

GENERAL GUIDELINES FOR WRITING COURSE OUTLINES

FOOTHILL COLLEGE
(DIVISION NAME)

COURSE NUMBER	COURSE TITLE	EFFECTIVE QUARTER NUMBER OF UNITS
---------------	--------------	--------------------------------------

Numbering guidelines:

- A. Course ID must be consistent with the four-character form used in the catalog and schedule of classes: B T 97A, F TV 107, MATH 2, SPAP 50, etc.
- B. Numbers 1-49 are used for courses transferable to the University of California. Numbers 1-99 are used for courses transferable to the California State Universities. Numbers 100 and above are for non-transferable courses.
 - 200-299 are prerequisites for required courses that lead to A.A./A.S. degrees and non-degree applicable courses.
 - 300-399 are workshop, review and other courses offered to meet special collegiate needs of a community nature. (see Appendix K)
 - 400-499 are non-credit, non-graded courses in consumer, senior, or special education or other areas that do not apply to an A.A./A.S. degree.
- C. Letters A-W identify closely related sequential courses, such as BIOL 40A, 40B, 40C, Functional Anatomy & Physiology. Each course is different and therefore each course has a separate course outline.

S & T Suffix: Course numbers with "S" suffix indicate the first half of the course; "T" indicates the second half. For transfer purposes, the student must complete both S & T to receive transferable credit.

Letters X, Y, Z identify different unit values of the same course such as special projects, photo production laboratory, rehearsal and performance, etc. They are used as in Special Projects in Chemistry 36, 36X, 36Y. Courses whose numbers have no suffix have the lowest unit value; X, Y, Z designate progressively higher values. Only one course outline is required for this series.

Exceptions: When all available numbers (and the above prescribed letter suffixes) have been used, an appropriate new subject-classification name (which may be a departmental name) should be created for the courses in question. The name selected should provide convenient identification by alphabetical sequence in the catalog. For example, English courses for individuals with special needs are departmentalized as "Academic Skills (ACAD). In order to create a new department tile, discussions need to occur with Faculty, the Division Dean and the Instruction Office to determine if the new four-letter indicator can be used.

1. Catalog Description

- A. Summarize course content. Be accurate, clear, and terse.

1. Do not describe how course is presented.
 2. Do not use abbreviations.
 3. Do not use complete sentences. Avoid using words and phrases such as: "Overview of ..." and "This course ..."
 4. Imitate the following style of writing a catalog course description:
 - a. "Development and execution of short, single-camera-style projects focusing on skills of directing and editing."
 - b. "Social and psychological aspects of disease and injury, patient-therapist relationship, supportive measures which enhance healthy behaviors."
 - c. "Geometric dimensioning and tolerancing, utilizing ANSI Y 14.5 standards as applied to engineering and manufacturing drawings and machining."
- B. Prerequisites, Advisories, Co-requisites, Pass/NoPass and Cross-listings
1. Prerequisite(s) (Omit line if no prerequisite) (See Appendix I for the "Prerequisites Requirements: An Overview")
 - a. Title 5 definitions:

"Prerequisite" - a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

"Corequisite" - a condition of enrollment consisting of a course that a student is required to take simultaneously in order to enroll in another course.

"Advisory" - a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.
 2. Suggested wording:
 - a. **State a prerequisite this way:** Prerequisite(s): ART 4.
In Prerequisites, the phrase "or equivalent" shall be used only in conjunction with a specific course: "H S 60 or equivalent." List prerequisites alphabetically by department, in numerical order from low to high.
 - b. **State a corequisite this way:** Co-requisite(s): Concurrent enrollment in ART 4.
 - c. **State an advisory:** Advisory(ies): Concurrent enrollment in ART 4 recommended.
 1. Pass/No Pass: (Omit if letter grade will be used) If this designation is chosen, place on outline in the Advisory section.
Example: "Advisory: Pass/No Pass." (Appendix D)
 2. Cross-Listing(s) (Omit if not cross-listed)
Specify required cross-listing(s) with other departments and courses.
Example: "Not open to students with credit in DRAM 2."
Cross-listed courses must have identical course outlines of record for each department in which the course is listed. Course authors should check with all divisions involved before cross listing a course.
- C. Repeatability: (Omit if not repeatable)
- Courses may be repeated one to five times if repeatability criteria are met. (See Course Outline Heading #5, below, entitled Repeatability Criteria, for instructions)

State number of times course is repeatable after lecture and laboratory information.

