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Date	2/8/06

**Ohio Articulation Number (OAN)  
Course Submission Form  
2005-2006**



**College/University** Lorain County Community College

**Course(s) Submitted**(Title & Course #) Small Group Communication for  
CMMC 169

**Ohio Articulation Number** OCM003

**Date** February 3, 2006 **Course** 1 **of a** 1 **Course OAN mapping.**

Name and title of individual submitting on behalf of the college/university

**Name** Rosemary Schestag **Title** Project Manager

**Address** 1005 Abbe Road, CC219  
Elyria, OH 44035

**E-mail** rschesta@lorainccc.edu

**Phone** 440-366-7412

**Fax** 440-366-4150

Credit Hours 3 qtr \_\_\_\_\_ sem X

Lecture Hours 3

Laboratory Hours N.A. (if applicable)

Pre-Requisites(s) Course work (if applicable) N.A.

Placement Score (if applicable) N.A.

(Name of test) \_\_\_\_\_

(Domain) \_\_\_\_\_ (Score) \_\_\_\_\_

Catalog/Course Description (Includes Course Title and Course #)

Methods and principles of leading and taking part in various types of group discussions through consideration of contemporary topics and problems.

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Texts/Outside Readings/Ancillary Materials

Text:

Beebe, S.A. & Masterson, J.T. (2006). *Communicating in groups: Principles and practices* (8<sup>th</sup> ed.). New York: Addison Wesley Longman.

Readings:

Adler, R.B. & Elmhorst, J.M. (1999) Planning a problem-solving meeting. In

*Communicating at work* (6<sup>th</sup> ed.) (pp. 266-282). New York: McGraw-Hill.

Engleberg, I.N. & Wynn, D. (2003). *Working in groups: Communication principles and*

*Strategies* (3<sup>rd</sup> ed.) (pp. 371-394). Boston: Houghton Mifflin.

Hersey, P., Blanchard, K.H. & Johnson, D.E. (2001). Application of situational

leadership. In *Management of organizational behavior* (8<sup>th</sup> ed.). Englewood

Cliffs, NJ: Prentice Hall.

Goleman, D. (1998). *Working with emotional intelligence* (pp. 178-183). New York:

Bantam Books.

Lumsden, G. & Lumsden, D. (2004). *Communicating in groups and teams: Sharing*

*leadership* (4<sup>th</sup> ed.) (pp. 341-361). Belmont, CA: Wadsworth.

Course Objectives and/or Plan of Work

COURSE OBJECTIVES:

After taking this course you will be able to:

- Explain fundamental small group communication theories.
- Apply course terminology/theory to group experiences.
- Adapt strategies for dealing with barriers to group communication appropriately to the group/situation.

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- Demonstrate skills for creating more constructive and productive groups, with emphasis on conflict negotiation, leadership, and problem-solving.
- Construct an effective researched group presentation using valid and authoritative sources.
- Deliver a researched group presentation effectively.
- Appraise group communication practices during group interaction.

### GENERAL EDUCATION OUTCOMES

Through meeting the course outcomes listed above, you will also be gaining skills and knowledge important to a liberal education. This course will help you meet a number of Lorain County Community College's General Education Outcomes. You will:

- Develop the professional competencies to function effectively within your chosen academic discipline and career.
- Develop precision, clarity, and fluency in writing.
- Develop accuracy, conciseness, and coherence in spoken communication.
- Develop critical thinking and reasoning skills for problem solving.
- Develop an awareness and understanding of gender, ethnic, minority, multi-cultural, and global issues.

