CURRICUNET STYLE SHEET

RATIONALE:
1. Revised courses require a brief description of the reason for the changes to the course. Please note the impact of SLO assessments on the proposed revisions, as well as a brief list of areas changed.
2. New courses require a more extensive description detailing the need for the new course. Is the course a basic skills, transfer, or career technical education course? How does it meet an identified educational need? Is it in the Academic Master Plan or department program review? Is there data supporting the need for the course? “It’s popular at other schools,” is not sufficient proof of need.

DESCRIPTION:
1. Start the description with a verb such as “provides, surveys, explores…”
2. Be concise. The description is an overview of the course not a detailed list of activities.
3. Generally the catalog description should not exceed three sentences; the schedule should not exceed two sentences.

EXAMPLE:
*Presents the essential skills required to use body mechanics correctly to avoid injuries.*

SLO:
The SLO(s) represent the overarching goal(s) of the course. At the same time every SLO must be measureable. Consequently a high order, or critical thinking, verb must be used. Evaluate, analyze, design, develop, and appraise are common choices. Bloom’s Taxonomy is a useful tool when choosing the correct verb. A copy of this taxonomy can be found either in the menu bar under “Resources” in CurricUNET or at the end of this chapter.

http://www.curricunet.com/Canyons/index.cfm

Another consideration when writing an SLO is to check to see that the content, objectives, outline, and assignments show proof that it is possible to achieve the SLO. For example if a SLO says, “At the end of this course the student will be able to demonstrate correct body mechanics,” then the objectives, content, and assignments need to address body mechanics.

To simplify the assessment process, the Curriculum Committee and SLO Committee recommend that SLO’s be limited to 1-2 for lecture courses and 2-4 for lecture/lab classes.

EXAMPLE:
- Lecture: Analyze safe and unsafe practices using the principles of body mechanics.
- Lab: Demonstrate using the principles of body mechanics in a variety of situations.