

# Course Outline Components

## The course outline

- Identifies the learning and outcomes to be accomplished in the course wherever it is offered in the district.
- Methods of delivery, instructional strategies, or instructor-specific assessments are not specified.
- Serves as an informational tool for faculty, administrators, advisors, and prospective students.

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## 1. Course Prefix and Number

Identifies the course for registration and transcript purposes. If you don't know what prefix or number to use, you may leave this information blank as you prepare the course outline.

### Prefix:

The 3-letter alpha designation for the discipline area where the course will "reside." Usually an existing prefix designation will be used. If you are not using an existing prefix, you must contact the Curriculum Coordinator before proposing a new prefix.

### Number:

- 000-099 Developmental and courses. These courses are not intended for transfer and do not fulfill requirements of certificate and degree programs at Yavapai College.
- 100-199 First year or freshman-level courses.
- 200-299 Second year or sophomore-level courses.

Some courses are reserved across all prefixes for special course designations and cannot be assigned to other courses (e.g. 098, 198, 296, 298, 299).

## 2. Course Description

A brief, informative snapshot about the course. The description is intended to tell a prospective learner about the key content and learning focus of the course.

### Hints:

- Use concise statements rather than lengthy sentences.
- Do not include teaching methods or activities in the description.
- Use words and terminology that mere mortals can understand.
- Use information that is relevant to the prospective learner (e.g. Preparation to take an employment-related exam. Qualifies a student for a licensure requirement).
- Indicate any required prerequisite or corequisite courses.

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## 3. Course Content

Indicates the major topics or key areas of knowledge required to accomplish the learning outcomes.

### Hints:

- List the topic/key areas rather than writing complete sentences or lengthy statements.
- Content areas must be consistent with the learning outcomes.
- Content provides a framework for the organization of the course.
- Content is not a listing of the table of contents of a specific textbook or other source, since this information may vary from instructor to instructor.
- Content does not include teaching methods or instructional activities.

## 4. Learning Outcomes

The learning outcomes are the primary skills, behaviors, abilities, expertise, and proficiencies the learner will "own" at the end of the course.

While the learner will need a certain level of knowledge or information in order to achieve the outcome, the emphasis in identifying the outcomes is on what the learner will be able to do with that knowledge or information - not just possession of it.

### Hints:

- Learning outcomes must be stated in specific and measurable terms.
- Indicate what the learner will be able to do after the course - not what the learner will be doing while enrolled in the course.
- All identified outcomes must be assessed for level of accomplishment as part of the course.
- Avoid terms such as "demonstrate", "apply knowledge of", "understand", or "have the ability to", which are nebulous and do not identify learned behaviors.
- Learning outcomes do not include teaching methods or instructional activities.

Need assistance selecting action verbs to develop learning outcomes? Try this resource: [Instructional Design Guide](#)

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## 5. Assessment Measures

Assessment measures are used to demonstrate the learner's mastery of the learning outcomes.

### Required Assessment Measures:

Used only when every instructor teaching the course everywhere in the district must use a specific assessment measure.

Most often used for general education courses or courses qualifying individuals for licensure or occupational certification.

If there are required assessment measures, you **MUST** indicate them on the outline.