

Barry F. Box Curriculum Council
Guidelines for Course Proposals to Assist in Documentation of Accreditation Standards

The Barry F. Box Curriculum Council has a two-fold role. First, the Council is expected to assure that the standard of the College of Education are maintained as course and program proposals make their way through the UCCC approval process. Second, the Council is expected to assure that course and program modifications and proposals support continuing NCATE accreditation and accreditation standards.

Course Number and Title:

Professor of Record:

1. Is the syllabus in a consistent format? Does it contain the following items in the following order?

<input type="checkbox"/> Course Prefix/Number	<input type="checkbox"/> Course Objectives with CFPOs/INTASC standards	<input type="checkbox"/> Suggested Student Activities
<input type="checkbox"/> Course Title	<input type="checkbox"/> Topics To Be Covered	<input type="checkbox"/> Evaluation of Student Progress
<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Current Text	<input type="checkbox"/> Updated Bibliography
<input type="checkbox"/> Catalogue Description	<input type="checkbox"/> Methods of Instruction	

2. __Yes __No Technology: Does the syllabus indicate the use of technology as a component of the course?

3. __Yes __No Diversity: Is diversity addressed in course goals, topics, and/or assignments?

4. __Yes __No Assessment Components: Is it clear that assessment is linked to objectives?

a. __Yes __No Is it clear how the instructor will collect evidence which shows that students have met the objectives established for the course and can readers of the syllabus easily identify the objectives to be assessed with each assignment and/or assessment tool?

b. __Yes __No Is it clear that the course contains a wide variety of assessment measures, including assessments including performance assessments? (Performance Assessments go beyond multiple choice testing and allow students to demonstrate their proficiency (e.g., written work, group projects, portfolios, rubrics, video tapes, etc.))

5. __Yes __No Field Component: Is there a field component?

Does the field component description contain the following items?

<input type="checkbox"/> Purpose	<input type="checkbox"/> Location	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Level of Training (initial, medial, cumulative)	<input type="checkbox"/> Expected Outcomes	_____
<input type="checkbox"/> Length	<input type="checkbox"/> Assessment of Field Performance	_____

Please be advised this is only a checklist of things to consider when designing a course