

Title : Course Design Format and Guidelines  
Number :  
Approved :  
Reference : GCCCD 6100.01, 6100.03, 6100.04

6100.02  
10/19/23

## COURSE DESIGN GUIDELINES

### General Guidelines

Course designs are to be completed or updated before a new course or a course modification can be considered. When submitted to the Curriculum Committee, the New Course Proposal Form or the Course Modification Form must be accompanied by the new or updated course design and the current course rational assessment materials. The course design will need to be in approved format.

Course designs for previously approved courses are to be revised at least every three years. Any significant change in the course will require the course design be revised prior to its delivery. A significant change will include but not be limited to: change in assessment mode, course content, or credits, new course requirements, or requested articulation. Notification of such course changes and the revised course design must be sent to all instructors currently teaching the course.

Deans are to coordinate both the revision of approved course designs and new course proposals. They will review and approve revisions, new course proposals, new course designs, and Quick-Starts, if applicable. Documentation is submitted by the Dean for review and approval. The Curriculum Committee Chair and Curriculum Committee Liaison, in conjunction with the Records and Registration Office, checks the submitted documentation for accuracy. Level I changes are processed by the Records and Registration Office with Dean approval. All Level II changes are reviewed and approved by the Curriculum Committee. All Level III changes (i.e. new courses and their accompanying course designs) are approved by the Curriculum Committee and the District Governing Board.

Instructors, regardless of location, are to follow approved course designs in the delivery of the course and the development of their course syllabi. It is, therefore, critically important that the course design provides sufficient detail to enable all faculty to deliver a course in essentially the same manner as it would be delivered by the writer(s) of the course design.

These guidelines are intended to encourage maximum standardization of course material, objectives, and competencies. Should there be alternatives in the way objectives/competencies can be met, it is important that the writer specifies these under Types of Instruction. Upon approval of the course design, instructors may select among the alternatives identified in the course design.

If new courses are to be incorporated into an approved curriculum, it is necessary to identify placement of the new course(s) within the curriculum. This modified copy along with a Curriculum Modification Form should be submitted simultaneously with the New Course Proposal Form and the new course design. Course Sequencing Guides for new or modified curricula must accompany the paperwork.

Include the following information in the approved course design format:

#### I. COURSE INFORMATION

##### A. Division

Indicate the approved division from the following list: Allied Health, Business, Communicative Arts, Counseling, Fine Arts, Health & Physical Education, Industrial Technology Education, Mathematics, Nursing, Prison, Science, or Social Sciences.

##### B. Course Number/SUN Number (If applicable)

Example given: ENG 101 (SUN# ENG 1101). The Registrar must approve a new course prefix and number before it is used.



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C. Course Title

The course title should be brief while still adequately portraying the course. The maximum number of characters allowed on a transcript, etc. is 20 characters.

D. Credits

The number of credits to be awarded for the course must conform to time-based standards.

Semester hour credit is assigned in the following ratio of component hours per week devoted to the course of study.

- Lecture courses – one contact hour (50 minutes of supervised student effort) for each credit (two hours of outside work or homework required).
- Studio Lab –two contact hours for each credit hour (one hour of outside work required).
- Independent Lab – three contact hours for each credit hour.

The time-based semester consists of sixteen weeks of instruction, often including a final examination period. Therefore, a typical three (3) credit hour lecture class requires 45 fifty-minute class periods exclusive of a final examination period with an additional 90 hours of outside student work, for a total of 135 hours. A typical one (1) credit lab class, without outside student work, requires 45 fifty-minute class periods exclusive of a final exam.

In the case of a variable credit course, one course design may be used providing there is no significant change in course content.

E. Developed By

The name of the individual that prepared or revised the course design is placed here.

F. Lecture/Lab Ratio

Specify the ratio of lecture hours and lab hours. For example, if a course is to be a two-credit class with one hour lecture and two hours studio lab, specify 1 Lecture/2 Lab.