### Description of Assessment and/or Evaluation of Student Learning

<b><i>COURSE OUTCOMES &amp; ASSESSMENT:</i></b>	<b><i>(Tools, Methods, and Expected Results)</i></b>
<b><i>Outcomes</i></b>	<b><i>Assessment Method(s)</i></b> <u><i>*Most courses will address all three domains. In the instance when only two domains are addressed, include a justification in the Division cover letter.</i></u>
1. Explain fundamental small group communication theories. (Cognitive)	Essay exams
2. Apply course terminology/theory to group experiences. (Cognitive)	Group activities Objective assessment—item analysis Essay exams Rubric—Papers
3. Adapt strategies for dealing with barriers to group communication appropriately to the group/situation. (Cognitive & Psychomotor)	Case Studies Group activities Essay exams Rubric—Papers

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4. Demonstrate skills for creating more constructive and productive groups, with emphasis on conflict negotiation, leadership, and problem-solving. (Psychomotor)	Case Studies Group activities Rubric—Group Presentation
5. Construct an effective researched group presentation using valid and authoritative sources. (Cognitive)	Rubric—Group Presentation
6. Deliver a researched group presentation effectively. (Psychomotor)	Rubric—Group Presentation
7. Appraise group communication practices during group interaction. (Cognitive & Affective)	Standardized self-assessment instruments Rubric--Papers

General Education Outcomes	Assessment Method(s)
#1 Develop the professional competencies to function effectively within their chosen academic disciplines and careers.	See assessment methods listed above for course outcomes 2-7
#6 Develop precision, clarity, and fluency in writing.	See assessment methods listed above for course outcomes 2, 3, 5, & 7
#7 Develop accuracy, conciseness, and coherence in spoken communication.	See assessment methods listed above for course outcomes 3, 4, 5, & 6
#9 Develop critical thinking and reasoning skills for problem solving.	See assessment methods listed above for course outcomes 2, 3, 4, 5, & 7
#10 Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues.	See assessment methods listed above for course outcomes 2, 3, 4, & 7

Master Syllabi and Working Syllabi (if both are used)

**Course:** CMMC 169 Small Group Communication  
**Spring 2006**  
**Meeting time:** 1:00-2:15 MW  
**Meeting place:** SC 124  
**Instructor:** Nancy Kelley  
**Office:** Stocker Center 232  
**Telephone:** 440/366-7094 (Elyria) or 800/995-5222, LCCC Extension 7094  
**E-mail:** nkelley@lorainccc.edu  
**Office hours:** 11:00-1:00 MW, 2:30-4:30 TR, or by appointment

**REQUIRED TEXT:**

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Beebe, S.A. & Masterson, J.T. (2006). *Communicating in groups: Principles and practices*, (8<sup>th</sup>ed.). New York: Addison Wesley Longman.

Additional readings provided by the instructor

### **COURSE DESCRIPTION:**

Methods and principles of leading and taking part in various types of group discussions through consideration of contemporary topics and problems.

### **COURSE OBJECTIVES:**

After taking this course you will be able to:

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- Develop accuracy, conciseness, and coherence in spoken communication.
- Develop critical thinking and reasoning skills for problem solving.
- Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues.

## GRADING

1. Examinations (100 points each/200 points total): Two exams covering lectures, course readings, class discussions, and handouts will be administered. Each exam will be worth 100 points and may include multiple choice and true false items as well as brief essays. Exams will cover any assigned reading material, regardless of whether that material is discussed during class. There will be no comprehensive final exam.
2. Team Project Presentation (100 points): Early in the semester, the class will be divided into teams of 4-6 members each. Each team will plan and deliver a group presentation for the class. Be aware that although you and your team will have some time to work on your project in class, **you will have to spend considerable time working together outside of class.** A detailed description of this assignment is attached to the syllabus.
3. Team Project Progress Reports (25 points each/50 points total): Throughout the process of developing your oral presentation, you will be asked to write two brief progress reports that detail your contribution to the group's progress, assess group dynamics, and apply course concepts to your teams' work.
4. Daily Assignments/Participation (approximately 100 points): Nearly every day, the class will be involved with activities relating to the daily reading assignments. These assignments will include case studies, classic group exercises, periodic group and peer assessments, and other assignments related to the completion of your group projects. You will receive points for each activity in which you participate and for any written assignments related to these activities or to class readings. **Daily assignments cannot be made up.**
5. Extra Credit: You can earn up to **15 points** of extra credit toward your grade by completing an observation and analysis paper. This assignment is designed to apply the theoretical knowledge you will gain in class to a group in action. You will identify an outside group (one to which you do not belong), conduct an observation of the workings of the group and write a brief paper analyzing the overall effectiveness of the group. (See your instructor for a detailed description of this assignment.)

