

Academic Affairs Presentation Checklist

Name: Vickery Viles, Director of Curriculum and Assessment

Date: 2017 Jan. 23

Department: VPI, Curriculum Committee

Agenda item: Proposal for Course Standards Statement and Course Outline

OVERVIEW OF POLICY

The Curriculum and Assessment Office proposes that COCC use a “course outline” to identify institutionally approved elements of credit courses. Course outlines are a common device in higher education to communicate essential elements of a course. Colleges use course outlines to assist new faculty, to communicate course elements to other departments, and to communicate to Universities making decisions about transfer articulation of courses.

The intent of this proposal is to develop a common description format for a course, beyond the catalog course description, that is consistent, stable, and accessible.

BUDGET

N/A, this item has not budget impact.

INSTRUCTIONAL REQUIREMENTS

Most elements of the course outline already exist in Banner. Once approved, other elements will be added to our data systems. Most elements of the proposed course outline are already reviewed by Curriculum Committee.

OPERATIONAL NEEDS, CURRENT AND FUTURE

N/A

STUDENT IMPACT

Our intention is to create a resource that will better inform faculty, departments, and students of the essential elements of a credit course.

ANTICIPATED IMPLEMENTATION TIMELINE

Once approved, course outline elements will be incorporated into future data systems design and Curriculum Committee process. Pending these steps, each department will be provided with an index of course outlines. Eventually, students should have easy access.

OUTLINE EXAMPLES

Examples from other colleges:

1. Chemeketa (<http://library.chemeketa.edu/instruction/infolit/outcomes/WR121.pdf>)
2. Clackamas (http://www.clackamas.edu/uploadedFiles/Departments/Math/Course_Outlines/MTH-060%20Algebra%20I.pdf)

3. Lane Community College (<https://www.lanecc.edu/copps/course-outline-format>) and approved procedure (<https://www.lanecc.edu/copps/documents/course-outlines-and-statements-course-objectives>)
4. Portland Community College explanation and inventory (<http://www.pcc.edu/resources/academic/ccog/>)
5. Glendale CC (<http://www.glendale.edu/index.aspx?page=6129&parent=15>)
6. Lassen Community College (<http://www.lassencollege.edu/Assets/academics/course-outlines/anthropology/ANTH%201%20C-ID%20ANTH%20110.pdf>)
7. Tidewater Community College approved format (<https://web.tcc.edu/faculty/facultyacademy/newfaculty/documents/OutlineGettingResultsCourse.pdf>), policy (<https://web.tcc.edu/policies/2000/2105-Academic%20Standards.pdf>) and inventory (<https://apollo.tcc.edu:4458/pls/apex/f?p=122:21:::NO:::>)

COCC Course Outline (Example)

DATE: 2016-17

Course Number: HST 102

Title: From Dark Ages to Enlightenment: Western Civilization (700–1700 C.E.)

Course Description: Provides a framework for understanding the notion of “Western Civilization.” History 102 surveys the development of European civilization from the fall of the Roman Empire, continuing through the Medieval period into the early 1700s. Focuses on the cultural, religious, political, and intellectual changes brought about by the Renaissance, Reformation, Enlightenment and Scientific Revolution, as well as the tensions in European society, which culminated in the French Revolution. Need not be taken in sequence.

Prerequisites: None

Corequisites: None

Credit Hours: 4

Contact Hours/Schedule Type (Load): 40 Lecture (4LU), TOTAL: 40 hours, 4LU

Learning Outcomes:

1. Interpret the relationship between the past and the present, which takes into account social, cultural, political, and religious perspectives.
2. Analyze primary historical evidence of Medieval Europe.
3. Analyze historical arguments found in secondary sources.
4. Construct a unique historical argument in a written essay.
5. Challenge shared assumptions and cultural stereotypes through discussion, written and oral means.
6. Identify the chronology and construct a narrative about the European Medieval period into the early 1700s.
7. Identify geographical context of historical events in the medieval world.

Content Outline:

- The Rise of the Sovereign State
- The Scientific Revolution and the Enlightenment
- The French Revolution and Napoleonic Wars
- The Rise of Ideologies
- The Industrial Revolution and Financial Capitalism
- Nationalism and Nationalist Wars

Required Materials:

This course will require a textbook.

Assessment Methods:

May include essay assignments, quizzes, historylabs to analyze written or visual sources, midterm and final exams.

Degree Attributes:

DCL Discipl Stud Cultural Literacy

CSS Discipl Stud Social Science