



Course Outline Template

For New and Updated Courses

September 9, 2009

Revised May 2012

Directions

The Course Outline Template is used to describe new courses and to update current courses that have changed due to program revisions, evolving standards, or other factors. An up-to-date course outline for all College of Education courses must be on file at the departmental level and available to faculty who teach the course.

At the University level, a course outline is a required component of curriculum proposals for creating a new course or for outlining larger programmatic changes. This template incorporates all University-required elements for a syllabus. Information and forms for new course proposals may be found on the Academic Affairs website: <http://facultygovernance.uncc.edu/course-curriculum-process>

Within the College of Education, the approved course outline provides the basis for a faculty member to create an individualized course syllabus. A course syllabus is consistent with the course outline while providing detailed information about the faculty member's approach to the course. The syllabus checklist can be found at: <http://education.uncc.edu/faculty-resources/faculty-handbook/checklist-preparing-course-syllabi>

Please use the template which follows to create new courses or to update and revise current courses. The template is appropriate for both undergraduate and graduate courses. Questions may be directed to the Associate Dean or designee.



UNC CHARLOTTE

College of Education

Course Outline Template

For New or Revised Undergraduate and Graduate Courses

Updated May 2012

COURSE NUMBER _____

CREDIT HOURS _____

COURSE TITLE _____

CATALOG DESCRIPTION

- Include the proposed or current University Catalog description of the course.
- Include the University-required credit hour statement as follows:
This [NUMBER OF CREDIT HOURS FOR COURSE]-credit course requires [NUMBER OF CREDIT HOURS FOR COURSE] hours of classroom or direct faculty instruction and [NUMBER OF CREDIT HOURS FOR COURSE X 2] hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: [REQUIRED READING, LIBRARY RESEARCH, STUDIO WORK, PRACTICA, INTERNSHIPS, WRITTEN ASSIGNMENTS, AND STUDYING FOR QUIZZES AND EXAMS].

EXAMPLE: 1 CREDIT COURSE

This 1-credit course requires one hour of classroom or direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams.

- Include the number of hours per week or per semester required for early clinicals or other field experiences. If clinical hours are required, this information should appear in the catalog description. Changes to the catalog description to include clinical hours must be approved at the University level via a Short Form proposal <http://facultygovernance.uncc.edu/course-curriculum-process>.
- NOTE: For parallel courses that are submitted for both undergraduate and graduate credit, indicate the additional information for graduate credit, as appropriate.

COURSE PREREQUISITES and/or CO-REQUISITES

- If prerequisites or corequisites are required, they should appear in the catalog description. If not, the requirement(s) are not enforceable.
- Changes in prerequisites or corequisites must be approved at the University level via a Short Form proposal <http://facultygovernance.uncc.edu/course-curriculum-process>.

COURSE RATIONALE

- Describe the purpose of the course within the context of the program(s) in which it is offered.
- Describe how the course provides candidates with the opportunity to achieve and/or demonstrate the relevant knowledge, effectiveness, and commitments noted in the College's Conceptual Framework. (Highlight the proficiencies listed in the Conceptual Framework that are relevant to the course. (INSERT LINK HERE)
- Indicate how the course aligns with relevant state and national standards for licensure and/or accreditation, such as the North Carolina Standards for teachers, school executives, and counselors, North Carolina Specialty Area Standards, NCATE Standards, standards for the specialized professional associations (SPA), and/or standards for CACREP. These standards and hyperlinks can be found in the Faculty Handbook. INSERT LINK HERE)

COURSE OBJECTIVES

- List the objectives of the course in terms of learning outcomes and the knowledge, skills, and/or dispositions that candidates will develop and be able to demonstrate in the course.
- Begin objectives with a leader such as, *Upon completion of the course, the candidate will be able to:*
- Link each objective to the standards referenced in the Course Rationale above (perhaps with abbreviations and numbered standards)
- NOTE: For parallel courses that are submitted for both undergraduate and graduate credit, indicate the additional objectives for graduate credit, if any.

