

Office of Academic Affairs Curriculum Rubric

Proposal Title and Type: _____

After review by the appropriate department and division curriculum committees, significant curriculum changes are reviewed by a committee consisting of a cross functional group of faculty that represent Arts & Sciences and Career & Technical programs. The purpose of this review is to ensure that duplication is not occurring between divisions and departments and to provide an awareness of curricular changes that might impact academic areas of the college other than the home department or division. The committee will verify that the curriculum process was followed and will make recommendations for anticipated changes introduced in the following year.

YES	NO	Does the proposal meet the following requirements?
		<p>Does the proposal meet all the legalities and standards found within the Originator and Department Curriculum Review Resource? Please verify that the department and divisional level review process was comprehensive and complete. Ensure there are no concerns or mistakes regarding the following: Contact/Credit, Course Numbering, Prerequisites, Corequisites, Outcomes, Credit Totals, etc.</p>
		<p>Was all the appropriate supporting documentation provided per the Required Attachments to Curriculum Proposals document?</p>
		<p>Is the proposed change, course, degree, or certificate non-duplicative within the college?</p>
		<p>Is the proposed change, certificate, degree, or course housed by the correct department within the college?</p>
		<p>Does the proposed change meet or exceed college goals?</p>
		<p>Does CurriQunet reflect the author’s intent when compared to the supporting documentation and Rationale for the New/Modification Change field? Do the Course Outline and Comparison Reports within CurriQunet reflect the authors proposed intention? Do the total hours and hours per semester reflect the author’s supporting documentation and intention when running a Program Summary Report within CurriQunet?</p>
		<p>Was the authorized curriculum review process followed and completed?</p>
		<p>Have all the vested college level constituents been properly informed of the proposed change? Did the author run an Impact Report within CurriQunet and provide evidence/documentation of notification to the affected departments or areas?</p>

Guidelines on Assignment of Instructional Methods

For each credit type, one week means the activity occurs each week during a standard 16-week semester. The Senior VP for Academic Affairs, or his designee, must approve contact to credit hour ratios that fall outside these guidelines. For assignment of contact hours other than lecture or laboratory, please consult Curriculum Management to help choose the proper instructional method.

Lecture

A lecture is formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques. One credit is awarded for each hour of lecture during a week of a standard semester.

Laboratory

A laboratory is an educational activity in which students conduct experiments, perfect skills or practice procedures under the direction of a faculty member. One credit shall be awarded for a minimum of three hours in a week total time spent in the lab for which there is little outside preparation needed; or for two in-lab hours with at least one hour of assignments on out-of-class study preparing for or following-up the laboratory experience.

Clinical Lab

A clinical laboratory applies only to health technology programs. A clinical is a laboratory section that meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical laboratory session, a regular faculty member directly supervises the class. One credit is awarded for each three hours of clinical laboratory experience.

Directed Practice

This definition applies primarily to programs in health technologies. A directed practice hour is a sixty-minute period in which the student is assigned to practice experiences under constant supervision at an external agency. The student receives individual instruction and critique in the performance of a particular function. During a directed practice session, a full-time or adjunct faculty directly supervises the student, and for delivery of part of the didactic phase of the experience. One credit shall be awarded for a minimum of five hours of directed practice. The faculty member coordinating the directed practice conducts at least once lecture session each week for participating students (usually a seminar hour).

Practicum

A practicum is an on- or off-campus work experience that is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assure proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once each two weeks, provides the final grade, and teaches at least one course on the campus. One credit shall be awarded for a minimum of seven clock hours per week in a practicum; a maximum of nine semester credit hours may be earned in practicum and/or cooperative work experience and/or field experience over the course of an associate degree program. Each student who is enrolled in a practicum shall also enroll in an on-campus seminar.

Cooperative Work Experience

A cooperative work experience is on- or off-campus paid employment. It augments formal classroom instruction. The experience is coordinated by a faculty member of the college who visits the job site for a conference with the student and supervisor at least once during the semester, and assigns the course grade to the student after appropriate consultation with the supervisor/employer. One credit shall be awarded for a minimum of ten clock hours of cooperative work experience scheduled during each week of a semester. A maximum of nine semester credit hours may be earned in cooperative work experience or any combination of cooperative work experience and practicum over an associate degree program. Each student who is enrolled in a cooperative work experience shall also enroll in an on-campus seminar.

Field Experience/Internship

Field experience/Internship is a planned, paid or non-paid work activity that relates to an individual student's occupational objectives, such as geology or archaeology, and is taken in lieu of elective or required courses in his/her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college, who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester, and assigns the course grade to the student after the appropriate consultation with the employer/supervisor. One credit shall be awarded for a minimum of twelve clock hours of field experience during a week. A maximum of nine semester credit hours may be earned in field experience and/or practicum and/or cooperative work experience over an associate degree program.