## COURSE POLICIES:

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1. Attendance: Since this is a class where participation is essential and others count on your presence in class, **you are allowed a maximum of only four absences. For each absence over four, you will be penalized 10 points.** If you anticipate an excessive number of absences due to work or personal commitments or anticipate difficulty in scheduling time to meet with group members outside of class, consider taking the course at another time.
  - a. **There is no such thing as an “excused” absence.** Any time you miss class, whether for a good or a bad reason, it will be counted toward your absence total. There is no need to inform me of an absence unless it will cause you to miss a major assignment. However, it is your responsibility to contact your group members if you will not be in class or you will be missing a group meeting.
  - b. You will be counted absent for any day you come to class and do not fully take part in the day’s activities: **e.g., if you engage in conversation with others, sleep, do homework from another class, send text messages, etc.**
  - c. **Habitual tardiness and/or leaving class early will result in additional absences.** If you are more than 5 minutes late for class and/or leave class early, more than four times, that will count as an absence.
  
2. Promptness: Please come to class on time. I take attendance at the beginning of the hour. If you are not in class while I am taking attendance, you may be counted absent for a day you did attend class. Often I provide important information about course activities and assignments during the first five minutes of class. If you are tardy, it is not my responsibility to see that you are apprised of that information. If you are late, it is your duty to make sure that you have been marked present (see me after class) and to get any information you missed.
  
3. Missed or Late assignments: Since you will be working with a team all semester long, the timely completion of assignments becomes even more important than usual. Even small tasks related to your group projects, if not completed on time, can add stress and create conflict within your group.
  - a. Late presentations are extremely unfair to those in class who have prepared their work on time. **Except in the case of an extreme emergency, late presentations will be penalized one letter grade for each class day past the due date.** In addition, late oral presentations will be allowed only if your instructor determines there is time in the class schedule for the presentations to take place.
  - b. Late written assignments will be penalized 10% of the total assignment points. Papers are considered late if I have not received a hard copy of the paper in class on the due date or in my mailbox by the end of the class period on the due

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date. **I do not accept emailed written assignments.** Technology problems such as a printer malfunction or email problems are unacceptable excuses for a late paper.

- c. Exams may be made-up after the assigned test date **only in the case of extreme emergency**. In the case of such an emergency, a make-up will be permitted no later than one week past the exam’s original due date. It is preferable to schedule tests prior to a known absence (e.g., a wedding, a civil service exam, job training, etc.) as opposed to following the official date of an exam.
  - d. **Missed daily assignments may not be made up.** Often these assignments will involve in-class activity that cannot be replicated by an individual. Any written assignments are due when they are called for in class & will not be accepted at a later time.
  - e. **There is no valid excuse for missing a major assignment aside from serious illness or a death in the family.** In the case of such an emergency, contact me as soon as is reasonably possible to inform me of the problem. Only under extraordinary circumstances will you be allowed to complete an assignment late if you do not inform me of the problem prior to your return to class. Should a medical emergency occur, please provide written verification from a physician as documentation. You need not provide documentation for a medical absence if it does not interfere with one of the course assignments.
4. Assignment preparation:
- a. Assignments should be prepared carefully and in line with instructions.
  - b. The **outline for presentations must be typed** and include a reference page using either **APA or MLA** format.
  - c. Daily assignments may be handwritten, but should reflect college level preparation. Please make sure work is legible, organized, and relatively free of grammatical and spelling errors.

## **PLAGIARISM AND ACADEMIC DISHONESTY**

### **1. Plagiarism or academic dishonesty of any kind will not be tolerated.**

- a. Plagiarism includes the following behaviors: “to steal or pass off as one’s own ideas, words, writing, sources of another without first giving direct and complete credit; to commit literary theft; to present as new and original ideas, phrases, photos, sentences or products of any length derived from an existing source without citing the quotation as such and listing the complete source” (p.

