

COURSE OUTLINE DEVELOPMENT

Academic Support and Accountability
Prepared under a Title III Grant, 1990
Edited in 1994
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**EACH OUTLINE WILL BE EVALUATED BY THE CHECKLIST
FOR COMPETENCY-BASED EDUCATION,
SACS, AND INSTITUTIONAL EFFECTIVENESS**

WHAT IS THIS CREATURE CALLED A COURSE OUTLINE?

A course outline is simply what the name implies. It is an outline for teaching a course. It is a guide for each faculty, full-time and part-time. It is not a self-paced module to hand to students. It is the framework from which lesson plans and modules are developed. According to Robert F. Mager, "Before you prepare instruction, before you select instructional procedures or subject matter or materials, it is important to be able to state clearly just what you intend the results of instruction to be." (Mager, Preparing Instructional Objectives, p. vi)

In the early 1980s, the College adopted Competency-Based Education (CBE) as a systematic instructional process. **Instruction is based on the CBE principles which require the student to take responsibility for thoroughly preparing for each lesson with the help of course competencies.**

Distinguishing characteristics of Competency-Based Education include these practices:

- Analysis of course content in terms of competencies
- Performance/Learning Objectives given to students at the beginning of the course
- Flexibility in instructional methods used to accommodate different learning abilities
- Testing which measures mastery of tasks
- Grades based on student's performance compared to predetermined criteria or standards

BENEFITS OF COMPETENCY-BASED EDUCATION

- Evaluation of student achievement on a competency rather than on what other students accomplish; insures objectivity
- Increases student motivation since he/she is aware of minimum competencies needed to obtain employment
- Emphasizes that students learn knowledge and skills as well as demonstrate appropriate attitudes and work habits
- Assures that the student is getting what he or she pays for
- Focuses on student learning and retention for performance on the job

FOR THE FACULTY

- Provides a process for better planning, designing, and selecting learning experiences
- Provides the instructor with confidence that graduates possess necessary job skills, knowledge, and attitudes
- Enables the instructor to define standards which are the basis for performance evaluation
- Promotes better communication among students and faculty

FOR THE COLLEGE

- Enhances the image of Orangeburg-Calhoun Technical College since expert workers in representative industry and business are involved in determining necessary competencies for job placement
- Provides a common instructional language which promotes better communication among faculty
- Helps the college to work as a unit toward a common goal
- Promotes increased productivity which enhances cost effectiveness

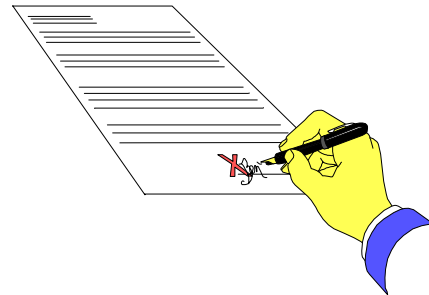
**INSTRUCTIONAL DEVELOPMENT
UTILIZING COMPETENCY-BASED EDUCATION
ORANGEBURG-CALHOUN TECHNICAL COLLEGE**

PROCESS	MAJOR COMPONENTS				
A. OCCUPATIONAL ANALYSIS	A.1 Conduct needs analysis	A.2 Conduct occupational analysis, i.e., DACUM		A.3 Validate competency profile for entry-level occupation	
B. INSTRUCTIONAL DESIGN	B.1 Review existing curriculum/ plan new curriculum	B.2 Develop program competencies	B.3 Develop competency matrix	B.4 Determine courses needed	B.5 Pursue professional development
C. COURSE DEVELOPMENT	C.1 Develop course competencies/ objectives	C.2 Develop course outline/ syllabus with learning objective	C.3 Develop instructional units	C.4 Preview/order equipment/ instructional aids	C.5 Prepare vault copy of course outline
D. IMPLEMENTATION	D.1 Initiate pilot course instruction	D.2 Complete pilot course instruction			
E. EVALUATION	E.1 Develop pilot course evaluation	E.2 Analyze information collected	E.3 Initiate corrective actions	E.4 Revise course outline	E.5 Revise lesson plans

To ensure that students meet the minimum performance standards as set forth in curriculum competency profiles (DACUM charts) and to ensure that Orangeburg-Calhoun Technical College meets the accreditation requirements of the Southern Association of Colleges and Schools, each course taught must have a course outline indicating the specific competencies and learning objectives that the instructor will facilitate in the course.

The first part of the course outline (I-X) is the syllabus format. The College defines the syllabus as a learning contract between the College and the Student. It gives the student the purpose

and the expectations of the course. The syllabus format is provided as a guide to ensure congruency in meeting minimum College requirements.



