

**?** William Paterson University  
College of Arts, Humanities, and Social Sciences  
Department of

**?** COURSE OUTLINE

**?** 1. Title of Course:

Course number:

Course Credits:

Is this course cross listed? Yes:      No:

If so, please list departments for cross listing:

**?** 2. Course description:

**?** 3. Course prerequisite(s):



#### 4. Course objectives and student learning outcomes:

Please click [here](#) for detailed guidelines on how to complete this table

| <b>Course Objectives</b><br>Objectives are typically written as: to introduce, to practice, to develop | <b>Student Learning Outcomes (SLO)</b><br>Upon completion students will be able to: | <b>UCC Attributes</b><br>List UCC Area #, UCC Program, and WI and/or TI if applicable |
|--|---|---|
| a.   | a.  | a.  |
| b.   | b.  | b.  |
| c.   | c.  | c.  |
| d.   | d.  | d.  |
| e.   | e.  | e.  |
| f.   | f.  | f.  |
| g.   | g.  | g.  |
| h.   | h.  | h.  |

**?** 5. Topical outline of the course content:

**?** 6. Guidelines/suggestions for teaching methods and student learning activities:

**?** 7. Suggested method of student performance/evaluation:

**8. Bibliography including suggested readings, texts, objects of study:**

(Please use MLA, APA or other discipline consistent style for formatting. \*Please add an asterisk for items on the list that instructions should prioritize for the course

If bibliography exceeds area provided please indicate and attach additional pages to the outline.

- ? 9. Original preparer's name and date:**
  
- ? 10. Original departmental approval date:**
  
- ? 11. Reviser's name(s) and date(s):**
  
  
  
  
  
  
  
  
  
  
- ? 12. Departmental approval date:**
  
  
  
  
  
  
  
  
  
  
- ? 13. Please confirm this course outline completed your department's course review approval process.  
(Outlines should only be uploaded for college-level review by the department representative to the  
College Curriculum Committee or the Chair):**



WILLIAM PATERSON UNIVERSITY  
COLLEGE OF ARTS, HUMANITIES, AND SOCIAL SCIENCES

COURSE OUTLINE GUIDELINES

**Procedural Overview**

Course outlines may be submitted for **Administrative Review** or **Full Review by the College Curriculum Committee**.

**Administrative review** means the course is reviewed by the Associate Dean and bypasses review by the College Curriculum Committee (CCC).

In general, course outline modifications undergo *administrative review* if they are not deviating from the course content previously approved and the course outline was revised no more than 10 years ago. This includes:

1. Change to course title without associated changes to course description or topical outline
2. Updates to bibliography or reading list
3. Changes in teaching methods, learning activities, or evaluation methods
4. Cross-listing a course, if it is approved by the departments where the course will be cross-listed
5. Changes in course co- or pre-requisites

The Department CCC representative or the Department Chairperson decides if a course outline requires administrative or full CCC review. When uploading a course outline to the portal, the Department CCC representative or the Department Chairperson will select administrative or full CCC review.

**Full Review by the CCC**

Course outline modifications which require college curriculum committee review include:

1. Changes to course description
2. Changes to the course number, if this represents a level change, e.g., 2000-level to 3000-level
3. Changing, Adding or Deleting Course Objectives and Student Learning Outcomes
4. Changing, Adding, or Deleting UCC designations
5. Changing, Adding, or Deleting items to the course topical outline
6. Any course outline that is more than 10 years old must undergo full review regardless of changes.

If the preparer, Department CCC or Department Chairperson is uncertain if the course outline modifications meet the criteria for administrative review, they should submit the course outline to the Associate Dean for preliminary review.

**Course Outline Preparation Guidelines**

**Purpose:**

The course outline is an official University document that is used by our accreditation

agencies—Middle States and NCATE—to determine our compliance with higher education standards. The University and the College of Arts, Humanities and Social Sciences also consider the course outline to be an accurate representation of our programs. Departments are meant to use the course outline to ensure that key concepts are being covered in the classroom regardless of who is teaching the course.

Course outlines are documents that are made public and thus reflect on the quality of education at William Paterson and in each department. Every effort should be made to guard against gross grammar, spelling, and syntax errors, especially in the course description, which the registrar will cut and paste, without modification, into the online catalogue.

### **Course Outlines v. Course Syllabi:**

In general, course outlines should be detailed enough to demonstrate how the class will address the subject matter and thus give the student specific knowledge, but the outline should also contain enough flexibility so that more than one faculty member can teach the course and allow for academic freedom.

