

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:

Course Description	Present <input type="checkbox"/>	Revision needed <input type="checkbox"/>	Missing <input type="checkbox"/>
Course Objectives	Present <input type="checkbox"/>	Revision needed <input type="checkbox"/>	Missing <input type="checkbox"/>
Student Learning Outcomes	Present <input type="checkbox"/>	Revision needed <input type="checkbox"/>	Missing <input type="checkbox"/>
Course Competencies	Present <input type="checkbox"/>	Revision needed <input type="checkbox"/>	Missing <input type="checkbox"/>
Methods of Student Evaluation	Present <input type="checkbox"/>	Revision needed <input type="checkbox"/>	Missing <input type="checkbox"/>

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)

- | | |
|--|---|
| <input type="checkbox"/> Inquiry and analysis | <input type="checkbox"/> Quantitative literacy |
| <input type="checkbox"/> Critical thinking | <input type="checkbox"/> Information literacy |
| <input type="checkbox"/> Creative thinking | <input type="checkbox"/> Teamwork and problem solving |
| <input type="checkbox"/> Written communication | <input type="checkbox"/> Civic knowledge and engagement |
| <input type="checkbox"/> Oral communication | <input type="checkbox"/> Intercultural knowledge and competence |

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

- | | |
|---|---|
| <input type="checkbox"/> Active learning | <input type="checkbox"/> Collaborative learning |
| <input type="checkbox"/> Problem-based learning | <input type="checkbox"/> Distance learning |
| <input type="checkbox"/> Inquiry-based learning | <input type="checkbox"/> Service learning |
| <input type="checkbox"/> Other _____ | |

Briefly explain how each strategy will help students achieve the learning outcomes:

Means of Assessment

Rubrics (included with syllabus)	Yes <input type="checkbox"/>	Revision needed <input type="checkbox"/>	No <input type="checkbox"/>
Each SLO has a means of assessment	Yes <input type="checkbox"/>	Revision needed <input type="checkbox"/>	No <input type="checkbox"/>
Both formative and summative assessment strategies are included	Yes <input type="checkbox"/>	Revision needed <input type="checkbox"/>	No <input type="checkbox"/>
Formative and summative assessment strategies provide evidence of scaffolding of assignments to reflect increasing intellectual complexity (see Bloom's Taxonomy)	Yes <input type="checkbox"/>	Revision needed <input type="checkbox"/>	No <input type="checkbox"/>

Course syllabus identifies resources and opportunities for student success:

(Identify at least two)

- | | |
|---|--|
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Supplemental Instruction |
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Internships |
| <input type="checkbox"/> Service Learning | <input type="checkbox"/> Richard Wright Center (required for WID course) |
| <input type="checkbox"/> CREATE | <input type="checkbox"/> 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 _____