You are encouraged to be creative in cover page design and color and in incorporating additional information and items such as calendars, maps, projects, etc. Make it stand out so they remember it through Student Evaluation of Instruction.

All course outlines should use the same format. All information should be found in the same sequence in each outline. Remember that your course outline actually outlines what is to be “learned, how it will be taught, the degree of proficiency for success, how you will test the performance/learning objectives, and ways to enrich the learning for the student.”

COMPETENCY DEFINITIONS

COMPETENCY AREA: The broad task or competency from the DACUM chart. These are the blocks to the extreme left of the charts. General education departments will designate the competency area.

SPECIFIC COMPETENCIES: What a student must achieve to accomplish the competency area.
(LISTED ON THE DACUM CHART AS A-1, A-2, ETC.)

Each competency should begin with an **"ACTION" VERB**.

LEARNING OBJECTIVES: Knowledge that must be learned and specific day-to-day performance with expected outcomes. Each specific competency should have a minimum of 1-3 learning objectives.

Learning objectives should be thought of as subdivisions of specific competencies and should include a **"DOING" VERB**.

AVOID "BEING" VERBS---Learning objectives are what students must do, to what degree, and the levels of underlying knowledge required.

LEARNING ACTIVITIES: What the student will study and practice in order to achieve learning objectives. Teaching methods, projects, etc., should also be included.

Evaluation methods should be included but are optional.

This will include activities such as additional Reading (other than the text) ---WEB Enhancement---Media Materials---Learning Packets---Practice Tests---Case Studies---Role Play

COURSE OBJECTIVES: A summary of the competency areas from the DACUM; an overview of the course objectives to be covered. Some courses, e.g. General Education, may not be DACUM based. However, essential competency areas are on file in each group office and should be used.

ENRICHMENT: The act of enriching. Something that enriches.

Derived from the word ENRICH (Webster 2nd. College Edition)
To make fuller, more meaningful, or more rewarding.

REMEDIAL: Intended to correct, especially, poor study or reading habits.

REMEDIATE: To provide remedial aid for (a learning disability, for example.)

Remedial and remediation have such negative connotations that you are encouraged to use the word ENRICHMENT. Students can be enriched from a very low level as well as from a high level.

If you need assistance or resource materials on writing objectives, please call Dean of Education # 1293 or Academic Support & Accountability # 1321 or just drop by ASA, BLDG B Room 1110

Learners learn in a manner similar to that of Maslows' hierarchy of needs. The learner must achieve the learning activities in order to fulfill the learning objectives. The learning objectives must be achieved before specific competencies can be accomplished. The specific competencies must be achieved before the competency area is fulfilled.

FULL-TIME FACULTY DACUM

COMPETENCY PROFILE

ORANGEBURG-CALHOUN TECHNICAL COLLEGE

Using the OCTC DACUM Competency Profile for Full-time Faculty, one can progress through the process of course outline development. Since this module is strictly on course outline development, you may find enrichment materials in writing objectives most beneficial. Available materials are listed under the learning activities and include resources and location.

