**Instructions for the Course Outline March 2014**

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The course outline is the Master Record for a course. It should be reviewed on an annual basis and submitted to Office Managers for upload to a central repository. Changes to the course information in the catalog must be documented on this form. The following changes must be submitted to Curriculum Committee for review along with a course modification form: new prefix, new name, new credit/contact number, or significant content change. When the pdf template is complete save by selecting the File>Print option and choosing Microsoft XPS Document Writer as your printer (i.e., HNR 231, etc.). See directions below.

**Date Prepared:** *Select the date that the course outline was first created.*

**Revision Date (as needed)**: *Select the date on which revisions were made to the course outline.*

**Course Catalog Number:** *A prefix and number for the course as appropriate*

**Course Title:** *What is the name of the course? Please limit course title to 30 characters.*

**Catalog Description:** *Please describe the course in six or fewer lines for students to view in the catalog. This description should be the same as the catalog description in the course proposal.*

**Credit Hours:** *A unit of academic credit equivalent to one hour per week for a fifteen week semester; a credit hour is a 55-minute session of classroom instruction with a normal expectation of two hours of outside study for each class session.*

**Contact Hours:** *A unit of measure that represents an hour of scheduled instruction per week given to students, based on a fifteen week semester.*

**Lecture Hours:** *One hour of lecture class time and two hours per week of homework, based on fifteen week semester.*

**Lab Hours:** *Two hours of lab time equals one hour of credit, based on fifteen week semester.*

**Recitation Hours:** *One hour of study per week that includes problem solving, quizzes, and laboratory preparation to accompany lectures, based on a fifteen week semester.*

**Required Prerequisites:** *A formal course of study that a student must have before this course*

**Recommended Prerequisites or Skills/Competencies:** *Describe the recommended courses or competencies for entry INTO this course, such as reading skill, writing skills, and math skills, etc. The recommended competencies may be stated as COMPASS placement scores.*

**Co-requisites:** *A formal course of study required to be taken simultaneously with another OR an academic course required to be taken in conjunction with another course.*

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**General Education Outcomes**: *NMC has three common general education learning outcomes – Communications, Critical Thinking, and Quantitative Reasoning. Please select the general education outcome(s) supported by this course. All Group 1 courses at NMC must support a minimum of one general education outcome. Evidence of support must be annotated in the course outcomes section. The general education outcomes are defined below and further explanation for how to address the general education outcomes as course learning outcomes is provided below.*

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| **Communications** | *Students will practice effective communication with an awareness of audience and a sense of purpose.* |
| **Critical Thinking** | *Students will skillfully conceptualize, apply, analyze, synthesize, and evaluate information gathered from observation, experience, reflection, reasoning, or communication.* |
| **Quantitative Reasoning** | *Student will accurately use numbers, symbols, measurements, properties, and the relationships of quantities to make sound decisions, judgments, and/or*  *Predictions.* |

**Other College Designations:** *NMC has two other college designations identified on the course outline for each course – Cultural Perspectives/Diversity and Writing Intensive. Please select whether this course supports the Cultural Perspectives/Diversity designation. Evidence of support for Cultural Perspectives/Diversity, defined below, must be annotated in the course outcomes section. Courses selecting the Writing Intensive designation adhere to the guidelines below.*

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| **Cultural Perspectives/ Diversity** | *Students will evaluate connections between worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts.* |
| **Writing Intensive** | *Writing intensive courses use formal and informal writing to help students learn course content and offer some class instruction on developing formal writing assignments. Formal writing may be form-specific to a discipline, such as field reports, technical reports, or business documents. Informal writing includes a broad range of activities such as journal writing, collaborative exercises, brainstorming, verbal games with key concepts, and so on. Course assigned activities include: 12-20 pages of formally evaluated writing (including drafts and revisions) and 4-8 informal writing assignments. It is strongly encouraged that courses that are identified as Writing Intensive also be marked as supporting the Communications general education outcome.* |

