

## Curriculum of Study Checklist

These items should be addressed/revised in your Curriculum before presenting it to the Curriculum Development Committee (CDC) for review.

- \_\_\_ **Course Description:** *Course description should be a complete sentence (e.g. "This course ...")*
  - \_\_\_ Include other additional course description items when appropriate
  - \_\_\_ If necessary, begin the course description with standardized language: "Meets Gordon Rule and/or General Education requirement(s)"
  - \_\_\_ If a Gordon Rule course, include: "Appropriate test score in reading/writing or reading and writing and exemption from placement testing" as outlined in the standardized text.
  - \_\_\_ At the end of the course description include standardized text if needed: "Lab Fee." "This is a designated as diversity-infused (or diversity-dedicated) course." "This is a state-designated core course."
- \_\_\_ **Evaluation Methodologies:** *Stack the evaluation methodologies under the heading*
  - \_\_\_ Capitalize only the first word in the methodologies and alphabetize them
- \_\_\_ **Total Credits:** See the course catalog or eCPR for current course credit hours
- \_\_\_ **Total Hours:** See the course catalog or eCPR for current course contact hours
  - \_\_\_ Check that the hours for each competency add up to the total hours
- \_\_\_ **Pre- or Corequisites:**
  - \_\_\_ Include appropriate additional qualifiers as needed "with a 'C' or higher" (outlined in the "Standardized Text for Prerequisites and Course Descriptions")
  - \_\_\_ No course titles should be listed with pre/co requisites
  - \_\_\_ Bachelor level courses must include at least one prerequisite
- \_\_\_ **Core Abilities:** *Select one Core Ability, but not more than two Core Abilities per Course Plan*
- \_\_\_ **Link Core Abilities:** *Link identified Core Ability(ies) to a competency.* Typically link the Core Ability only once per course. All 5 Core Abilities must be covered in a program.
- \_\_\_ **Course Competencies** *Overarching skills that are measurable and observable*
  - \_\_\_ Competency sentences begin with a higher level Bloom's verb at the Application level or above
  - \_\_\_ Verbs can be from the Cognitive, Psychomotor, or the Affective domains
  - \_\_\_ Check that there is only one verb per competency
  - \_\_\_ Competencies: generally 3-6 per credit hour
  - \_\_\_ All periods have been removed from the competency sentences
- \_\_\_ **Lecture and Lab hours:** *Lecture and lab hours are to be listed at the end of each competency*
  - \_\_\_ Lecture and Lab hours can be written as (Lecture 3 /Lab 1 hour) or (Lecture 3 hours) or (Lab 1 hour)
  - \_\_\_ You may call lab hours **drill** hours if this is typical discipline nomenclature
  - \_\_\_ Lecture/Lab hours add up to the Total Hours of Instruction
- \_\_\_ **Domain and Level:** *Domain and level are to be added for each competency*
  - \_\_\_ Psychomotor domains will not include a level
- \_\_\_ **Learning Objectives:** *Supporting Skills that are measurable and observable*
  - \_\_\_ Learning objective statements begin with an action verb at the competency level or below. For instance, if the competency verb is at the application level then the objective verbs are to be at the application level or lower
  - \_\_\_ Check that there is one action verb per learning objective
  - \_\_\_ Verbs can be from the Cognitive, Psychomotor, or the Affective domain appropriate to the competency
  - \_\_\_ Objectives: 2-10 per competency
  - \_\_\_ All periods have been removed from the objective sentences
  - \_\_\_ Do not use "how," "what," "when," "where," "why," and "that" statements
  - \_\_\_ Other tips:
    - \_\_\_ Avoid using the word "to" before a verb
    - \_\_\_ Watch for parallel construction
    - \_\_\_ Use measurable verbs and observable verbs
    - \_\_\_ Avoid verbs such as: understand, grow, study, learn, increase, know, improve, discuss
    - \_\_\_ Define all acronyms with the first use: e.g., as soon as possible (ASAP)
    - \_\_\_ Be consistent with use of terminology, capitalization, and acronyms
- \_\_\_ **Name and Date Fields:**
  - \_\_\_ **Developer or Revised by** This includes the names of those who are writing or rewriting the course plan
  - \_\_\_ **Developer Date or Revision Date**
- \_\_\_ **Spell Check** the document