OUTLINE CHECKLIST

YES NO

- | | | | | | | | | | | | | | | | | | | | |
|-------------|---|--|----------|---|---|---------|--|---|---------|--|---|---------|--|---|------------|--|---|--|--|
| I. | I. THE COURSE OUTLINE IDENTIFIES THE | | | | | | | | | | | | | | | | | | |
| | A. A. COURSE TITLE | | | — | | | | | | | | | | | | | | | |
| | B. B. COURSE PREFIX NUMBER | | | — | | | | | | | | | | | | | | | |
| | C. C. LECTURE HOURS | | | — | | | | | | | | | | | | | | | |
| | D. D. LAB HOURS | | | — | | | | | | | | | | | | | | | |
| | E. CONTACT HOURS | | | — | | | | | | | | | | | | | | | |
| | F. CREDIT HOURS | | | — | | | | | | | | | | | | | | | |
| II. | II. THE COURSE OUTLINE CONTAINS BLANKS FOR | | | | | | | | | | | | | | | | | | |
| | A. THE INSTRUCTOR'S NAME | | | — | | | | | | | | | | | | | | | |
| | B. THE INSTRUCTOR'S OFFICE NUMBER
AND BUILDING | — | | | | | | | | | | | | | | | | | |
| | C. THE INSTRUCTOR'S OFFICE HOURS | | | — | | | | | | | | | | | | | | | |
| | D. THE INSTRUCTOR'S TELEPHONE | | | — | | | | | | | | | | | | | | | |
| III. | III. THE COURSE OUTLINE PRESENTS THE
CATALOG DESCRIPTION | | | | | | | | | | | | | | | | | | |
| | A. AS APPEARS IN THE CURRENT COLLEGE CATALOG | | | — | | | | | | | | | | | | | | | |
| | B. PRE-REQUISITE COURSES | | | — | | | | | | | | | | | | | | | |
| | C. CO-REQUISITE COURSES | | | — | | | | | | | | | | | | | | | |
| IV. | IV. THE COURSE OUTLINE PRESENTS THE
PURPOSE OF THIS COURSE | | | — | | | | | | | | | | | | | | | |
| V. | V. THE COURSE OUTLINE IDENTIFIES THE | | | | | | | | | | | | | | | | | | |
| | A. TEXTBOOK | | | — | | | | | | | | | | | | | | | |
| | B. BIBLIOGRAPHIC INFORMATION | | | — | | | | | | | | | | | | | | | |
| | C. OTHER REQUIRED MATERIALS
(LAB MANUALS, ETC.) | | | — | | | | | | | | | | | | | | | |
| | D. REQUIRED TOOLS OR OTHER EQUIPMENT | | | — | | | | | | | | | | | | | | | |
| IV. | IV. THE COURSE OUTLINE PRESENTS THE | | | | | | | | | | | | | | | | | | |
| | A. GRADING SYSTEM | | | — | | | | | | | | | | | | | | | |
| | DOES THE GRADING SYSTEM
INCLUDE FACTORS WHICH COMPRISE
FINAL GRADE, e.g., WEEKLY QUIZZES,
LAB EXERCISES, HOMEWORK, PARTICIPATION,
FINAL EXAM. | | | | | | | | | | | | | | | | | | |
| | B. GRADING POLICY ACCORDING TO THE COLLEGE | | | — | | | | | | | | | | | | | | | |
| | EXAMPLE-- | <table border="0" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 30%;">90 - 100</td><td style="width: 10%;"></td><td style="width: 60%;">A</td></tr> <tr><td>80 - 89</td><td></td><td>B</td></tr> <tr><td>70 - 79</td><td></td><td>C</td></tr> <tr><td>60 - 69</td><td></td><td>D</td></tr> <tr><td>59 - BELOW</td><td></td><td>F</td></tr> </table> | 90 - 100 | | A | 80 - 89 | | B | 70 - 79 | | C | 60 - 69 | | D | 59 - BELOW | | F | | |
| 90 - 100 | | A | | | | | | | | | | | | | | | | | |
| 80 - 89 | | B | | | | | | | | | | | | | | | | | |
| 70 - 79 | | C | | | | | | | | | | | | | | | | | |
| 60 - 69 | | D | | | | | | | | | | | | | | | | | |
| 59 - BELOW | | F | | | | | | | | | | | | | | | | | |
| V. | V. THE COURSE OUTLINE PRESENTS ATTENDANCE
PROCEDURES CONSISTENT WITH THE COLLEGE/GROUP | | | — | | | | | | | | | | | | | | | |
| VI. | VI. THE COURSE OUTLINE PRESENTS CLASS
OR LABORATORY PROCEDURES (MIGHT INCLUDE
REQUIREMENTS FOR SPECIAL ATTIRE, e.g.
UNIFORMS, LAB COATS, SAFETY APPARATUS, ETC.) | | | — | | | | | | | | | | | | | | | |

- VII. VII. THE COURSE OUTLINE PRESENTS A CLASS SCHEDULE, (e.g. MID-TERM 5 WEEKS, REPORT 6 WEEKS) ENCOURAGE STUDENTS TO THINK IN BLOCKS OF TIME. EXACT DATES OF SUBJECT TAUGHT OR TEST MAY NOT HOLD RELEVANT. —
- VIII. VIII. THE COURSE OBJECTIVES ARE PRESENTED —
- IX. IX. THE COMPETENCIES ARE STATED IN MEASURABLE AND OBSERVABLE TERMS —
- X. X. THE SPECIFIC COMPETENCIES RELATE TO THE COMPETENCY AREA (FROM DACUM)? —
- XI. XI. THE LEARNING OBJECTIVES RELATE TO THE SPECIFIC COMPETENCIES —
- XII. XII. EACH COMPETENCY BEGINS WITH AN ACTION VERB —
- XIII. XIII. THE LEARNING ACTIVITIES ARE ADEQUATE TO HELP STUDENTS ACHIEVE THE STATED COMPETENCIES —
- XIV. XIV. THE LEARNING ACTIVITIES ARE VARIED ENOUGH TO PROVIDE FOR INDIVIDUAL DIFFERENCES OF STUDENTS —
- XV. XV. TEACHING STRATEGIES ARE USED TO ACCOMMODATE STUDENTS —
- XVI. XVI. THE METHODS OF EVALUATION ARE APPROPRIATE FOR MEASURING MASTERY OF THE STATED COMPETENCIES —
- XVII. XVII. THE STATED COMPETENCIES PROVIDE FOR DIFFERENT TYPES AND LEVELS OF LEARNING (AS STATED IN BLOOM'S SIX LEVELS IN THE COGNITIVE DOMAIN). —
- XVIII. XVIII. THE OUTLINE IS WRITTEN CLEARLY AND CONCISELY —
- XIX. XIX. THE OUTLINE IS USABLE (e.g. Practical-Can another faculty member use the outline as a basis for lesson planning) —
- XX. XX. THE OUTLINE LISTS ENRICHMENT ACTIVITIES/ LOCATIONS TO ENHANCE LEARNING —

