For purposes of consistency, please follow these guidelines for writing and submitting new and revised courses to the State Faculty Curriculum Committee (SFCC).

***REMINDER! New and revised courses should be distributed to the discipline for preliminary feedback. Obtaining the Discipline Chair approval before the course(s) reach the monthly Bulletin Board (BB) is a must.***

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# General Instructions

## Common Course Numbering System

For details on course submissions, including CCNS Course Submission Templates, Blooms Taxonomy Action Verbs, FAQs about the CCNS Course Submission Templates, a Flowchart of the Course Submission Process, and memo about Variable Credit Courses, go to: <https://internal.cccs.edu/academic-affairs/common-course-numbering-system/>.

Complete the appropriate [CCCNS Course Submission Template](https://www.cccs.edu/educator-resources/common-course-numbering-system/):

* + CCNS Course submission Template – general education
	+ CCNS Course Submission Template CTE
	+ CCNS Course Submission gtPathway

## Course Numbering

* Be mindful of course numbering and where the proposed course falls within the discipline’s course numbering. (e.g., 100 level vs. 200 level course proposals). Also, remember to review the course archives when looking for new course numbers. ***Unless under certain circumstances, we are not reusing course numbers at this time.***
* Request to change course credits and titles typically will mean a new course number. However, there may be certain circumstances where the availability of course numbers within a prefix may warrant utilizing and updating a current course number. ***Courses nominated for GT status will need a new course number, unless the course’s content remains the same.***
* Notice, some of the numbers have been set aside for variable credit and shouldn’t be considered for non-variable but for very specific circumstances.
* While “unarchiving” a course is possible, be sure to review the course for dated material.

##

## Initial Steps

* Check CCNS for potential overlap with other discipline courses. Proposed course should be at least 20% different from other current discipline course offerings with similar outcomes.
* Ask discipline to agree on (CDHE) course type so contact hours are calculated correctly (e.g., LEC, Lecture/Lab, etc.) across every institution teaching this course with minimum and maximum hours noted on the proposal <https://highered.colorado.gov/publications/policies/Current/v-partb-Guidelines.pdf>
* Notice, some of the numbers have been set aside for variable credit, and shouldn’t be considered for non-variable but for very specific circumstances.
* While “unarchiving” a course is possible, be sure to review the course for dated curriculum.

# Course Submission Template Sections

## Course Title

* The short course title is allowed only **30 characters**, including spaces.
* Ampersand (&) is acceptable only in course titles.

## Course Description

* In **75 words or less**, describe what the course does, not what the student will do.
	+ Avoid using the word “students” within the description.
* Emphasize skills to be learned rather than modes of instruction or assessments used in a course.
* In general, course description should not reference other courses; however, if deemed necessary, coordinate with the SFCC representative.
* Co-reqs may reference other courses and should only refer to the course name and NOT the prefix/number.

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| Course Description Examples |
| *Example 1:** *Avoid this…: “Participants practice the seven tools to identify….”*
* Rather, try this: “The course focuses on ways to apply the tools to ….”
 |
| *Example 2:* * *“Guest speakers are an integral part of this course.”*
* (Strike “this” and leave out entirely).
 |

* “This course” is implied, so begin with an action verb, such as “Covers” or “Introduces.”

The second sentence can start with “*The course covers*…” or “*Topics include* …” to avoid use of passive voice about what the course includes.

