

## Course Development Template

1. Course Designation	List the discipline and the course number (e.g., FNMT 118). For new courses, ask your curriculum facilitator for guidelines for selecting an appropriate course number.		
2. Course Title	(e.g., Intermediate Algebra)		
3. Abbreviated Course Title for Banner	If the title of the course is more than 30 characters (including spaces), then include an abbreviated title for Banner. The full title will appear in the web catalog, but the abbreviated title will appear in Banner course listings, rosters, etc.		
4. Division	For more information, see <a href="https://www.ccp.edu/college-catalog/academic-divisions">https://www.ccp.edu/college-catalog/academic-divisions</a>		
5. Department			
6. Course Description	Please describe the essential elements of the course. Be sure that they align with the course learning outcomes. Keep your student audience in mind.		
7. Prerequisites/Corequisites	For each prerequisite, specify if it: must be taken before, may be taken concurrently, or must be taken concurrently (corequisite)		
8. Placement	Use course numbers (e.g., FNMT 118 ready or ENGL 101 ready) to specify the minimum math, English, and ESL placement necessary for this course. More information about course placement may be found <a href="#">here</a> .		
9. Hours and Credits	Lecture-Lab-Credit Hours: 3-0-3 indicates 3 hours lecture, 0 hours lab, and 3 credit hours. (Courses with clinical/external hours will have four numbers where the third number represents clinical/external hours.) <a href="#">How to Read Course Numbers</a>		
10. Class size (maximum)	As defined by the <a href="#">collective bargaining agreement</a>		
11. Programs where this course appears	List all <a href="#">degree programs and certificates</a> where this course appears in the program grid either as a required course or as an elective. If the course is required in another program, please notify that program's faculty.		
12. Faculty Developer(s)			
13. Facilitator (s)			
14. Recommended Starting Semester	Standard procedure is for approved courses to begin in the fall of the next catalog year (e.g., Fall 2022).		
15. Course Revision or New Course?			
16. If this is a <b>course revision</b> , indicate which are being revised	<input type="checkbox"/> Prerequisite(s) and/or placement	<input type="checkbox"/> Course Title or Number	<input type="checkbox"/> Course Description
	<input type="checkbox"/> Credit/Lab/External Hours	<input type="checkbox"/> CLOs and/or Methods of Assessment	
17. Course Attributes			
18. Today's Date	Update this field every time you change the document		

## Course Development Template

### A. Rationale

If this is a **new course**, explain why this particular course is being developed and how this course is relevant to students' program of study. Please be specific.

If this is a **course revision**, explain specifically how this revision differs from the current course and why you are making the proposed changes (including changes to **designation** and **number, pre- or corequisites, title, course description, and credit hours**).

If you are changing the **course learning outcomes (CLOs)**, briefly explain why you are making the proposed changes and include both **current** and **proposed CLOs** and **Methods of Assessment** in **Section B**.

If you are revising the course to meet one of the six **Essential Skills** of **general education**, discuss specifically how the course meets the definition of that Essential Skill. A course may meet only one Essential Skill. All or most of the course learning outcomes, sequence of topics, and sample assignments should align with the Essential Skill definition. The Essential Skills are **1) Cultural Analysis and Interpretation, 2) Oral Communication/Creative Expression, 3) Quantitative Reasoning, 4) Scientific Reasoning, 5) Technological Competency, and 6) Writing, Research, and Information Literacy**. Please contact the Office of Curriculum Development for more information.

Changes in **Academic Discipline** should be discussed with the dean from that discipline's division. The Academic Disciplines are Humanities, Lab Science, Mathematics, Non-Lab Science, and Social Sciences. Contact the Office of Curriculum Development for more information.

Please mention any individuals who have contributed significantly to the development or revision of the course.

### B. Course Learning Outcomes and Methods of Assessment

Explain what students will know or be able to do upon successful completion of this course or what knowledge, skills, and attitudes students will develop. Course learning outcomes should be observable and assessable.

In this section, explain how students will demonstrate their learning and how instructors will assess student learning. You must include a method of assessment (or more than one) for each CLO. One convenient way to show this is through a table similar to the one below. Be sure that the methods of assessment align with the outcomes and are as specific as possible. Append examples of the methods of assessment (assignments, exams, etc.) to the document.