I. COVER PAGE FOR COURSE OUTLINES

(Revised 2/17/01)

ALL COURSE OUTLINES MUST HAVE THE FOLLOWING SIGNATURES:

- 1. NAME OF DEVELOPER (Faculty)
- 2. PROGRAM COORDINATOR (if different from Developer)
- 3. GROUP DIRECTOR
- 4. VICE PRESIDENT FOR ACADEMIC AFFAIRS

Signatures of the Program Coordinator and Group Director indicates:

- • course material updated per DACUM, Advisory Committees and current technology
- • SACS requirements
- • follows College guidelines format

The signature of the Vice President for Academic Affairs indicates that the outline has met all college and SACS criteria. Outlines will be stored in the College vault after all signatures are affixed.

II. COVER PAGE FOR REVISED COURSE OUTLINES

Outlines, unless newly developed, should have the name of the developer, date developed, revised by _____, and date. If the instructor who originally developed the outline has been away from the college for two years, the cover should simply read, revised by _____.

Example: Developed by Midnight Rider 1997
 Revised by Morning Riser 2000

If Midnight Rider has been away from the College since 1998,
 Revised by Morning Riser 2000

COURSE OUTLINE
ORANGEBURG-CALHOUN TECHNICAL COLLEGE
ORANGEBURG, SOUTH CAROLINA

EIT 212
INTRODUCTION TO ELECTRONICS INSTRUMENTATION

Developed by:

Instructor

Date:

Approved by:

Program Coordinator

Date: _____

Group Director

Date:

-

Dean of Education

Date: _____

(If you need assistance, call Dean of Education #1293 or Dir. of Academic Support & Accountability #1321, or drop by the ASA office located in Room 1110, Building B.)

Revised 9/2000

(O-C TECH'S COURSE OUTLINE FORMAT)

COURSE TITLE & NUMBER: _____
LECTURE HOURS: ____ LAB HOURS: ____ INSTRUCTOR'S NAME _____
CONTACT HOURS: ____ CREDIT HOURS: ____ INSTRUCTOR'S OFFICE NO./BLDG: _____
INSTRUCTOR'S OFFICE HOURS: _____
INSTRUCTOR'S TELEPHONE: _____

COURSE DESCRIPTION: (Restatement from the catalog)

PRE-REQUISITE &/OR CO-REQUISITE: (State any course required before this one or at the same time as this one.)

PURPOSE OF COURSE:

REQUIRED TEXTBOOK &/OR OTHER MATERIALS: (Include author, publisher, and edition.)

OTHER REQUIRED EQUIPMENT: (Include safety equipment, special uniforms, etc.)

GRADING SYSTEM: (Include any factors comprising final grade, e.g., weekly quizzes, lab exercises, homework, participation, final exam) (Calculation method needed.)

Example:	projects	25%
	unit tests	25%
	major tests	25%
	exam	25%

GRADING POLICY: According to the College's Policy and College Grading System.

Example:	90 - 100	A
	80 - 89	B
	70 - 79	C
	60 - 69	D

Review the grading policies in effect for "W", withdrawn;
"WP", withdrawn passing; and "WF", withdrawn failing.

If a student is withdrawn, insure that the date of the last class attended is recorded. This date may be different from the date the withdrawal form is completed.

A withdrawal is a student who has attended class and for differing reasons may withdraw, or be withdrawn administratively from the class. A "No Show" is a student who never came to class. No Shows should be indicated when the class roster is turned in to Student Services at the beginning of the semester/session, and should not appear again.

ATTENDANCE: According to the College Policy.

