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| | <p>Suggestions came up about referring to our list of questions that need answering prior to the approval of a new course. Within that faculty should be prepared to show how their course standards align with NSHE 100 level or 200 level course expectations.</p> <p>Additionally, conversation came up about reviewing the rigor, how the credit hours match up to the course description, the format of the class (ex: accelerated, online), and the need for the class.^{3/4}</p> <p>Dave explains the level of detail that equates to an appropriate course outline.</p> <p>The group discusses a course development packet that may include:</p> <ul style="list-style-type: none"> Course description Course outcomes (with alignment to PLOS and SLOs) Must include topics Possible assessment plan mapped (SLOs, PLOs, ISLOs) List of questions that they will be asked at a Curriculum Committee meeting Syllabus templates |
| <p>A /</p> <p>A</p> | |
| <p>C /</p> | |



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| | It would be useful to include an assessment question that provides evidence of pro |
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| A | |
| D | None |
| A / | |
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