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210, 2005-2006 LCCC Catalog).

- b. Academic dishonesty includes cheating on a test, falsifying sources, or assisting another to cheat or plagiarize.
2. **Any one submitting plagiarized work or engaging in academic dishonesty will receive no points for the assignment and will be referred to the Director of the Division of Arts and Humanities to determine if further disciplinary action should be taken.**

#### STUDENT RESPONSIBILITIES

1. **Be in class.** This is a course about group process. Therefore, a good deal of our time is spent in group activity. Notes from another student cannot duplicate what is learned through a group activity, role-play or other in-class assignment. In addition, your absence has a more profound impact in this class than it does in other courses--**other people depend on you** to attend.
2. **Take notes.** Lectures will include information beyond what the text provides. This supplemental material **will** show up on your exams.
3. **Be on time.** Promptness demonstrates respect for your instructor and your classmates.
4. **Be prepared.** Come to class having read assigned chapters and completed any assignments due. Come prepared to participate.
5. If you must be absent, **be responsible for finding out what you missed.** It is your responsibility to get notes, handouts, or assignments from another student. "I wasn't in class when that was assigned" is not a valid reason for late or incomplete assignments.
6. **Demonstrate respect for others.** Since much of what you learn in this course is derived through interaction with others, you must be prepared to listen to others and to respect their opinions, even if you disagree. **You demonstrate respect for your teammates when you let them know if you are going to be absent and complete your tasks for the group on time.**
7. **Shut off ringers for cell phones and beepers while in class.** A phone call or a beep is especially inappropriate in a course where other will be speaking. Even when presentations are not taking place, these distractions interrupt the instructor and the entire class.
8. **Please do not schedule medical or other appointments during class time.**
9. **All students are expected to adhere to the Code of Student Conduct described in**

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**the LCCC Catalog (pp. 199-206, 2005-2006 College Catalog).** The Code of Student Conduct is a set of guidelines established by the College on issues of academic honesty and personal conduct for students. Violation of the Code of Student Conduct could result in disciplinary action by College officials or by the Student Conduct Committee.

10. This is a course that requires you to become an active participant in the learning process. You are expected to work hard and to come to class prepared, but you are also encouraged to ask questions, contribute your own ideas and experiences, and to bring in relevant ideas and information from outside class. **Please feel free to meet with me at any time to discuss any ideas, concerns, or questions you have.**
11. **Students with disabilities:** If you are a person with a disability that may affect your performance in this class, please make arrangements to meet with me early in the quarter so we can discuss what accommodations would be appropriate.

Keep track of your points for the course here:

Exam #1 \_\_\_\_\_ /100 points

Group Project Presentation \_\_\_\_\_ /100 points

Project Progress Report #1 \_\_\_\_\_ /25 points

Project Progress Report #2 \_\_\_\_\_ /25 points

Exam #2 \_\_\_\_\_ /100 points

Daily Assignments \_\_\_\_\_ /Approx. 100 points

\_\_\_\_\_ /Approx. 450 points

\_\_\_\_\_ Grade

**Small Group Communication Tentative Calendar**

**Spring 2006**

**W 1/18** Introduction to the course  
Group Projects Assigned

**M 1/23** Chapter 1: Introducing Group and Team Principles and Practice  
**W 1/25** Chapter 1 Continued  
Groups established