Seminar

A seminar is an educational experience that is less formal than a classroom/lecture/discussion class, in which a relatively small number of students engage in discussions that are directed by a faculty member in the development and/or review of concepts that have been or are to be applied to practical situations. One credit is awarded for each hour of seminar in a week.

Studio

Studio is used to describe music, performance art, and theater courses. One credit shall be awarded for a minimum of three hours in a week total time spent in the studio for which there is little outside preparation needed; or for two in-studio hours with at least one hour of assignments on out-of-class study preparing for or following-up the studio experience.

Bloom's Taxonomy: Used to write effective and measurable learning objectives.			
Know		Comprehend	
Count	Read	Classify	Interpret
Define	Recall	Cite	Locate
Describe	Recite	Conclude	Make sense of
Enumerate	Record	Describe	Paraphrase
Find	Reproduce	Discuss	Predict
Identify	Select	Estimate	Report
Label	Sequence	Explain	Restate
List	State	Generalize	Review
Match	View	Give examples	Summarize
Name	Write	Illustrate	Trace
Apply		Analyze	
Assess	Instruct	Break down	Examine
Change	Predict	Characterize	Illustrate
Chart	Prepare	Classify	Infer
Choose	Produce	Compare	Limit
Compute	Relate	Contrast	Outline
Construct	Report	Correlate	Point out
Demonstrate	Select	Diagram	Prioritize
Determine	Show	Differentiate	Relate
Develop	Solve	Discriminate	Separate
Establish	Use	Distinguish	Subdivide
Synthesize		Evaluate	
Adapt	Invent	Appraise	Interpret
Categorize	Modify	Argue	Judge
Compose	Organize	Assess	Justify
Construct	Perform	Choose	Predict
Create	Produce	Compare & Contrast	Prioritize
Design	Propose	Conclude	Prove
Formulate	Reinforce	Critique	Rank
Generate	Reorganize	Decide	Rate
Incorporate	Rewrite	Defend	Reframe
Integrate	Structure	Evaluate	Support

REQUIRED ATTACHMENTS TO CURRICULUM PROPOSALS ON CURRIQUINET: R21

- New or updated Syllabi, F&S Charts and Plans of Study should be attached to proposals if the course does not have these documents attached or if these documents are more than two years old.

Routine Curriculum Changes

Routine Curriculum Change	Syllabus	Lab Fee Analysis	Documentation to Effected Departments	F&S Chart	Plan of Study
Reduction in prerequisite or concurrent	X				
Change in course description and content that does not affect course outcomes	X				
Change in semester course is offered	X				
Lab fee reduction		X			
Add existing course to program. Course being added comes from within the department that houses the program.				X	X
Delete course from program. Course being deleted comes from the department that houses the program.				X	X

Significant Curriculum Changes

Significant Curriculum Change	Syllabus	Lab Fee Analysis	Documentation to Effected Departments	F&S Chart	Plan of Study
New course	X	X ¹		X	X
New program (new degrees, majors and certificates)			X	X	X
Add existing course to program. Course being added comes from a department that does not house the program.			X	X	X
Delete course from inventory			X		
Delete course from program. Course being deleted comes from a department that does not house the program.			X	X	X
Delete certificate					
Delete major					
Delete program of study					
Change credit hours/contact hours	X				
Change course title	X				
Change course number or alpha	X				
Increase in prerequisite or concurrent	X		X		
Change designation of course (tech elective, tech requirement, basic related, gen ed)					X
Change in course description and content that affects course outcomes	X		X		
Lab fee increase		X			
Change name of program of study				X	X
Change department name					

1: A Lab Fee Analysis Form is not needed if the lab and data center fees are zero.

Curriculum Process for Current Courses/Programs

Needed Forms/Data
 Syllabus, MCI, POS
 Proposal, Cover Sheet
 F + S, *Lab Fee
 *OTM Form

Legend
 Paperwork
 Follows Black
 Arrows.

 Review "lens"
 follows the blue
 Arrows

 See Chart for A + B
 Routes after Dean
 Review

Address: Industry
 Need, Accrediting
 Bodies, Transfers,
 OTM/TAG/CTAG,
 Other Institutions,
 CSCC Prog/Dept/Div
 needs

Address: Content
 Review,
 Contact/Credit Hours,
 Textbook,
 Assessments, Rigor +
 Relevance
 Provide: Peer
 Monitoring to author

