CURRICULUM HANDBOOK
2014

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See the Faculty SLO Manual on the intranet under “Committees” for more information:  https://intranet.canyons.edu

OBJECTIVES:
Objectives represent more detail than the SLO(s). Essentially they are steps toward achieving the SLO(s). Objectives need to be measureable. All credit courses need to indicate critical thinking. If a course is designed to be CSU/UC transferrable, the majority of the verbs need to represent critical thinking. If the course has both lecture and laboratory/clinical components, there must be objectives for both components
- Avoid vague verbs such as “understand, learn, or comprehend.”
- Choose verbs that represent what students actually do in the class. If students debate issues, then debate is a reasonable choice. However, if students actually analyze issues rather than debate them, then analyze would be more appropriate.
- Objectives differ from SLO’s in that objectives are more discreet skills than SLO’s. Typically objectives represent individual parts of the SLO(s).
- While course objectives represent specific skills, they represent the terminal objectives rather than unit objectives. Therefore, lower level objectives such as “list,” or “identify” would not generally be found in the course objectives.
- Each course is individual in the number of objectives needed to adequately cover the course. Generally at least one course objective is present to address each unit of study.

EXAMPLE: (see content below)
- **Lecture:**
  1. Explain the benefits of using good body mechanics.
  2. Compare and contrast safe and unsafe practices when sitting, standing, lifting, pushing, pulling, or carrying objects.
- **Lab:**
  1. Demonstrate good body mechanics when sitting at a desk.
  2. Demonstrate good body mechanics when standing.
  3. Demonstrate good body mechanics when lifting an object
  4. Etc.

CONTENT:
The content flows directly from the objectives and is the most detailed part of the course outline. An outside observer should be able to grasp the depth and rigor of the course from the outline. Use a standard outline format with main points and sub points. When the outline is completed, check to see that there is an objective for every main point and/or there is content for every objective. Depending on the course, a well-developed content area ranges from 1-3 pages.

EXAMPLE:
- **Lecture:**
1. Benefits of using good body mechanics (sub-points required to expand topic)
   a. A&P of back
   b. Back injuries

2. Principles of body mechanics for different situations (additional sub-points added to expand a-g)
   a. Sitting
   b. Standing
   c. Walking
   d. Lifting
   e. Pushing
   f. Pulling
   g. Carrying

- Lab: Application of body mechanic principles from lecture.
  1. Sitting
  2. Standing
  3. Walking
  4. Lifting
  5. Pushing
  6. Pulling
  7. Carrying

METHODS OF INSTRUCTION:
List the different types of instructional approaches used to teach the content of the course. This is considered a list of possible approaches, as opposed to required approaches. Therefore consider the variety of approaches typical for the class when completing this section. The first section has check boxes for common methods of instruction. A text box where other methods can be listed follows that. CAUTION: do not simply check “lecture” to describe the didactic portion of a class. This implies that students have no active learning experiences in the class. Generally “lecture” plus other active learning methods are checked off. “Lab” does not need to be explained further, but it is acceptable to use the text box to do so.

METHODS OF EVALUATION:
This section represents the types of work every section of the course will use to assign a grade. Consequently instructors are encouraged to use broad terms such as “exams, written assignments, …” Instructors are permitted to require more student work than is listed in this section, but they may not skip any of the types of work listed. For example if a course lists 1) exams, and 2) oral presentations, an instructor may also add a research project. However the instructor may not substitute the research project for the oral presentations.

If the department has a policy about comprehensive exams, departmental exams, and/or passing levels, those details need to be stated here as well.
There is a text box provided for these details as well as any method of evaluation not listed in the check off section.

ASSIGNMENTS:
The assignment section represents examples of assignments that would typically be found in the course. They are only examples. All sections are not required to have the same assignment.

SLO’s should be assessed through the real work that is done during a course, so it should be possible to see how the SLO(s) would be assessed through the assignments listed in this section.

Reading assignments:
These can be stated briefly as “text readings, periodic journals, manuals.”

Writing, problem solving, or performance assignments:
More detail is required in this section. Often this section is scrutinized by 4 year universities for adequate academic rigor. At least two substantial examples are required, but more may be provided. The simplest way to provide the required detail is to use an actual assignment from the syllabus. However, it must be generic to serve as an example for the entire course, so do not include extraneous directions such as, “After you complete this assignment, submit it…” If the course is a lecture/lab combination, list assignments typical of each part of the class. EXAMPLE:
SLO: Analyze safe and unsafe practices using the principles of body mechanics.

Lecture assignment: Analyze the case study entitled “Why Did I Get Hurt?” applying the principles of good body mechanics. Write a 3-5 page paper explaining how the situation made it highly likely someone would be injured and giving suggestions on how to improve the situation.

Lab assignment: Using good body mechanics pick up and carry an object for 5 feet.

Other:
List examples of other types of assignments in this section. If the course has projects, give an example of a typical project students complete.

COURSE OUTLINE OF RECORD EXAMPLES:
A variety of examples of different types of course outlines are available on the Curriculum Committee site on the intranet:
https://intranet.canyons.edu/Directories/Committee/AlphabeticListing.asp.
Then click on “Committee Directory,” and “Curriculum.” The examples are on the bottom of the page.
DISTANCE LEARNING ADDENDUM

You are required to complete a Distance Learning Addendum Supplemental any portion of the course is planned to be taught in a distance-learning format (e.g., but not limited to hybrid, online, telecourse, teleconferencing, and virtual-reality based delivery). The Distance Learning Addendum (aka DLA) provides the Curriculum Committee with the information needed to ensure that the quality of the course remains intact via the alternative delivery method. It is also important to note that a DLA can not be submitted to the Curriculum Committee as an isolated item; to approve a DLA, the committee must examine the entire course outline of record to evaluate the appropriateness of the DLA to meet the instructional needs of the course. As such, please make sure that the entire course outline is complete and current when proposing a new DLA or a modification to an existing DLA.

A few items in the DLA bear special explanation. Section B asks how your department will adapt the methods of instruction used in the face-to-face mode of this course for the distance learning mode. For example, if you typically convey new material to students by lecturing, how will you do this in an online mode? If you typically ask students to make in-class presentations, how will students do so via teleconferencing? In other words, the Committee expects that your department is familiar with and has thought carefully about what tools are the most appropriate to convert the essential instructional components of this course to a distance learning mode.

Section C asks how you will maintain regular, effective contact with the students, including how the instructor will initiate contact. In a face-to-face class, you interact with your students via class announcements, lectures, moderated discussions, question and answer periods, directed review sessions, to name but a few forms of interaction. How will you initiate similarly effective interaction with your students online? How will you ensure that students are regularly participating in class assignments? You should describe what your department has determined to be effective ways for students to benefit from a regular instructor presence in the course, both as a conveyor of specialized information and as a facilitator of student learning and engagement. Further, you should describe what your department has determined to be an appropriate regularity for initiating contact with students. For example, in order for the students to succeed in this course, do you need to read and respond to every discussion board posting within twenty-four hours? In sum, the Committee expects that your department has seriously considered and reached consensus on how and how often to initiate contact with students, as well as how to determine what makes a particular form of interaction effective for promoting student engagement.

Section D asks you to describe how you will promote and monitor effective student-to-student contact. For example, if you typically ask students to engage