Must be congruent with policy listed in College Catalog.

CLASS OR LABORATORY PROCEDURES: (Special attire, uniforms, safety apparatus, etc.)

CLASS SCHEDULE: Calendar blocked with mid-term, special projects. Encourage **COURSE**

COMPETENCY AREA: (refer to sample sheets) Get students to think in short blocks vs. a semester for completing a project. Exact dates should not be used on outline, but included on syllabus.

COURSE OBJECTIVES: May be brief. Two or three statements are sufficient.

(04/03/91, Revised 5/25/94, 8/2000)

SAMPLE

COURSE COMPETENCY AREA: A

Course Development Functions (Directly from the DACUM Chart)

SPECIFIC COMPETENCY:

4. Develop course outline as required by Administration.

LEARNING OBJECTIVES:

- 4.1. Define and use the terms of an accredited course outline.
(Knowledge & Application)
- 4.2. Determine the outline format style. (Analysis)
- 4.3. Write measurable learning objectives using a variety of cognitive levels. (Application)
- 4.4. Evaluate objectives to ascertain the highest level possible is being used.
(Evaluation)
- 4.5. Develop a course outline that includes all required information. (Synthesis)
- 4.6. Critique outline using Course Outline Checklist.
(Evaluation)
- 4.7. Be a friend! Critique a peer's outline.
(Evaluation)

LEARNING ACTIVITIES:

- 4.1 View Video "CBE at O-C Tech College" FRC
- 4.1 View Video "Outlines 101" in FRC
- 4.1 Study and know "Competency-Based Definitions" FRC
- 4.2 Review the "O-C Tech College's Course Outline Formats" FRC
- 4.3 Review "Action Verbs for Instructional Objectives" #05-CBE-RC
- 4.3 Use "Higher Level Checklist Matrix" #05-CBE-FRC
- 4.4 Same as 4.3
- 4.6 Use Course Outline Checklist #05-CBE-FRC

ENRICHMENT:

- Read "Making your CBE Materials Work for you" #05-CBE-FRC
- Review "Preparing Instructional Objectives" #05-CBE-FRC
- Read "Taxonomy of Education" #15-14-FRC

RESOURCE PERSONNEL:

Academic Support & Accountability Staff

SPECIFIC COMPETENCY:

5. 5. Select and/or develop resources.

LEARNING OBJECTIVES:

- 5.1 Review resources in LRC & SRC.

SAMPLE

Course: COURSE DEVELOPMENT 101

Competency Area: A: Course Development Functions *FRC--FACULTY RESOURCE CENTER

SPECIFIC COMPETENCIES	LEARNING OBJECTIVES (SKILLS & KNOWLEDGE)	METHOD OF TESTING	LEARNING ACTIVITIES/RESOURCES/LOCATION
<p>4. Develop course outline as required by administration</p> <p>5. Select and/or develop resources</p>	<p>4.1 4.1 Define and use the terms of an accredited course outline. (Knowledge & Application)</p> <p>4.2 4.2 Determine the outline format style. (Analysis)</p> <p>4.3 4.3 Write measurable learning objectives using a variety of cognitive levels. (Application)</p> <p>4.4 Evaluate objectives to ascertain the highest level possible is being used. (Evaluation)</p> <p>4.5 Develop a course outline that includes all required information. (Synthesis)</p> <p>4.6 Critique outline using Course Outline Checklist. (Evaluation)</p> <p>4.7 Be a friend! Critique a peer's outline. (Evaluation)</p> <p>5.1 Review resources in LRC & SRC</p>	<p>OPTIONAL</p>	<p>4.1 View Video "CBE at O-C Tech College" - FRC</p> <p>4.1 View Video "Outlines 101" - FRC</p> <p>4.1 Study and Know "Competency-Based Definitions" FRC</p> <p>4.2 4.2 Review the "O-C Tech College's Course Outline Formats" - FRC</p> <p>4.3 Review "Action Verbs for Instructional Objectives: #05-CBE-FRC</p> <p>4.3 Use "Higher Level Checklist Matrix" #05-CBE-FRC</p> <p>4.4 Same as 4.3</p> <p>4.6 Use Course Outline Checklist - #05-CBE-FRC</p> <p><u>ENRICHMENT:</u></p> <p>Read "Making Your CBE Materials Work for You" - #05-FRC</p> <p>Review "Preparing Instructional Objectives" #05-14-FRC</p> <p>Read "Taxonomy of Education" #15-14-FRC</p> <p><u>RESOURCE PERSONNEL:</u> Academic Support & Accountability Staff</p>