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- M 1/30** Chapter 2: Small Group Communication Theory  
**W 2/1** Chapter 2 continued  
**NOMINAL GROUP EXERCISE: TOPIC FOR GROUP PRESENTATION DUE BY THE END OF CLASS**
- M 2/6** Chapter 3: Group Formation  
**W 2/8** Chapter 3 continued  
Reading: Engleberg & Wynn  
Appendix B: Principles & Practices for Communicating to an Audience
- M 2/13** Appendix B continued  
Making Your Group Presentations Clear and Memorable  
**W 2/15** Using Visual Aids Effectively
- M 2/20** Chapter 4: Relating to Others in Small Groups and Teams  
**W 2/22** **PROGRESS REPORT #1 DUE**  
**MEETINGS SCHEDULED WITH NANCY FOR NEXT WEEK**  
Chapter 4 continued
- M 2/27** **ROUGH OUTLINES DUE AT MEETING WITH NANCY**  
Chapter 5: Improving Group Climate  
**W 3/1** Chapter 5 continued + pp. 139-143
- M 3/6** **FINAL OUTLINE & REFERENCE PAGE DUE**  
Catch up as needed or Group time
- W 3/8** **EXAM #1 (CHAPTERS 1-5 + pp 139-143 + APPENDIX B)**
- M 3/13** **NO CLASSES: SPRING BREAK**  
**W 3/15** **NO CLASSES: SPRING BREAK**
- M 3/20** Chapter 7: Managing Conflict  
**W 3/22** **PROGRESS REPORT #2 DUE**  
Chapter 7 continued  
Reading: Lumsden & Lumsden
- M 3/27** GROUP REHEARSAL
- W 3/29** **GROUP PRESENTATION**  
**ALL PEER ASSESSMENTS DUE**
- M 4/3** Debriefing the Group Project  
Chapter 7: continued  
Reading: Goleman

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- W 4/5** Chapter 8: Preparing to Collaborate  
**M 4/10** Chapter 9: Making Decisions and Solving Problems  
**W 4/12** Chapter 9 continued  
**M 4/17** Chapter 10: Using Problem-Solving Techniques  
**W 4/19** Chapter 10 continued  
**M 4/24** Chapter 11: Enhancing Creativity in Groups and Teams  
**W 4/26** Chapter 11 continued  
**M 5/1** Chapter 12: Leadership  
Reading: Blanchard & Johnson  
**W 5/3** Chapter 12 continued  
**M 5/8** Reading: Adler & Elmhorst  
Appendix A: Principles and Practices for Effective Meetings  
**W 5/10** **NO CLASSES: READING DAY**

**FINAL EXAM PERIOD: MONDAY,  
MAY 15 AT 1:00**

**EXAM #2: CHAPTERS 7-12 +  
APPENDIX A & READINGS**

WORDS IN BOLD LETTERS ARE DUE DATES OR IMPORTANT ANNOUNCEMENTS

Additional Documentation

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**COURSE DESCRIPTION WITH STUDENT OUTCOMES**  
**LORAIN COUNTY COMMUNITY COLLEGE**

**DIVISION:** Arts and Humanities

**COURSE TITLE:** Small Group  
Communication

**COURSE NUMBER:** CMMC 169

		Contact Hours/Week			Weight		ILU's			
LECTURE/ RECITATION	=	3	X	LECTURE/ RECITATION	(1.0)	=	3			
LAB	=		X	LAB	(0.85)	=				
CLINICAL	=		X	CLINICAL	(1.0)	=				
*	=			*		=				
*	=			*		=				
<b>TOTAL CONTACT HOURS:</b>	=	3		<b>TOTAL COURSE ILU's</b>		=	3	<b>CREDIT HOURS:</b>	=	3

\* Please refer to the "Quality Point Checklist for New and Revised Courses" and/or Pages 500.01 through 500.05 of the Ohio Board of Regents Operating Manual for Two-Year Campus Programs for Instructional Arrangements that are not identified as Lecture/Recitation, Lab or Clinical. (<http://www.regents.state.oh.us/progs/2yrmanual.pdf>)

**IS THERE A SEPARATELY SCHEDULED LAB:** No

**IS THERE A SEPARATELY SCHEDULED CLINICAL:** No

**SPECIAL FACILITIES:** Smart classroom with videotaping capabilities preferred

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**START YEAR/SEMESTER: Fall 1998**

**PREREQUISITE:** (Please indicate course/s that must be taken before this course.) **None**

**COREQUISITE:** (Please indicate course/s that must be taken with this course.) **None**

**CONCURRENT:**(Please indicate course/s that must be taken before or with this course.) **None**

**CATALOG DESCRIPTION:**

Methods and principles of leading and taking part in various types of group discussions through consideration of contemporary topics and problems.