**Course Learning Outcomes**

*Every course will have between 5 to 10 learning outcomes. As a guideline, for each course credit a course might have 2-3 learning outcomes. Learning outcomes are identified in one of six categories: Knowledge, Application, Integration, Human Dimension, Caring, and Learning to Learn. These categories of learning outcomes were adapted from the work of Dee Fink (Fink, L.D. (2003).* Creating significant learning experiences. *San Francisco, CA: Josey-Bass).*

*The following matrix provides guidance for identifying and locating learning outcomes within the six categories. Courses are strongly encouraged to have learning outcomes in each category. Keep in mind that each outcome must have an identifiable assessment and must be annotated on the course syllabus. Evidence of support for the general education outcomes and Cultural Perspectives/Diversity must be annotated as a course learning outcome (see examples below for further explanation). Outcome statements typically start with “Students will…,” followed by an action verb.*

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| **Learning Outcomes Category References** | | | |
| **Prompts to consider when writing outcomes…** | **Knowledge** | **Application** | **Integration** |
| **Questions to ask yourself when writing outcomes in this category:** | What is essential for students to know? | What skills (thinking, creating, designing, building, and researching) will a student develop? | What are the major connections students will make between their learning in this course and the real world and/or other content areas? |
| **Possible action verbs to use in this category when writing outcomes:** | * Describe * Identify * Explain * Define * Demonstrate * Generate | * Demonstrate * Design * Analyze * Build * Coordinate * Persuade * Formulate * Evaluate * Organize * Construct * Differentiate | * Integrate * Critique * Synthesize * Uncover patterns * Imagine * Create * Connect * Relate * Compare * Contrast |
| **Degree Qualifications Profile (DQP) possible linkages in this category** | Specialized Knowledge  Broad, Integrative Knowledge  Intellectual Skills  Applied Learning | Specialized Knowledge  Broad, Integrative Knowledge  Intellectual Skills  Applied Learning  Civic Learning | Specialized Knowledge  Broad, Integrative Knowledge  Intellectual Skills  Applied Learning  Civic Learning |
| **Additional Considerations – Types of possible assessments** | * Traditional kinds of paper and pencil test * Drill and oral questions * Other classroom assessment * techniques(CATs) | Have students do whatever you want them to learn to do.  Then assess what they do with clear criteria and standards. This can be done via such things as:   * Simulations * Demonstrations * Team projects * Case studies * Explication activities * Writing * Some classroom assessment techniques (CATs) | Have students identify the interactions or relationships between "X" and “Y" then assess the clarity and extent of the integration.  This can be done via such activities as:   * Reflective writing * Incomplete but progressive cases * Concept maps   Some portions of problem-based learning apply here:   * Interdisciplinary cases * Capstone projects * Work on real-life examples |

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| **Prompts to consider when writing outcomes…** | **Human Dimension** | **Caring – Civic Learning** | **Learning How to Learn** |
| **Questions to ask yourself when writing outcomes in this category:** | What will students learn about themselves and others? What personal and social implications will they discover? | What will students learn to care more deeply about? What purpose or meaning will they find? | What will students discover about themselves as learners? In what ways will students take responsibility for their own learning? |
| **Possible Verbs to use in this category when writing outcomes in this category:** | * Come to see themselves as * Decide to become * Interact with others regarding | * Engage with/in * Compare/relate ethical frameworks about * Develops a position * Connect with * Commit to * Take action on * Describe * Explain | * Set own learning agenda * Create a learning plan * Frame useful questions * Direct learning * Interact constructively * Identify sources of information on * Construct knowledge * Collaborate |
| **Degree Qualifications Profile (DQP) possible linkages in this category** | Broad, Integrative Knowledge  Intellectual Skills  Applied Learning  Civic Learning | Broad, Integrative Knowledge  Civic Learning | Specialized Knowledge  Broad, Integrative Knowledge  Intellectual Skills  Applied Learning  Civic Learning |
| **Additional Considerations – Types of possible assessments** | This has two aspects:  Personal Dimension (self)   1. Personal reflections. 2. Standardized questionnaires on factors such as self-confidence can be completed before and after an activity to measure a change   Social Dimension (others)   1. Personal reflections. 2. Team member reflections 3. Learning portfolios can address both | * Personal reflections. * Standardize questionnaires, for example, about interests, attitudes, or values. * Learning portfolios. | Personal reflections. Usually gathered after learning activity or the whole course, these can be generated in writing, class discussions, online exchanges, learning portfolios, or even in:   * Small Group Instructional Diagnoses. * Learning portfolios. * Performance in problem-based learning. * Case problems about learning: Learning something new; document procedures used in the results. |