In the case of a variable credit course, use the format indicated in the following example:

1 Credit = 0 Lecture/2 Lab

2 Credits = 0 Lecture/4 Lab

3 Credits = 0 Lecture/6 Lab

G. Transfer Status

Courses proposed for transfer will be articulated to the three public universities in Arizona. A course proposed for inclusion in the College's General Education Program must meet the Transfer General Education Core Curriculum criteria and be accepted for transfer by all three state universities. Articulation is requested by the Curriculum Committee Liaison. Faculty should indicate the suggested university equivalent. Note: Copy from the Course Equivalency Guide (CEG) OR indicate: Pending Evaluation OR indicate: Non-Transferable.

H. Activity Course

Indicate Yes or No. An Activity Course is not counted in a student's load for overload purposes. *General guidelines* for determining if a course is an Activity Course include:

- Has either no outside course work or a minimal amount of outside course work.
- Is not part of a curriculum or certificate's required courses.



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I. CIP Code

Proposed courses must specify the appropriate CIP code. The list of current, active EAC courses and associated CIP codes are available at: <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55> or by contacting the Curriculum Committee Chair or Curriculum Committee Liaison.

J. Summative Assessment Mode

The following options are available. The summative assessment mode should be consistent in type and weighting, across sections of the same course. Include this information in the Grading Rationale as well.

- Pre/Post Test (PPT)
  - Attach the Pre/Post Test and a Key with the appropriate heading
  - Indicate the Number of Questions and Points Possible on the Course Design
- Final Exam
  - Attach the Final Exam and a Key/Rubric with the appropriate heading
  - Indicate the Number of Questions and Points Possible on the Course Design
- Standardized Test
  - Indicate the Number of Questions and Points Possible on the Course Design, if available
  - Indicate the name of the Standardize Test on the Course Design
- Portfolio
  - Include a rubric for scoring
- Capstone Project
  - Include a rubric for scoring
- Industry Certification
  - Indicate the Specific Certification on the Course Design after the Assessment Mode
  - Assessment Mode            Industry Certification (\_\_\_\_\_)
- Other
  - Include description and rubric for scoring

K. Semester Taught

Specify the semester the course is to be taught. Options for this field include: Fall, Spring, Fall and Spring, Upon Request, Fall (or Spring) semester in odd-numbered years, or Fall (or Spring) semester in even-numbered years. Note: The course is guaranteed to be offered in the semester(s) listed, regardless of enrollment.

L. GE Category

Indicate if the course applies to the General Education requirement for the AAS degree or the specific General Education area that the course would apply to for the Arizona General Education Curriculum (AGEC) for the AA, ABUS, AS, or AGS degrees. Indicate: None if this is a new course. Once the new course has been approved by the District Governing Board and has been articulated, the GE Category must be revised prior to being resubmitted to the Curriculum Committee. GE categories include: AAS degree only, Composition, GE Options, Humanities, Intensive Writing, Lab Science, Mathematics, Social Sciences, or None. Follow General Education Course Criteria Guidelines to determine if the course meets the requirements for a GE course.

M. Separate Lab

Indicate if the course has a separate non-credit lab component. Indicate “Yes” if there is a separate lab the student needs to register for. Indicate “No” if the lab is part of the course.



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**N. Global-International-Historical Awareness Course**

Determine if this course fulfills the Global-International-Historical Awareness (GIH) requirement. Indicate “No” or “Yes” (GIH). If the course is a GIH course, note that the course fulfills the Global-International-Historical Awareness (GIH) requirement in the Educational Value section of the course design. Use the following verbiage:

This course fulfills the Global/International/Historical Awareness (GIH) requirement.

Note: Global and International Awareness courses will focus on contemporary, non-U.S., culture, politics, economics, or social values. They will emphasize critical thinking and evaluation skills and contain in the course content as a dominant theme one of the following:

1. An examination of cross-cultural, international events and relations.
2. Exploration of political, economic, or cultural characteristics.
3. Exploration of multicultural-multinational characteristics.
4. Emphasize interrelationships among nations including economics, migration patterns, spheres of influence, war, and environmental concerns.

Historical Awareness courses will consider that information dealing with the history of peoples and can include their art, values, culture, politics, etc. They will emphasize critical thinking and evaluation skills and will:

1. Develop a historical consciousness in the student.
2. Analyze and interpret human developments, including causal relationships between and among events of history.
3. Provide a sequential study of history.