***REQUIRED TEXTBOOK(S)/MATERIAL(S):***

Beebe, S.A. & Masterson, J.T. (2006). Communicating in groups: Principles and practices, (8<sup>th</sup> ed.). New York: Addison Wesley Longman.

Ancillary readings selected by the instructor

***TOPICAL OUTLINE: (COMMON CORE TOPICS)***

- Types of small groups/teams
- Group formation/development
- Task roles
- Relationship/Maintenance roles
- Problem solving strategies
- Dewey's Reflective Thinking Model
- Creating a positive group climate
- Listening
- Obstacles/barriers to effective group communication
- Resolving conflict in small groups
- Dealing with difficult group members
- Collaborative strategies for increasing creativity
- Nonverbal communication in groups
- Leadership Models
- Ethics and leadership
- Power in groups
- Making an effective group presentation
- Running an effective meeting

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**COURSE OUTCOMES AND ASSESSMENT: (Tools, Methods, and Expected Results)**

<b><i>COURSE OUTCOMES &amp; ASSESSMENT:</i></b>	<b><i>(Tools, Methods, and Expected Results)</i></b>
<b><i>Outcomes</i></b>	<b><i>Assessment Method(s) *Most courses will address all three domains. In the instance when only two domains are addressed, include a justification in the Division cover letter.</i></b>
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3. Adapt strategies for dealing with barriers to group communication appropriately to the group/situation. (Cognitive & Psychomotor)	Case Studies Group activities Essay exams Rubric—Papers
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**GENERAL EDUCATION REQUIREMENT: OUTCOMES AND ASSESSMENT**

(Tools, Methods, and Expected Results)

1. Develop the professional competencies to function effectively within their chosen academic disciplines and careers.

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2. Develop technological literacy and demonstrate knowledge of the applications of technology in everyday life.
3. Understand and apply methods of scientific inquiry.
4. Develop an appreciation for and an understanding of the arts and humanities.
5. Develop an understanding of the history of the diverse social, economic, and political models of society.
6. Develop precision, clarity, and fluency in writing.
7. Develop accuracy, conciseness, and coherence in spoken communication.
8. Apply mathematical concepts to solve quantitative problems.
9. Develop critical thinking and reasoning skills for problem solving.
10. Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues.
11. Develop an appreciation for and an understanding of the benefits of a healthy, active and well-balanced lifestyle.

<b>General Education Outcomes</b>	<b>Assessment Method(s)</b>
#1 Develop the professional competencies to function effectively within their chosen academic disciplines and careers.	See Assessment methods listed above for course outcomes 2-7
#6 Develop precision, clarity, and fluency in writing.	See Assessment methods listed above for course outcomes 2, 3, 5, & 7
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***SUGGESTED INSTRUCTIONAL METHOD(S) AND TECHNIQUE(S):***

Lecture  
Discussion  
Small group activities  
Case studies  
Role Plays  
Video supplements  
Self-Assessment  
Peer Assessment

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**SUGGESTED ASSESSMENT/GRADING PROCEDURES:**

Exams (2 @ 100 points each)	200 points
Group Project	150 points
Presentation	100 points
Progress Reports	50 point
Daily Concept Application Assignments	<u>100 points</u> 450 points

**TRANSFER MODULE REQUIREMENT CHANGES:**

- None
- Add to English Composition area of Transfer Module
- Add to Arts/Humanities area of Transfer Module
- Add to Social and Behavioral Sciences area of Transfer Module
- Add to Mathematics area of Transfer Module
- Add to Natural and Physical Sciences area of Transfer Module

**MISCELLANEOUS**

- Add Ohio Articulation Number (OAN) and Department Code
- Add "G" for International Course (at least 30% of content is outside U.S.)
- Course/Cluster Program Review Underway

