Title: COURSE OUTCOME SUMMARY	Code:	EE0121

Policy Reference: E0100, Instructional Support

A Course Outcome Summary is required for all courses offered by MATC and is the property of the district.   Effective with the 1996-97 academic year, Course Outcome Summary replaced the "course outline" as the official document describing the content of a course. Course Outcome Summaries are entered and stored electronically using the software developed statewide called the "Worldwide Instructional Design System" or WIDS.

The following elements are required in the Course Outcome Summary document:

Course Outcome Summary Elements

1.   Course number and full title of course e.g., ENG-151 Communication Skills 1

2.   Name of the developer/instructor who wrote the Course Outcome Summary; and the date it was developed/written;

3.   If the course was revised, the name of the instructor who revised the Course Outcome Summary and the date it was revised;

4.   Each instructional method (type of Instruction) including distance/alternate delivery and periods (contact hours) for each method/type;

5.   The official number of credits;

6.   The official prerequisite(s) as published in the class schedule;

7.   The official course description as published in the college catalog;

8.   Career Essentials, including at least one MATC-identified linked to a competency. For occupational programs, each of the seven Career Essentials identified by MATC are to be introduced, demonstrated and assessed in at least one of the courses that are required for graduation.

  •   Career Essentials describe the abilities and skills that can be expected of any individual, regardless of occupation, career, or life role. Stated as broad outcomes, career essentials express abilities in a variety of areas such as: problem solving, professionalism, global awareness, communication in-writing, speaking and listening in the context of one's work, etc.;

9.   Career Essential performance indicators for each skill/ability;

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- Career Essential performance indicators are statements that describe outcomes/behaviors that learners exhibit when they demonstrate a skill/ability;

- For occupational programs, the outcomes of each of MATC's seven Career Essentials are to be assessed in at least one of the courses that are required for graduation

10. Competencies in the range of 2 to 10 per credit.

- A competency is a major skill or ability that is stated in observable, measurable terms telling learners what they will be able to do as the result of a given learning experience.

- For courses involving laboratory and/or shop experiences, one competency is to provide instruction on proper safety practices and the appropriate information on hazardous chemicals as described in OSHA regulations effective 1988.

- Each core ability identified for a course is to be linked to one or more of the competencies in the course.

11. For each competency, at least two performance criteria statements;

- Criteria establish specifications by which performance is evaluated, providing the basis for judging if a learner's performance is acceptable. Criteria may be developed to assess a process, a product, or both. Criteria may specify accuracy, speed, frequency, percentage or number to be achieved, degree of excellence, qualities/elements of performance, or reference to published standards.

12. For each competency, at least one condition statement;

- Conditions describe the situation, the setting, or format in which the learner's performance will be assessed. Based on the decision of the faculty teaching the course, further definition may include which equipment/supplies will be allowed and/or which resources/references will be denied.

Course Review Process

Review of Course Outcome Summaries involves the department faculty, the school curriculum or SCLA committee, and the program advisory committees. The Course Outcome Summaries for all of a program's courses are reviewed by the program's

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advisory committee every three years. Ideas for new courses, changes, and/or discontinuations of program courses are considered on an annual basis as a part of curriculum review.

Initiating New Courses

All new courses are set up through the submission of a Course Update form with appropriate signatures to the Curriculum Department. After the new course is approved for development, the faculty write the COS.

Changing and Discontinuing Existing Courses

To change or discontinue a course, the academic school submits a Course Update form with appropriate signatures to the Curriculum Department. If the change applies to the course information, the Curriculum Department enters those changes in the electronic system. If the changes are related to the content of the course, faculty update the needed areas of the course within the course outcome summary and submit for quality review.

Program-Level Courses

When Course Updates are submitted for new courses, or changes/discontinuations to existing 100-, 300-, and 500-series courses, the associated program's Academic Requirements Update form is submitted at the same time. If the course is not required or is an elective in a program, the purpose of the course is identified on the Course Update form.

Publication of Course Information

The course title, credit, hours, prerequisite, and description reported on the Course Update form are considered the official data for the course, and are used for catalog copy and other print, media, and online publications.

Office of Responsibility: Curriculum