

CURRICULUM COMMITTEE COURSE STYLE GUIDE

COVER

Cross Course: Check to see if the course is cross-listed. If the course is cross-listed the catalog description should include the following sentence. Example: Not open for credit to students who have successfully completed or are currently enrolled in HIS 62.

Abbreviated Description: The Abbreviated Description is less formal than the catalog description. It should be used as a way to persuade students to take the course, comparable to a 20 second elevator pitch. What would you say to a student to convince them to take the course in 1 or 2 sentences? The abbreviated schedule description appears in the printed schedule and on classweb.

Catalog Description: Write the catalog description exactly as it will appear in the college catalog and in the Course Outline of Record (COR). The Catalog Description should fully describe the course and provide all relevant information to someone who is unfamiliar with the curriculum. A short paragraph with a minimum of 3-5 complete sentences is required for the catalog description.

Rationale: Write a thorough and specific description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines. For new course proposals include a description of where the new course will fit into existing programs. Please note that a justification stating, 'student need' will not suffice.

Effective Date: The effective date should be one year from the Academic Year that the course is being submitted.

REQUISITES

Any class that is a prerequisite in order to take the course being submitted should be listed here. Prerequisite skills should be filled in based on the Measurable Objectives from the prerequisite course. Courses that are listed as 'Strongly Recommended' do not need to have prerequisite skills listed.

MEASURABLE OBJECTIVES

Measurable Objectives are the performance-based skills that students are expected to gain proficiency in by the end of the course. Objectives make up the step-by-step learning goals of a course and are directly related to specific elements in the course content. For every measurable objective there needs to be a course content piece that aligns with it. There cannot be more measurable objectives than course content.

Measurable Objectives should be written in semi-colon format. All objectives begin with a lower-case and end with a semi-colon and the last objective is punctuated.

COURSE CONTENT

The Course Content is the information or skill sets that will be delivered through either the lecture or lab portion of the course. Lecture content is specific to information that students are expected to understand in order to meet the measurable objectives. The lab content is specific to skills that students are expected to be proficient in order to meet the measurable objectives. Course content is aligned with the measurable objectives, however there may be more course content than measurable objectives.

Course Content must be written in outline format. Content should be more than a simple outline list, each area of the content needs to be thoroughly filled in with details. When writing or updating course to meet C-ID descriptors, it is recommended that faculty use the descriptors as guide and not an exact copy and paste.

METHODS OF INSTRUCTION

Methods of Instruction are the delivery method the instructor will use to teach the course. Select all methods of instruction that will be used to teach a course, refer to the course content and identify the method of instruction appropriate for each content piece. If there is a method of instruction that will be used that is not in the pull-down menu of options, select 'Other' and specify the method of instruction that will be used. There is no minimum or maximum amount of methods of instruction, as long as each content piece is accounted for.

ASSIGNMENTS

Write a brief description of an assignment that students can expect to receive in the class. Assignments should be written as complete sentences and align with either the Measurable Objectives or the Course Content. For every unit value of the course there should be one assignment written, with a maximum of three required. Example: A four unit course should have three assignments written for the Course Outline of Record.

METHODS OF EVALUATION

Methods of Evaluation define the ways students will demonstrate that they have met the student learning outcomes. Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The Methods of Evaluation list displays typical assessment methods appropriate for the course. The actual assessment methods used in a particular classroom and section will be listed in the instructor's syllabus. If there is a Method of Evaluation that will be used that is not in the pull-down menu of options, select 'Other' and specify the Method of Evaluation that will be used.

TEXTBOOK/RESOURCES

Textbooks selected for the course should have a publication date within the last five years. If multiple textbooks will be used at least one should be published in the last five years. If possible, include Open Education Resources. Classic textbooks are exempt from the 5 year publication date.

ADDITIONAL MATERIALS

Any materials or supplies that students need to successfully complete the course should be listed here. Students may request financial aid for any Additional Materials that are listed in the Course Outline of Record.