

SAMPLE

COURSE OUTCOME SUMMARY CHECKLIST

COURSE OUTCOME SUMMARY INCLUDES	YES	NO	Self Assess
1. Course data			
a. Course title			
b. Course number			
c. Number of course credits			
2. Course description			
3. Course prerequisites/corequisites			
4. Texts/resources			
5. Supplies/equipment			
6. Performance Outcomes			
7. Competencies			
8. Community Focus or Content			
9. Learning Objectives			

SAMPLE

COURSE DESCRIPTION (For Curriculum Office Use - Suggestions for Improvement)	YES	NO	Self Assess
1. Summarizes intended outcomes, scope, and purpose in general terms (summarizes learning outcomes, not instructional format or content lists)			
2. Uses the active voice (i.e., learner demonstrates proficiency in using software)			
3. Is written in lay person's language (avoids acronyms and technical language)			
4. Is written in paragraph form with no more than four sentences (avoids using bullets)			
5. Indicates if challenge test is available. If no challenge test available, check NA.			
6. Is this a new course description?			

COURSE COMPETENCY (For Curriculum Office Use - Suggestions for Improvement)	YES	NO	Self Assess
1. Describes one of the major skills that is an intended outcome for this course			
2. Represents a skill that a competent individual would use outside the context of this course			
3. Begins with an action verb describing what the learner will be able to do upon completion of this course			
4. Is measurable			
5. Is observable			
6. Requires application of skill, knowledge, or attitude/values			
7. Presents a clear, concise, and precise statement describing the action			
8. Specifies a single performance/outcome, not a combination			
9. Describes learner performance (not the instructor's activities, learning plans, or instructional strategies)			
10. Describes an intended outcome, not the learning process			
11. For competencies in the cognitive domain, are competencies written at application level or higher?			

COMMUNITY FOCUS

A community focused course is one with at least 10 percent to 15 percent of the course content focused on international content. An example would be Economics where it is difficult to talk about economic issues without including the global market/workforce.

Not all courses need to be community focused. However, adding a **community focus** to a course is appropriate in today's world and can be done in a number of ways.

- v Include indicators as guidelines for group participation, teamwork, participation in an internship or clinical. For example, "learner respects cultural diversity and pluralism in the work environment."
- v Including information of a global/community nature for a competency or in the objectives or learning activities. Examples: Where are equipment and replacement parts manufactured and assembled? What effect do cultural issues play in the arrest process? How do leadership styles need to be adapted when working with a culturally diverse population?

Many times we do these things in our presentations and discussions but do not have them identified in the curriculum. An easy way to document this in your curriculum is by including it for each competency or learning objective.