<b>Course Learning Outcome</b>	<b>Method of Assessment</b>
Upon successful completion of the course, students will be able to:	
1.	
2.	
3.	
4.	

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### C. Grading

Provide a sample of how instructors might weight each graded element in the course and specify whether or not future instructors may modify this grading scale and/or whether it is established by the department. The table below is an example that you may modify, using a point system or other grading system instead of percentages. Items in the grading schema should align with the methods of assessment from Section B above. **If your course/department differs from the standard A = 90-100 scale, please include that here as well.**

Quizzes (4 @ 5%)	20%
Essay #1	10%
Essay #2	20%
Research Paper	20%
Final Examination	30%
<b>Total</b>	<b>100%</b>

### D. Planned Sequence of Topics

You may choose to present the list of topics in the form of an outline, a weekly schedule, or some other format. Be sure to explain whether this is a mandatory list of topics that all instructors must cover or whether future instructors are free to modify the planned sequence of topics.

The sequence of topics should clearly align with the CLOs for the course. **Please use consistent terminology throughout.**

Depending on the term, days, and times that the course runs, the semester may not be fifteen weeks, but each course contains **750 instructional minutes per contact hour**. For all courses, there is a required final exam period that does not count as part of the instructional minutes. The table below is an example. For courses that run exclusively during terms other than the 15-week term, you may want to adjust the number of weeks. If the course includes **lab hours**, you may choose to include labs in the sequence of topics.

Week	Topic
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

## E. Student Learning Activities and Assignments

List and describe in-class and out-of-class learning activities (such as quizzes and exams, field trips, discussions, lab activities) that students will engage in during the course. Explain the purpose of each activity and how it relates to the course learning outcomes. **Note:** This should be an **overview of assignment/activity types. Do not provide examples here.** Examples of specific assignments, activities, and rubrics will go in the **Appendix.**

The learning activities and assignments should clearly align with the CLOs and methods of assessment for the course in Section B and the grading schema in Section C. **Please use consistent terminology throughout.**

## F. Required and Optional Course Materials

List some criteria that would be helpful to future faculty in selecting texts, such as “The textbook should include case studies” or “The textbook should explore issues of race, class, and gender.” **Please minimize the costs for students whenever possible, including the use of open-source materials.**

Provide examples of materials (e.g., textbooks, readings, other online materials) that you recommend for this course.

Please make an effort to use include texts and materials that reflect the diversity of the College community.

## G. Resources Needed for This Course

If the only requirements are basic classroom equipment (e.g., whiteboard), then write NONE.

If the course requires a [technologically enhanced classroom](#) (instructor tech or student tech) or another type of tech classroom, please indicate that and provide a rationale.

If the course should take place in a specific room on campus, please include the room number and campus and provide a rationale.

If there are specific resources that the College needs to obtain, such as software, hardware, books, subscriptions, then list them here. Please consult your department’s technology plan and the office of [Academic Technology](#) for additional help with determining the appropriate technological needs for your course.

The course writer should contact the appropriate [Library Department Liaison](#) to determine what resources may be available and/or may need to be purchased.

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### Appendix

Please limit yourself to **one appendix** with clear titles for each item, unless the appendix is extensive.

Append items here such as sample exams, sample assignments, and rubrics. **Rubrics** are particularly useful for assessing the course learning outcomes and helping students understand the criteria for success.

The sample assignments and exams should be as **transparent** as possible, meaning that **1)** their purpose is expressly stated, including the knowledge and skills involved, **2)** they clearly align with the CLOs for the course, and **3)** the criteria for success is clear (rubrics are good for this).

Please make an effort to use **inclusive language** (e.g., “instructors should work with their students” rather than “the instructor should work with his or her students”) and examples that reflect the diversity of the College community.

If you would like to see **samples** of rubrics and/or transparent assignments, please contact your facilitator.

If you include material from an outside source, such as a textbook or website, please identify the source.

Other items that support the proposed revision might include:

- Recommendations from a program review
- Results of student surveys
- Program review recommendations
- Advisory committee reports
- Job market analysis
- Survey of employers
- Survey of transfer institutions
- Fiscal analysis
- Enrollment trends
- Accreditation requirements
- Data related to course-level assessment