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| Course Description Examples |
| *Example 3:* * *“Introduces significant human questions and emphasizes understanding the meaning and methods of philosophy. This course includes human condition, knowledge, freedom, history, ethics, the futures, and religion.”*
 |

* Avoid ***faulty*** ***parallelism*** in Course Descriptions and CLO statements. Nouns should be parallel with nouns, participles with participles, gerunds with gerunds, infinitives with infinitives, clauses with clauses, etc. When using a series, make sure you have not used different grammatical formats for the elements of the statement.
	+ *Faulty parallelism****:*** *This course provides a clear sense of purpose for the following: structured goals, overcome barriers, leverage practical strategies, tools, and techniques to develop and implement an effective time management framework.*
		- In the parallel version, all the elements in the series begin with gerunds (nouns ending in …ing): *developing, overcoming,* and *leveraging*.
	+ *Parallel construction****:*** *This course emphasizes* ***developing*** *structured goals,* ***overcoming*** *barriers, and* ***leveraging*** *practical strategies, tools, and techniques to develop and implement an effective time management framework.*
		- In the nonparallel version, in addition to an improper use of the colon, the first element of the series involves use of a noun, not the gerund form.

## Course Learning Outcomes (CLOs)

Course learning outcomes identify what the student will know or be able to demonstrate when the course is successfully completed.

* Number each outcome with Arabic numbers (e.g., 1, 2, 3…)
* Learning outcomes should emphasize knowledge and/or skills the course teaches rather than modes of instruction or assessments used in a course (see similar note in description section)
* Use Bloom’s Taxonomy action verbs (see attached end page) to begin each outcome that are appropriate for 100-level, 200-level, and higher courses.
	+ Verbs not included in Bloom's are acceptable ***if*** they are clearly measurable.
* Each outcome, and verb used for the outcome, must be measurable through assessment; avoid vague or unmeasurable verbs like “recognizes” and “understands.”
* Each outcome should be a single skill that is demonstrated and measured.
	+ Do not combine multiple skills in one learning outcome.

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| Course Learning Outcome (CLO) Example |
| *Example 1:* * Avoid this…
	+ “Discuss, analyze and apply written material to new situations….”
* Rather, split into multiple CLOs:
	+ *“Discuss the major theories of X….”*
	+ *“Analyze their theories and their effects on Y….”*
	+ *“Apply theories to current issues….”*
 |

* Course learning outcomes should cover the scope of the course and should be limited to no more than 20 learning outcomes.
	+ If accreditation or industry standards require more than 20 course learning outcomes, contact the System Office, (Catalog, Curriculum, and Schedule Manager).
* List required course learning outcomes first.
	+ These mandatory learning outcomes must be covered at 100%.
* Recommended course learning outcomes (if any) are listed after the required course learning outcomes.
	+ These outcomes are optional, discipline-recommended outcomes to include if time in the semester allows.
* Avoid creating lists or outlines of topics in learning outcomes.
	+ The appropriate place for this kind of information is in the Topical Outline.
* Try to avoid wordiness and unnecessarily complex terms. Keep CLOs simple, clear, and avoid vague verbs.
	+ Verbs should suggest how to assess a particular CLO.

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| Course Learning Outcome Examples (From BIO 103) |
| 1. Apply the scientific method and inquiry to questions in animal biology.
2. Compare major animal phyla using the principles of evolution.
3. Discuss the hierarchical organization of animals.
4. Compare characteristics and adaptations of the major animal phyla.
5. Describe the dynamics of population growth and principles of animal ecology.
6. Describe the guiding principles of animal behavior.
7. Explain the loss of biodiversity and its relationship to animal conservation.
 |

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| Other “Watch For” Examples |
| 1. Avoid “utilize.” “Use” is a clearer verb.
2. Avoid “demonstrate understanding.” It doesn’t suggest a specific assessment and is unnecessarily wordy. Use terms like explain, describe, analyze, etc. In general, only use “demonstrate” for directly observable skills.
3. Avoid “critically read” in course learning outcomes. Consider using “evaluate” instead.
 |

Consult Bloom’s Taxonomy of Major Educational Objectives for additional information.

Other helpful websites available include:

* <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>
* <http://www.tedi.uq.edu.au/Assess/Assessment/bloomtax.html>

## Topical Outline

The purpose of the topical outline is to specify major topics, subtopics, and supporting details within the course curriculum.

