

FAQs for Writing Curriculum

What are the different **course types**?

- **Lecture** classes consist primarily of lecture and discussion and are usually scheduled in standard time modules.
- **Labs** also meet during standard, scheduled time modules.
- **Integrated Lab** classes have their lecture and lab portions scheduled in the same module.
- **Open Entry/Open Exit** classes in which students
- **Work Experience/Cooperative Education** classes offer college credit for supervised workplace experience.
- **Independent Study** classes are individual variable-hour studies arranged directly with the instructor.

What **grading options** are available for my classes?

Credit courses may have a letter grade option, a Credit/No Credit option, or both. Non-Credit courses are not graded and do not appear on a student's transcript.

How **many objectives** should my course have?

There is no required number. However, individual courses typically contain ten to fifteen objectives.

Do I need to use any special **language** for my student **objectives**?

Yes. Objectives must contain cognitive action verbs. The majority of objectives for transfer-level courses should contain higher level critical thinking verbs.

Should I list every **course topic** in the content section?

No. Focus on core topics that all instructors will be expected to cover. The order and emphasis of these topics will vary from instructor to instructor; individual instructors may also include appropriate topics that are not on the list. Where applicable, indicate ranges of choices; for example, "one of the major Shakespearean tragedies, such as *Hamlet*, *Othello*, *Macbeth*, or *King Lear*."

Must instructors use all the **methods of instruction and evaluation** specified in the COR?

No. Choose the instruction and evaluation methods your discipline recommends for teaching this course. Individual instructors may choose from among these methods, according to experience and pedagogical philosophy. All methods should be appropriate for course type (e.g., "lecture" is not an appropriate instructional method for a laboratory course, nor would an essay be used to evaluate a pronunciation class).

Why must I include **examples of assignments**? Must all instructors use these same assignments?

Title 5 requires that course outlines specify assignments; however, specific class assignments will vary by instructor. Examples are included as a way of demonstrating the rigor and critical thinking expected in a typical reading, writing, or problem-solving assignment for the course. Transferable courses should include sample assignments that require greater skill and more critical thinking than non-transferable courses.

Why must my textbooks be less than six years old?

When transfer courses are evaluated by four year colleges, they routinely examine the textbook list to make certain the course is up to date. Occupational course textbook lists need to demonstrate currency in the marketplace. Sometimes, however, an older text remains the best choice for a particular class. If you wish to include a text that is more than five years old, there is space on the texts page in CurricUNET to include the title.

What is the difference between a ***prerequisite*** and an ***advisory***?

There are three primary differences. The first is that a prerequisite is a course, whereas an advisory can be a course, a skill, or a specified type of experience. The second is that a prerequisite is required, whereas an advisory is recommended. Finally, Ellucian (Datatel) blocks students from registering in a course if they have not met the prerequisite. Ellucian (Datatel) does not block students who have not completed advisories.