Given these two points—demonstrable content and pedagogical flexibility—a course outline is different from a syllabus. A syllabus is fashioned from the course outline and reflects specific content information—texts used, dates of lectures, assignments due, etc. A course outline, on the other hand, should not be fashioned directly from a syllabus where the description and class schedule are simply cut and pasted into the appropriate slots—this is too specific for a course outline and restricts the way in which this course may be taught by a different faculty member.

### **The Role of Department Representatives:**

Each department has a representative on the AHSS CCC, and proposals can only be considered by the AHSS CCC when it is submitted by the department representative. While the department representative is responsible to make sure that the course outline is in good shape before it reaches the AHSS CCC, this responsibility should be shared with the faculty member who is proposing the course and the department's curriculum committee. By following these guidelines, departments can be more assured that their new and/or revised courses will have fewer problems as they move through the bureaucratic structures on campus.

On the UCC website ([wpunj.edu/ucc](http://wpunj.edu/ucc)) there is a flow chart of the approval process. To facilitate the course approval process, the AHSS CCC has put together this document as a guide to faculty members and departments for proposing new courses or when submitting a course revision.



Header: Each course outline should begin thusly:

**William Paterson University  
College of Humanities and Social Sciences  
Department of XXX**

**Course Outline**

Sections: There are twelve sections to an outline. Each outline must contain these twelve sections—even if a section will have no content or seem not applicable—and must be presented in the following order with the following headers. The fillable PDF document will help in adhering to the correct order.





## 1. **Title of Course and Course Number**

- The department should determine the course level and number. First determine the correct level for the course (1000, 2000, 3000, etc.) and know the numbers of the courses that already exist in the department. Choose a number and then check with the registrar to be certain that it is available.
- If this course is a good candidate for a cross-listed course—especially with some of our smaller programs—and after consulting with the other department’s chair or director for their approval, list both departments in the header as above (Department of XXXX).
- Course titles should be limited to 32 characters to align with the online course catalog character limit.
- The number of credits for this course should be listed here.



## 2. **Description of the Course**

- The description of the course will be cut and pasted into the online catalogue and is for many students and observers the first and only sense of what the course has to offer. Therefore, time should be taken to be certain that the description accurately reflects the content of the course but without being too specific as to inhibit flexibility. Care should be taken also regarding correct spelling, grammar, punctuation, syntax, etc.
- The course description should be free of jargon and easily understood by William Paterson undergraduate or graduate students, as applicable.
- While there is no set line limit for the description, a general rule of thumb is that a description should be no longer than 10-12 lines. Be aware, however, that a description that is merely a couple of lines may be inadequate to give an accurate idea of the course content.
- If this course has a UCC designation, the specific UCC designations should be noted at the end of the course description.



### 3. **Course Prerequisites**

- There are two types of prerequisites that may be listed:
  - Course prerequisites
  - Class standing prerequisites
- **Course prerequisites:** List the course number and the name of the course. If there are no course prerequisites, type “none” in the space provided.
- **Class standing prerequisites:** List the class standing or number of credits the student must have completed, e.g., “must have completed xxx number of credits.” If there are no class standing prerequisites, type “none” in the space provided.
- If this is a course with a complex set of prerequisites (e.g. internship courses), you can type “at permission of the department” in either space provided.



#### 4. **Course Objectives and Course Student Learning Outcomes**

- Objectives should reflect the nature of the course and should be developed from the course description.
- A maximum of 8 fields (for 8 objectives, a. to h.) are shown in the form, but you are not expected or required to use all 8 fields.
- Course objectives are different from Student Learning Outcomes (Item #5 below) in that they state what the course intends to do, not what the student will learn.
- The objectives should encompass the department or program's overall objectives without simply cutting and pasting them onto the outline.
- The objectives are lettered, and should use active verbs; for example:
  - This course will...
    - a.) explore . . .
    - b.) introduce . . .
    - c.) appreciate . . .
    - d.) draw connections between . . .
    - e.) connect . . .