* The topical outline should be considered a guide to how to meet the Course Learning Outcomes (CLOs). The outline is required to be on the form and in CCNS, but is not required to be taught unless this requirement is clearly stated in the outline itself.
* Disciplines are encouraged to make recommendations regarding the use of the topical outline.
* Topical outline should be reflective of the course description and learning outcomes.
	+ Avoid including topics not addressed in course description or in learning outcomes.
* Begin each item with a noun, use sentence case, avoiding over capitalization unless it is a proper noun.
* For GT courses, the topical outline should be taught as implied by the “required” and “recommended” headings.

### Recommended vs Required

* All topical outlines default to “Recommended Topical Outline” upon submission.
	+ “Recommended” allows for institutional/instructor variation.
* Disciplines can choose to amend curriculum to read “Required Topical Outline”
	+ “Required” creates conformity across institutions/instructors.

### Topical Outline Formatting

* Use formal outline formatting.
* Use Roman numerals (e.g., I., II., III., IV.,…), followed by upper case “A”, and then start with numbers “1”. More than 1 sub-point is needed, i.e. an “a.” should be followed by a “b.”; an “i.” should be followed by an “ii.”

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| Topical Outline Example  |
| I. Summary A. Reasons 1. Improved 2. Productive 3. Educated B. Needs for improvement 1. Impaired driving 2. Adolescent use 3. Accidental poisoning II. Experience |

* If you have a 1, you must have a 2. If you have an “A” you must have a “B”. If there is a single sub-heading of an “A” only, but no “B”…) it should become its own Roman numeral heading.

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| Topical Outline Example (From CSO 100: Cannabis Fundamentals) |
| I. Summary A. Smoking B. Vaping C. Edibles V. Routes of medical cannabis administration A. Ingested B. Sublingual C. Topical D. Inhaled E. Public health considerations VI. Uses of Medical cannabis VII. Societal impacts of cannabis  |

# Punctuation, Mechanics & Tips for Using Lists

## Punctuation

### Periods ( . )

* + Be consistent to include or not include periods throughout learning outcomes.

### Commas ( , )

* + Use commas to separate items in a series. (Example: Students will write an instruction manual, a quick guide, and a reference sheet.

### Semicolons ( ; )

* + join two independent clauses (complete thoughts)
	+ separates items in a series that already have commas within them.

### Colons

* + placed before a list
	+ technically should only follow a complete sentence.

### Hyphens

* + Use a hyphen when you combine two or more words as an adjective before a noun:

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| Hyphen Use Example |
| * two-hour exam
* all-terrain vehicle
* blue-spotted dress
 |

* + Do NOT use a hyphen when the adjective comes AFTER the noun:

|  |
| --- |
| Correct Hyphen Use Example |
| * The exam is scheduled for two hours.
* Her dress is blue spotted.
 |

### Forward Slash aka Virgule ( / )

* + Forward slash is used to indicate a choice between the two words it separates, and can be translated as *or* and should not be used when the word *or* can be used in its place.
	+ Exception is when using *and/or* as the word choices.

## Mechanics

### Capitalization

* + Capitalize proper nouns, titles, trade names, places, languages, religions, and organizations. Example: State Faculty Curriculum Committee (SFCC)

### Use of Acronyms

* + Please spell out acronyms used in course descriptions, learning outcomes, or topical outlines the first time with the acronym in parentheses.
	+ Acronyms may be used exclusively, once initially identified.

## Tips for Using Lists

* If the listed items are phrases, use a lowercase letter at the start. Do not use a period or a comma at the end. The space beneath the last item indicates the end of the list.
* If the listed items are complete sentences, use an uppercase letter at the start and a period at the end.
* If the listed items are phrases followed by complete sentences, start each phrase with an uppercase letter and end it with a period. Begin the complete sentences with uppercase letters and end them with periods.
* If the list consists of two kinds of items—phrases and complete sentences—capitalize each item and end it with a period.

# Bloom’s Taxonomy Action Verbs



