CORE Course Revision Form
For CLA Use Only

Number ___________________ Hours ___________________ WI: Yes ☐ No ☐

Title ____________________________________________

Catalog Description (identify any prerequisites)

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Syllabus (attach to form)

Required sections include:

<table>
<thead>
<tr>
<th>Section</th>
<th>Present</th>
<th>Revision needed</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Present</td>
<td>Revision needed</td>
<td>Missing</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Present</td>
<td>Revision needed</td>
<td>Missing</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Present</td>
<td>Revision needed</td>
<td>Missing</td>
</tr>
<tr>
<td>Course Competencies</td>
<td>Present</td>
<td>Revision needed</td>
<td>Missing</td>
</tr>
<tr>
<td>Methods of Student Evaluation</td>
<td>Present</td>
<td>Revision needed</td>
<td>Missing</td>
</tr>
</tbody>
</table>

Student Learning Outcomes reflect Bloom's Taxonomy (check all that apply):

- Cognitive Processes
  - Remember / Identify
  - Comprehend / Explain
  - Apply / Demonstrate
  - Analyze / Differentiate
  - Synthesize / Create
  - Evaluate / Defend position

- Types of Knowledge
  - Factual: terminology, details, elements
  - Conceptual: classifications, principles, theories
  - Procedural: skills, methods, criteria
  - Metacognitive: reflection, strategic

Course Competencies reflect the following LEAP goals (check all that apply)

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving
- Civic knowledge and engagement
- Intercultural knowledge and competence

Pedagogical Strategies that support Student Learning Outcomes (check all that apply):

- Active learning
- Problem-based learning
- Inquiry-based learning
- Collaborative learning
- Distance learning
- Service learning
- Other ______________________________
Briefly explain how each strategy will help students achieve the learning outcomes:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Yes</th>
<th>Revision needed</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubrics (included with syllabus)</td>
<td></td>
<td></td>
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<tr>
<td>Each SLO has a means of assessment</td>
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<tr>
<td>Both formative and summative assessment strategies are included</td>
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<tr>
<td>Formative and summative assessment strategies provide evidence of scaffolding of assignments to reflect increasing intellectual complexity (see Bloom's Taxonomy)</td>
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</tbody>
</table>

**Means of Assessment**

Course syllabus identifies resources and opportunities for student success:
(Identify at least two)

- Tutoring
- Mentoring
- Service Learning
- CREATE
- Supplemental Instruction
- Internships
- Richard Wright Center (required for WID course)
- Other ___________

Information for each source included in the syllabus: Yes No

******TO BE COMPLETED BY CLA CURRICULUM REVIEW COMMITTEE******

Course approved Approved with minor changes (Please specify changes)

Course not approved Major revisions needed (Please specify)

Committee Chair Signature Date

Revised Feb. 2015