**Including the General Education Outcomes as Course Learning Outcomes…**

*Courses that support a general education outcome must provide evidence of that support in the course learning outcomes. The General Education Outcomes are extremely broad and are designed to be supported across the curriculum. They express very general skills students are expected to have after taking their courses. The outcome you identify will be specific to the course and more specific to how students are expected to use the skill in this course. For the outcome you craft make sure to link it to the general education outcome it is aligned with by putting the name after your statement in parentheses. For instance,*

* Students will analyze and evaluate an author’s use of rhetorical techniques and their effects on readers (Critical Thinking)

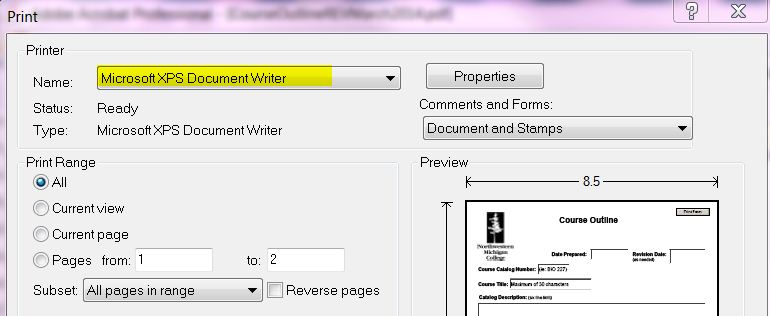
**Examples of course outcomes for Cultural Perspectives/Diversity…**

*These examples are illustrative of the definition and try to put the definition in context. Consider using one or more of the statements below to identify a course outcome(s) related to Cultural Perspectives/Diversity or craft an original outcome. Keep in mind that outcomes must have an identifiable assessment with which results and action plans for improvement are documented.*

1. Evaluate how diverse cultural perspectives impact a discipline or profession
2. Evaluate the interrelationships of cultures and the importance of the global context
3. Analyze how the behavior of individuals, groups, and nations affect others politically, economically, environmentally, artistically, spiritually, etc.
4. Argue the root causes of global problems
5. Critique intra-national or international societies in a comparative context and compare with one’s own society
6. Explore the influence of global forces and the connections to local and national economies
7. Interpret the artistic and cultural expressions of others
8. Integrate knowledge about other cultures into a coherent and inclusive worldview
9. Evaluate how knowledge from different cultural perspectives would affect interpretations of prominent problems in politics, society, the arts and other relations
10. Identify connections between an individual’s personal decision-making and local, national and global issues.
11. Analyze ways that human actions influence the natural and human world
12. Describe the experiences of others historically or in contemporary contexts primarily through one cultural perspective
13. Identify the basic role of some global and local institutions, ideas, and processes in the human and natural worlds
14. Examine the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on local, national, or global systems within the human and the natural worlds
15. Analyze major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose solutions to complex problems in the human and natural worlds
16. Define global challenges in basic ways, including multiple perspectives and solutions
17. Formulate practical solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific)
18. Identify similarities among and differences between societies
19. Explain the impact of globalization on society and culture, domestically or internationally
20. Accurately describe behavior in different social and cultural contexts
21. Evaluate generalizations about cultural groups
22. Analyze how cultural beliefs might affect communication across cultures domestically or internationally
23. Evaluate how specific approaches to global issues will affect multiple cultural communities

**Saving locally:**

First use the File>Print option. At the Print dialog box select Microsoft XPS Document Writer as the printer. **Once saved in this format you will not be able to make changes.**



After you click the OK button you will get the “**Save the file as”** dialog box, shown below. Now you can select the drive and folder where you want to save your document as well as the document name (ie: ACD 123). Then click the **Save** button to save your document.

