

**COLLEGE OF THE SISKIYOU  
COURSE OUTLINE**

**TEMPLATE ONLY:**

**Please type this information  
on a separate sheet or  
request an electronic copy  
of this template.**

*Prepared by:*  
*Date Prepared:*

1. *Program:*
2. *Course Number:*
3. *Long Course Title:*
4. *Short Course Title (maximum 25 characters and spaces):*
- 5a. *Units min:*  
*Units max:*
- 5b. *Weekly hours min:*  
*Weekly hours max:*
- 5c. *Total hours min:*  
*Total hours max:*
6. *Catalog Description:*  
  
*Schedule Description:*
7. *Outside Preparation: Students are expected to spend a minimum of 2 additional hours per week, per unit of credit, on out of class assignment., reading, research, homework, etc.*
8. *Prerequisite:*  
  
*Advisory:*  
  
*Co-requisite:*
9. *Student Learning Outcomes (Note: If course is being offered for General Education credit, please include objectives that meet all of the GE Student Learning Outcomes):*  
  
**Upon successful completion of the course, the student should be able to:**
10. *Detailed Course Content and Scope: If the course is repeatable, show different content for each section.*
11. *Critical Thinking: Describe how this course requires and develops critical thinking in meeting the objectives of the course.*
12. *Assessment will be based on:*

<b>**</b>	<i>Essay</i>	<b>0%</b>
<b>*</b>	<i>Non-computational problem solving</i>	<b>0%</b>
<b>*</b>	<i>Skill demonstration</i>	<b>0%</b>
	<i>Mathematical computation</i>	<b>0%</b>

*Active and informed participation* **0%**

*Multiple choice/true-false, etc.* **0%**

*Other (describe)* **0%**

***Total*** ***100%***

- \*\* For degree applicable courses assessment must include essay. If less than 10% essay, include a written justification.
- \* If assessment by essay is not appropriate for the course, include components of problem solving or skill demonstration.

13. *Assessment Examples: For each of the assessment categories utilized above, give examples to illustrate the nature of the assignment.*

14. *Text and materials needed: Give title, author, edition, and date.*

**Required:**

**Recommended:**

15. *Attach a sample of your First Day Handout*

# INSTRUCTIONS FOR COMPLETING THE COURSE OUTLINE FORM

- Item 1. Program:** Academic discipline in which this course belongs (e.g., Math Dept.).
- Item 2. Course Number:** Consult with the Curriculum Committee Secretary in the Adjunct Office for assignment of a permanent course number (e.g., MATH 25).
- Item 3. Long Course Title:** This is the official name of the course that will appear in the Schedule of Classes and in the catalog. Names should be descriptive and unique.
- Item 4. Short Course Title:** Shortened course title that appears in the Schedule of Classes and student transcripts. This title has a maximum of 25 characters (including spaces); please use abbreviations when possible.
- Item 5. Units - Minimum and Maximum:** Based on the number of hours the course meets per week, list the minimum and maximum number of units the course will be worth.

The number of units granted in any given course is required by law to relate to the number of hours a "typical" student needs to spend on the course. 48-54 hours of student work are required for each unit of credit, depending on the length of the semester (16-18 weeks). In practice, a 3-unit lecture course requires 9 hours of student work per week. This is typically accomplished by 3 hours of lecture and 6 hours of outside work/preparation (see ITEM 7 for more details on outside of class preparation). For lab or activity courses, (e.g., PEFI 35), students generally accomplish meeting the minimum number of hours by participating in 48-54 hours of activity for each unit of credit. For a 3-unit lab course, students would sign up for 162 hours of lab (no outside-of-class preparation).

*Note: In some cases the units may vary based on the number of hours the course is scheduled in a given semester. For example, GUID 5 is a "variable (1-3) unit" course, depending on the numbers of hours it is scheduled (18-54) for a particular semester. In this example, a one unit GUID 5 would meet for 18 hours of instruction, (with the expectation that students would spend a minimum of 36 hours a week on outside of class preparation). Most courses do not have variable units.*

- Item 6. Catalog Description:** Catalog descriptions should be clear, concise, and in complete sentences. In particular, the description should give the prospective student an idea of how the course is different from other courses offered in the area.

**Schedule Description:** Write one or two sentences that briefly describe the course. The first sentence of the catalog description is often used here.

- Item 7. Outside Preparation:** Students are expected to spend a minimum of 2 additional hours per week, per unit of credit, on out of class assignments (i.e., reading, research, homework, studying, etc.). Using 18 weeks as an average semester, a 3-unit lecture class requires 3-hours per week in the classroom and 6-hours of outside of class preparation, totaling 9 hours per week of work. Nine hours of work per week times 18 weeks (a typical semester) totals 162 hours of student work over a semester. Students would spend 54 of these hours in the classroom and 108 of these hours on outside-of-class activities/assignments. Lab and activity courses (e.g., PEFI 35) do not generally have outside of class preparation hours, as these courses are scheduled so that students meet the minimum number of hours during the lab's activity time.