Example: "May be taken six times for credit."

D. Units, Hours, Method of Instruction.

(Based on a twelve week quarter) (Omit when not applicable)

1. Spell out whole words; do not use abbreviations.

Example: "Four hours lecture, three hours laboratory."

2. The following criteria are for determining units, hours, and categories of instruction:

Lecture: The standard is one unit of credit given for each hour per week of lecture.

Unit credit calculation for non-standard hours is rounded off to the nearest half unit.

The entire class is uniformly engaged in the academic activity (*i.e.*, dissemination of information); for every hour of class, there is an expectation of a minimum of two hours of work outside class.

Lecture-laboratory: The standard is one unit of credit given for each two hours per week of lecture-laboratory. The entire class is uniformly engaged in an academic activity that integrates dissemination of information and guided, hands-on experience; for every two hours of class there is an expectation of a minimum of one outside hour of work. For reporting purposes, the State of California recognizes only lecture and laboratory time. To clarify communications with students, FH frequently uses other words for laboratory time such as Terminal Time, Externship, Clinic Time, Lecture in Laboratory, etc. For assistance in determining the appropriate unit value, consult with Division Dean, the Dean of Instruction and the Faculty Handbook.

Laboratory: The standard is one unit of credit given for each three hours per week of laboratory. Unit credit calculation for non-standard hours is rounded off to the nearest half unit. Students work independently, with individual guidance from an instructor on a need or request basis (not uniformly); there is no expectation of work outside of the three hours of class. *Both the mode of instruction and the expectation of outside class work are equally important and should be obvious in the course outline. (Title 5: "Minimum of three hours of work per week including class time for each unit of credit.")*

2. Expected Outcomes

The student will be able to:

A. Preface with the phrase: "The student will be able to: ..." and follow with the list of objectives (A., B., C., D., ...), beginning each objective with the action verb that best describes what the learner will do when demonstrating achievement of that objective upon completion of the course. (Appendix H). Remember to include a Cultural Diversity reference (Appendix G).

Example:

The student will be able to:

- A. prepare
- B. read
- C. describe (demonstrate)
- D. listen to (compare and contrast)
- E. write

- F. speak
 - G. discuss in small groups
 - H. recognize the contributions made in this field of study by people from diverse cultures and backgrounds; (demonstrate an understanding of divergent points of view); (increase sensitivity for alternative perspectives).
- B. List desired outcomes in behavioral or performance terms, *i.e.*, what a successful learner is able to do upon completion of the course. While instructors may vary in their approach to course material, the department as a whole should specify abilities or competencies expected of all students in the course.
- C. For degree-applicable courses, specify objectives that require students to think critically and to apply concepts taught in the course to new situations.

Examples:

"Compare and contrast the doctrines, forms, and practices of Judaism, Christianity, and Islam; discuss and explain how similar and different issues are dealt with by each religion."

"Interpret test equipment readouts and troubleshooting data in testing and diagnosing machine systems and control systems data."

3. Special Facilities and/or Equipment Needed

- A. List only special purpose facilities and/or equipment used by all faculty teaching course.

Example:

"Dark room, drafting tables; students provide camera, raw film, photographic paper."

If none is required, indicate "None."

- B. Distance Learning mode explained here when applicable.

Example:

"When taught via Foothill Global Access, on-going access to computer with e-mail software and hardware; e-mail address."

4. Expanded Description of Course Content

- A. Objectives stated in Expected Outcomes must be clearly reflected in the content of the course. Check the list of Expected Outcomes against the outline to verify that there is a direct correlation between the topics and/or activities and the stated objectives.
- B. Cultural Diversity: Include subject material, class projects, homework assignments, variety of classroom activities, which address the cultural diversity of our campus and community. The content should reflect Cultural Diversity statements made in Expected Outcomes (Appendix G).
- C. Section should be written in succinct outline form. Outline the course content, including essential topics, major subdivisions, and supporting detail. For most 3-5 unit courses, the expanded description will be 1-3 pages.
- D. Example of form:
- A. Major topic
 - 1. Subdivision
 - a. Support

- 1) Support
 - b. Support
 - 1) Support
- 2. Subdivision
 - a. Support
 - 1) Support
 - b. Support
 - 1) Support
- B. Major topic
 - 1. Subdivision
 - a. Support
 - 1) Support
 - b. Support
 - 1) Support
 - 2. Subdivision
 - a. Support
 - 1) Support
 - b. Support
 - 1) Support