INSTRUCTIONAL METHODS

- Describe the type of course and/or the approach(es) to instruction, e.g., lecture, seminar, on-line, hybrid, practicum/internship, or independent study.

COURSE CONTENT

- Describe or outline the subject matter topics covered in the course, including any evidence-based practices and research-verified strategies.
- Attach a generic semester calendar with a topical outline of course content.

ILLUSTRATIVE COURSE ACTIVITIES

- Describe or list the kinds of instructional assignments and activities used to achieve course objectives.
- For courses with a program-required key assessment, such as a capstone project or electronic evidence, describe the artifact and the instructional activities to support and develop the artifact.
- Describe the purposes and expectations of any early clinicals or other field experiences.
- Describe and attach any documents that provide details about course activities, such as forms or handbooks for early clinical experiences, guidelines for practica, student teaching, internships, guidelines for portfolios, etc.
- NOTE: For courses with parallel course numbers that are submitted for both undergraduate and graduate credit, describe additional activities that are required for graduate credit.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

- Describe or list methods and criteria for evaluating candidates' achievement of course objectives.
- If relevant, describe how program-required key assessments, such as a capstone project or electronic evidence, will be evaluated.
- For new course proposals, the University Graduate Council requires that the grading policy show the A-B-C-U graduate grading scale and the specific numerical requirements—on a percentage basis or a total points-earned basis—for each of the letter grades (These items are optional but recommended for undergraduate courses):
 - Indicate the number and types of examinations, if appropriate
 - Describe any research to be conducted, if any
 - Show the A-B-C-U graduate grading scale and the specific numerical requirements—on a percentage basis or a total points-earned basis—for each of the letter grades.
 - Describe the relative weight of different elements of the course, (e.g., two tests equal 20% each, research paper equals 40%, clinical field experiences equals 20%).
 - If the course is Pass/Unsatisfactory, include the criteria for a passing grade.
- NOTE: For courses with parallel course numbers that are submitted for both undergraduate and graduate credit, indicate the additional requirements and/or evaluation criteria for graduate credit.

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

- List probable textbooks, supplemental readings, software, and/or resources.
- Using APA format, list some of the important current references relevant to the course, including those that support evidence-based practices and researched-verified strategies.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

- Attendance Policy
- Student Behavior Policy (cell phones, laptops, etc.)
- Inclement Weather Policy
- UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>
- College of Education Commitment to Diversity. http://education.uncc.edu/coe/diversity_statement.htm

- College of Education Technology Statement
 - UNC Charlotte Religious Accommodations
 - UNC Charlotte Disability Accommodations
 - Online Student Course Evaluation Process and Confidentiality
 - Other policies relevant to the course. See <http://legal.uncc.edu/syllabus.html>
- (ADD LINKS for THESE POLICIES AND STATEMENTS)

ATTACHMENTS

- Attach course materials following the outline above. Attachments may include the course calendar, readings list, full syllabus, Electronic Evidence materials, rubrics, etc.
- Include attachments that provide evidence of the differences between undergraduate and graduate requirements.

NOTE: If both graduate and undergraduate versions of this course are to be offered, submit proposals to both the Undergraduate Course and Curriculum Committee and to the Graduate Council.

APPROVAL FOR NEW COURSES
OR SUBSTANTIALLY REVISED COURSES

Faculty Responsible for Developing This Course Outline

(List the names of the faculty members who have developed this basic course outline.)

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee
Date Chair: _____

Approved on _____ by the College Graduate Curriculum Committee
Date Chair: _____

APPROVAL OF MINOR REVISIONS
OR UPDATES TO COURSE OUTLINES

Faculty Responsible for Revising This Course Outline

(List the names of the faculty members who have developed this revised course outline.)

Approved on _____ by Program Coordinator or Chair: _____
Date

If changes affect more than one program, approval by the appropriate COED Curriculum Committee is required:

Approved on _____ by the College Undergraduate Curriculum Committee
Date Chair: _____

Approved on _____ by the College Graduate Curriculum Committee
Date Chair: _____