- Item 8. Prerequisite:** Any formal requirement (typically a course) a student must fulfill before enrolling in a course.

**Advisory:** Any suggested requirement a student must fulfill before enrolling in a course.

**Co-Requisite:** Any formal requirement a student must be fulfilling concurrently for enrollment in a course.

Establishing a prerequisite or advisory is a formal process whereby the instructor correlates the exit skills from one course with the entrance skills in another course. A Content Review Matrix is available from the Curriculum Committee Secretary in the Adjunct Office. A co-requisite is a course taken concurrently that gives a student the necessary knowledge or skills for success in the companion course.

- Item 9. Objectives:** Course objectives should clearly specify the intellectual, occupational, or other skills to be acquired upon successful completion of this course. Objectives should be specific, measurable, and should include student opportunities for the use of critical thinking. Use the statement, "Upon successful completion of this course, the

student should be able to:...", as your guide in writing measurable objectives for this course. (See Appendix C, Page 43 for more information.)

**Item 10. Course Content and Scope:** For transfer-level courses, the content section of the outline is used by four-year schools to determine articulation agreements. List the major topics covered in the course (please don't use chapter titles/headings exclusively). If the course is repeatable for credit, please explain 1) how content differs in subsequent sections or 2) how skill levels are enhanced in subsequent sections.

**Item 11. Critical Thinking:** Critical thinking is a required part of all degree and non-degree credit applicable courses. Critical thinking development should require students to systematically research and/or organize information and use such information to solve problems, demonstrate support for conclusions, and support judgments requiring mental reasoning. Course objectives for degree and non-degree credit applicable courses should include some description of how this class will require students to use critical thinking. (See Appendix B, Page 38 for more information.)

**Item 12. Assessment:** Indicate the approximate percentage of the final grade to be determined by various methods of assessment. Degree and non-degree credit applicable courses must include at least one of the first three methods listed (essay, mathematical computation, and non-computational problem solving) to assure that some measure of the student's critical thinking ability figures in the final grade.

#### ***Essay***

Appropriate techniques of essay assessment include written composition, such as, journal writing, expository writing, creative writing, lab reports, library research papers, essay exam questions, etc.

For degree applicable courses assessment must include essay. If less than 10% essay, include written justification. Usually, the best argument will be a justification of why, given reasonable academic demands on the student for the number of units earned, the time available is better spent on other modes of assessment than essay.

#### ***Mathematical Computation***

Includes assignments that require a numeric, algebraic, or other type of mathematical computation be performed. Typical examples include most word problems, algorithm explorations, statistical studies, and questions requiring mathematical analysis. Where such computations are required of students, appropriate mathematical prerequisites must be indicated.

#### ***Non-Computational Problem Solving***

Includes solutions to problems using methods (other than written responses or mathematical computation) such as verbal presentations, performances (e.g., an acting role), or the production of an object or image.

#### ***Active and Informed Participation***

Clear criteria should be applied to rate the level of preparation and the quality of performance. A student should not be awarded passing grades on this category simply for being present.

#### ***Skill Demonstration***

Specific measures of levels of skill should be presented, including how pre-test and post-test results will be compared and evaluated.

#### ***Multiple Choice/True-False, etc.***

Includes short answer, fill in the blank, and other modes of pencil and paper testing.

#### ***Other***

Report here any other forms of assessment that do not fit any of the categories above (for instance, the percentage of body fat before and after a fitness training program).

Note that some writing tasks as well as some mathematical manipulations may require little, if any, critical thinking, and that the evaluation of performances and skill demonstrations may be designed so as to require critical thinking in the form of interpretation and development and execution of strategy.

**Item 13. Assessment Examples:** For each of the assessment categories utilized above, provide examples to demonstrate the nature of the assignment.

**Item 14. Text and Materials:** The reading level of a course's required text and other required reading material is one criterion for determining if a class is college-level and therefore degree or non-degree applicable. Include bibliographic information for each required or recommended text for the course (a minimum of title, author, edition and date must be provided).

If any special materials are needed for the course, please list such materials here (e.g., canvas, clay, uniforms, etc.).

**Readability Test:** Your primary textbook must be reviewed by the Learning Services Office (Eddy Hall 1) for readability purposes. The readability test will, in part, assess the level of reading skill necessary to understand the material. Reading materials must meet or exceed the 10<sup>th</sup> grade level in order to be considered college-level reading.

**Item 15. Attach a Sample First Day Handout:** See next section on constructing a first day handout for more information.