

**POLICIES AND PROCEDURES
OUACHITA TECHNICAL COLLEGE**

SUBJECT AREA: Academic Policies and Procedures

POLICY/PROCEDURE: Maintenance of Master Course Inventory

DATE: October 26, 1993

NUMBER: 4.04

REVISION(S): 12/19/94, 7/25/00

Purpose

The College **Master Course Inventory** is the official document of record for all credit courses offered by the College.

Policy

The College master course inventory is designed to be a dynamic record and an education resource. The inventory serves as a bridge by which students are registered and grades are recorded on student records.

Procedures

1. Adding degree-credit, general education, and basic skills advancement courses to the course inventory is accomplished through the Faculty Council/Curriculum Committee and requires course documentation, including course objectives, a topical outline, suggested texts, suggested instructional materials, and suggested instructional equipment to be compiled, along with a written rationale for the course be approved by that body before submitting to the Provost.

If a faculty member wishes to introduce a new course/program to the curricular offerings of the College, he/she must discuss the proposed course/program with the membership of the department and then undertake the following steps:

- A. Faculty member to the respective Chair.
 - B. Department Chair to all Department Chairs.
 - C. Department Chair to the Faculty Council/Curriculum Committee.
 - D. Faculty Council/Curriculum Committee to the Provost.
 - E. Provost to the President
 - F. President to the Board of Trustees
2. **Agency Determined Programs (ADP) Courses**

ADP courses are those in which the content and structure of the course are determined primarily in response to external agencies. They can be single courses or a sequence of several

courses, leading to a specific outcome. ADP courses are added to the course inventory in the same manner as described above.

3. **Course Syllabi**

A syllabus, as it is defined, is merely a design for teaching. Sound and thorough preplanning promotes confidence. One of the greatest obstacles to effective teaching occurs when the faculty lacks clarity of purpose for the course. The function of the syllabus preparation is to aid faculty in crystallizing their plans for what to teach and how to teach it. Properly constructed, a syllabus is a guide to aid the student to a selected learning objective.

The major divisions of a syllabus should include the following:

1. Title of course and course number.
2. Prerequisites and/or co-requisites
3. Faculty's name, and office hours.
4. Credit hours and contact hours.
5. Evaluation process and grading scale.
6. Attendance policy.
7. Required texts and materials.
8. Student outcome objectives.
9. Course description and/or outline.

AUTHENTICATION (Signature):

COPP

President

7/25/00
(Date)

4.04