5. Repeatability Criteria

- A. Most courses are not repeatable (in which case you should write "Not repeatable" in the text box.) However, a course may be repeated if it meets one of the **State Approved** criteria below (and should be noted as such on the outline):
 - 1. the content of the course differs each time it is offered.
 - 2. the course is an "activity" course in which the student meets course objectives by repeating a similar primary educational activity and gains an expanded educational experience each time the course is repeated.
 - 3. repetition is necessary for a student to meet legally mandated training requirements as a condition of continued paid or volunteer employment.
- B. If repeatable, explain how the course content differs each time it is offered and in what ways the student who repeats it will gain an expanded educational experience through enhanced skills or proficiencies, or active participatory experience in individual study or group assignments. Support these statements with specific examples in succinct outline form. (See example, Appendix D)
- C. Special Education courses have special repeatability criteria. The following statement under Repeatability Criteria will meet Title 5 regulations: "Measurable progress documented on student educational contract, as determined by AB77. When course is repeated, goals will be reinforced and skills increased."

6. Methods of Evaluation

- A. List in outline form representative, outside-of-class assignments involving reading, writing, computation, and other activities. Assignments should reflect department's

minimum expectations for students and serve as a guide for faculty in developing individual syllabi.

Note: *Degree-applicable courses must include tasks/assignments that require students to think critically and apply concepts taught in the course.*

- B. Methods of evaluation must be consistent with the expected outcomes and provide an appropriate means to measure achievement. Procedures for evaluating student performance should measure the degree to which the student achieves the course objectives stated in Expected Outcomes.
- C. For Expected Outcomes that involve skills and the "ability to do things," evaluated by observation of performance, state the level of competency required.
- D. For degree-applicable courses, grades must be based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of:
 - 1. substantial writing assignments, including essay exam(s), written homework, research paper(s), laboratory or reading report(s);
or
 - 2. computational or non-computational problem solving exercises, including exam(s), laboratory report(s), field work, homework problems;
or
 - 3. skills demonstrations, including class performance(s), fieldwork, performance/proficiency exam(s).

7. Text(s)

- A. List required and supplemental textbooks and workbooks (reading list, references excluded). Textbooks and materials must be college level. With few exceptions, text and materials should be copyrighted within the last five years. Verify that Instructor-generated materials are college level and do not violate US copyright laws.
- B. Ask if texts reflect current authors, editions and dates? Are the materials necessary for success also available in the FH Library? Is the Library aware of the course, especially if it is new?
- C. Cite the course text(s) using MLA format. (Appendix J)
- D. Foothill's Board Policy #6140 follows:
"Unless there is a compelling reason to change, a textbook once selected for a course will be used for at least two years." Additionally, Textbooks usually should not be older than five years unless academic reasons dictate otherwise.
- E. Distance Learning texts are cited here when applicable.
Example: When taught via Foothill Global Access, supplemental lectures, handouts, tests and assignments delivered via e-mail; feedback on tests and assignments delivered via e-mail; class discussion may be delivered in chat rooms, listserves and newsgroups.

8. Authorized Discipline(s)

List the discipline(s) under which the course will be listed in the schedule and catalog. Write out the entire discipline: "Computer Information Systems" rather than "CIS".

Typically, only one discipline will be listed; however, if the course will be cross-listed (e.g., both in History and Women's Studies), then list both disciplines. For a faculty member to teach a course, she/he must meet the "Minimum Qualifications for Faculty and Administrators in California Community Colleges" (available in division offices and http://www.academicssenate.cc.ca.us/Publications/Papers/Minimum_qualifications.html).

9. Method of Instruction

Method of Instruction is currently a check box area. Please check all that apply.

10. Lab Content

This section is required to be completed if there are any laboratory hours listed in the types of hours in the peach colored heading area for the course. It is completed in the outline format.

11. Honors Description

This section is currently not in use but you can see the heading in the outline for now. CCC in conjunction with the Instruction Office and Articulation Officer made the decision to create separate outlines for the Honors Courses in response to concerns by our articulating colleges.

12. Examples of Required Reading and Writing Assignments

This is now a required area (State mandate). The examples should be representative of the types and caliber of reading and writing that will occur in the course.