline.

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6. Award of Credit Hour

Academic credit provides the basis for measuring the amount of engaged learning time expected of a student enrolled in any method of instruction.

Best practices:
- Refer to Policy 3.28, Award of Credit Hour
- Lecture/Lab hour load is calculated based on contact hours. Most disciplines are aligned in a 2:1 or 3:1 ratio.

Course Outline Example

ENG 210 – Introduction to Rhetoric

Description: Study of important works concerning theories of invention, arrangement, style, and delivery. Includes development of the written voice to enhance all aspects of communication to carry out work and persuasion. Also includes the application of rhetorical theories to a variety of material, print, and digital forms of communication.

Prerequisites: ENG 101 or ENG 101A or ENG 103

General Education Competency: Written Communication; Diversity

Credits: 3
Lecture: 3
Lab: 0

Course Content:

1. History of rhetoric
2. Key influences and contributors to the development of rhetoric
3. Key rhetorical terms and concepts
4. Classical and modern samples of communication
5. Scholarly and reasonable communication

Learning Outcomes:

1. Explain the history of rhetoric. (1)
2. Identify key influences and contributors to the development of rhetoric. (2)
3. Define key rhetorical terms and concepts. (3)
4. Critique classical and modern samples of communication. (4)
5. Use rhetoric to construct a coherent, reasonable, and innovative argument supported by scholarly resources. (5)

Required Assessment:
1. Demonstrate thoughtful and precise writing skills by completing at least 2500 words of monitored writing.

Course Outline Example

CNT 101 – Networking and Cybersecurity Fundamentals

Description: Essential skills practiced in the networking and cybersecurity professions. Network device operation and configuration, network protocols, network security, and troubleshooting are key topics of discussion with hands-on activities. The latest networking standards and technologies are covered.

Credits: 4
Lecture: 3
Lab: 2

Course Content:

1. Computer network operation and communication fundamentals
2. Network hardware essentials
3. Network topologies and technologies
4. Network media
5. Network protocols and standards
6. Network addressing.
7. Intermediate network hardware.
8. Network security essentials.
9. Network troubleshooting.

Learning Outcomes:

1. Describe computer network operations and communications. (1)
2. Compare and contrast network hardware devices. (2)
3. Describe network topologies and the technologies that use them. (3)
4. Describe the characteristics of network media. (4)
5. Discuss network protocols and standards. (5)
6. Configure network addressing. (6)
7. Explain advanced features and operation of network devices. (7)
8. Apply network security best practices. (8)
9. Demonstrate network troubleshooting techniques. (9)