Instructions for Completing Common Course Guides

For purposes of consistency, please follow these guidelines in writing Common

Course Guides:

General Instructions

* Begin by discussing the new course or revision with your dean. Also make sure the state discipline chair knows about your intended changes.
* Complete the [Course Guide Template](https://internal.cccs.edu/academic-affairs/common-course-numbering-system/) (scroll to the bottom of the page and choose CCNS Course Template Information) and save as a Microsoft Word document.
* Complete the Curriculum Proposal Cover Sheet found on the [RRCC Curriculum Page](https://www.rrcc.edu/curriculum-management/documents).
* It’s a good idea to send the course to the state discipline chair to make sure the discipline is okay with it.
* Attach both documents to an email and send to the Curriculum Committee Chair.
* Incomplete Course Guides will not be accepted. All the information must be filled in. Contact a Curriculum Committee member if you are uncertain about some of the fields.
* All new courses and course changes must be submitted to the college Curriculum Committee before being sent to the state committees. (See “Procedure for Entering Courses into the System” for further details.

Description

* Begin with an action verb. The subject of the first sentence is left unstated, but it should be “This course…”
* Use complete sentences after the first sentence
* Do not exceed 75 words.

**Example:** (from PHI 111) Introduces significant human questions and emphasizes understanding the meaning and methods of philosophy. This course includes human condition, knowledge, freedom, history, ethics, the future, and religion.

Course Learning Outcomes

* Lists what the student will know when the course is successfully completed
* Each competency must be measurable
* Each competency begins with a measurable action verb
* Each competency should be measurable with a single assessment. Do not combine competencies.
* The list should cover the scope of the course but cannot exceed 20 competencies

Consult Bloom’s Taxonomy of Major Educational Objectives for additional information. There are several helpful websites available including: <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>and <http://www.tedi.uq.edu.au/Assess/Assessment/bloomtax.html>

**Example:** (from PHI 111)

1. Identify and distinguish the major questions in philosophy.

2. Identify and distinguish some of the major schools of philosophy.

3. Demonstrate an understanding of the methods of philosophical thinking.

4. Critically evaluate a primary philosophical source.

5. Communicate philosophical questions and positions to others.

6. Read, analyze and apply written material to new situations.

7. Write and speak clearly and logically in presentations and essays.

8. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information.

Topical Outline

* This is a topical outline and does not necessarily indicate sequence of material
* Should identify topics and major subtopics covered in the material
* Topics should not be written as outcomes. Don’t start with a verb.

**Example:** (from PHI 111)

I. The Meaning and Values of Philosophy

A. Definitions of Philosophy

B. Methods of Philosophy

C. Applications of Philosophy

II. Knowledge (Epistemology)

A. The Meaning of Knowledge

B. Sources of Knowledge

C. Verification of Knowledge

III. Philosophy and the Nature of Reality

A. Religion

B. Cosmology (Philosophy of Science) C. Mind-Body Relationship

IV. Ethics and the Human Condition

A. Normative Justification

B. Freedom

C. Aesthetics

V. Philosophy and Society

A. Politics

B. History