#### **Course Student Learning Outcomes**

- There should be a clear relationship between the SLOs and the course objectives, without necessarily using the exact same language or phrases for both. The Table in the fillable PDF allows you to enter the SLOs adjacent to each course objective.
- The number of SLOs should match the number of objectives if for no other reason than to make it easier for the committees outside of the departments to determine if there is a relationship between the objectives and the SLOs.
- When developing SLOs, it is important to be mindful that each SLO must be assessed by each instructor who teaches the course.
- SLOs are lettered, and should use active verbs; for example:
  - Students will:
    - a.) understand . . .
    - b.) demonstrate . . .
    - c.) identify . . .
    - d.) develop . . .
    - e.) create . . .
- We recommend consulting Bloom's Taxonomy to develop verbs that meet the level of the course. For example, 1000 level courses may seek to have students *understand*, while 4000 level courses seek to have students *apply, develop, etc.*
- For UCC Courses:
  - The SLOs must also align with UCC Program and area SLOs. This alignment should be noted in the "UCC Attributes" column of the Table in the fillable PDF (e.g., Area 5b).
  - Each UCC course should include at least 4 UCC Program SLOs.
  - In the same "UCC Attributes" column indicate if the SLOs are Writing Intensive or Technology Intensive, using WI or TI, respectively.



## 5. **Topical Outline of the Course Content**

- The purpose of this section of the outline is threefold:
  1. To demonstrate to our accreditation agencies that the content of the course is sufficient for university-level courses;
  2. To demonstrate to the AHSS CCC and the Faculty Senate that the content of this course is sufficient for the number of credits and the level for which it is being proposed; and,
  3. To allow any faculty member to construct a syllabus for this class based on the outline.
- Thus, the outline should be detailed enough to demonstrate the course content but not too specific that it restricts flexibility. The outline should NOT simply be taken from an existing syllabus or textbook index.
- Present the topical outline as a list of general topics that should be covered during the semester. This list should contain approximately 8-10 topics enough to demonstrate that the course is substantial. Subtopics are generally discouraged and if used, should be used sparingly.



**6. Guidelines/Suggestions for Teaching Methods and Student Learning Activities**

- If the course is designed to be UCC Writing Intensive and Technology Intensive courses, indicate how the course is writing and/or technology intensive.
- Below are fairly standard teaching methods and activities that professors and instructors use in their classes. These methods and activities can be simply listed as a bulleted list, thusly:
  - Lectures
  - Class Discussions
  - Presentations
  - Blackboard Discussions



## 7. **Guidelines/Suggestions for Methods of Student Evaluation**

- Each of the SLOs that have been listed above should be evaluated through the methods that are listed here. If this is not the case, then either the evaluations are inadequate or the SLOs are inappropriate.
- These methods may be presented as a bulleted list, thusly:
  - Quizzes
  - Exams
  - In-class writing assignments
  - Oral Presentations
  - Research Papers



**8. Bibliography including suggested readings, texts, objects of study:**

- A properly formatted bibliography is required in the same way that any academic article requires a properly formatted bibliography, including full citation of texts that support the content of this course. Use MLA, APA or other discipline consistent style for formatting.
- Again, the bibliography is reviewed by our accreditation agencies and is meant to demonstrate the strength of the course content and to prove that this course is supported by a body of existing scholarship in the field.
- Add an asterisk (\*) for items on the list that instructors should prioritize for the course. This includes possible texts and readings that this course will require students to read. The texts here do not indicate that a student must use all of these texts but rather gives the instructor options. While more than one text should be listed, these suggestions should not be lengthy.





**9. Original Preparer's Name and Date**

- This is the name of the faculty member who originally developed this course. If this is the first time the course is being developed, then this is the name of the faculty member who prepared this document.
- Course proposals should bear the name of a tenure-track faculty member and not an adjunct.
- If this course is being revised/updated, then check with the Department Chairperson for the original preparer's name and approval date.



**10. Original Department Approval Date**

- This is the date on which the department first approved this course if this is a course change. If this is a new course, this date reflects the current approval date.
- This date should not precede the date listed in the Reviser's Name and Date section.



## 11. **Reviser's Name and Date**

- While this section is used for those course proposals that are revisions of already existing courses, this point must still appear on the course outline even for new proposals. For new proposals, simply list the point and leave a blank space.
- It is important note that only the first date of revision should be used for each cycle of outline revision. That is, the revision date does not change after the Reviser has responded to feedback from the CCC.



## 12. **Department Revision Approval Date**

- While this section is used for those course proposals that are revisions of already existing courses, this point must still appear on the course outline even for new proposals. For new proposals, simply list the point and leave a blank space.



**13. Confirmation**

- Please mark the box after this statement: Please confirm this course outline followed and completed your department's courserewiew approval plan. Please note outlines should only be uploaded by Department CCC representatives.