Courses that will be considered for inclusion in this category of EAC’s General Education Awareness Program will transfer to each of the three universities as elective credit or higher. To meet this requirement, students are to select one course from among the approved list of courses. To minimize the number of classes required to complete GE requirements, students will select courses from the General Education courses listing that also fulfill the Intensive Writing/Critical Inquiry, Global/International/Historical Awareness, and Diversity and Inclusion requirements. A single course may fulfill more than one of the requirements.

**O. Intensive Writing Course**

Indicate if this course fulfills the Intensive Writing (IW) requirement. Indicate “Yes” or “No.” Intensive Writing/Critical Inquiry Courses emphasize writing as a tool for learning course materials, developing critical thinking skills, and communicating ideas effectively.

These courses will:

1. Meet the criteria for one of the general education categories at EAC.
2. Be at the 200 level.
3. Have a prerequisite requirement of ENG 101 with a grade of “C” or higher.
4. Employ instructional techniques emphasizing the scientific method or utilize identification, explanation, analysis, and evaluation learning methodology.



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5. Include one formal writing assignment of not less than 1,500 words and a minimum of two additional writing assignments totaling 1,000 words, which may include short essays, critical reviews, lab reports, reaction papers, and research reports.
6. Be designed so students seek writing feedback from peers, professionals, and/or the EAC Writing Center.
7. Require that composition tasks be arranged in a sequence of increasing complexity.
8. Require that a significant portion, and not less than 10%, of the student's course grade be based on the written assignments.
9. Require instructors to provide students with feedback on selected writing assignments, addressing issues including but not limited to, development, style, grammar, sentence and organizational structure, use of sources, and logical consistency.
10. Be taught by one prepared in intensive writing/critical inquiry skills through undergraduate and/or graduate coursework or through professional development.

Courses that will be considered for inclusion in this category must transfer to each of the three Arizona universities as Elective Credit or higher.

P. Diversity and Inclusion

Indicate “Yes” or “No” if this course fulfills the course content addressing Diversity and Inclusion embedded in courses in the College’s General Education program. This identification aims to recognize courses which foster a greater awareness and understanding of diverse populations and our collective complexity as a society. Courses will seek to engage students in the critical analysis of contemporary and historical issues related to diversity. If the course is a DI course, note that the course fulfills the Diversity and Inclusion (DI) requirement in the Educational Value section of the course design. Use the following verbiage:

Meets Diversity and Inclusion (DI) requirement.

These courses will:

1. Meet the definition of general education categories at EAC by choosing one of the following:
  - a) Critically address and investigate representations of gender, sexual orientation, socioeconomic status, race, or ethnicity in its course material
  - b) Use gender, sexual orientation, socioeconomic status, race, or ethnicity as analytical categories.
  - c) Examine materials written or interpreted by members of intended diverse groups.

Q. Prerequisites

Identify the prerequisites for enrollment in the course. Prerequisites should take into account course sequencing and time to degree or certificate completion. Generally, prerequisites must be enforceable by the College’s registration computer systems. If none, indicate: “None.”

R. Educational Value

State the significance of the course as it relates to general education, a specified certificate or degree program, major, career or occupational program, or other desired outcomes. Indicate if this is an Intensive Writing (IW) course, and include the verbiage required by the EAC General Education Course Criteria (GCCCD Regulation 6120.02). If this is a GIH course, indicate that this course fulfills the Global-International-Historical Awareness (GIH) requirement. If this course is a DI course, indicate the course meets the Diversity and Inclusion (DI) requirement. See information above regarding GIH and DI courses.



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S. Course Description

Provide the text that will be utilized as the catalog course description. Make this as concise as possible. Incomplete sentences are acceptable.

T. Supplies

Indicate the necessary student supplies. If none, indicate: "None."

II. Competencies and Performance Standards

A. Objectives

Itemize the minimum verifiable objectives the student(s) will be able to accomplish (or will have accomplished) as a result of this course. Competencies and objectives must begin with a verb, be specific, and measurable.

The desired (optimum as opposed to minimum) student outcomes expected.

Specify the objectives in the same sequence as the material presented in the course content section of the course design.

It is the responsibility of the instructor to ensure the objectives stated in the course design are addressed.

The course design must include 2-3 verifiable competencies per credit. All competencies must be addressed in the delivery of the class.

III. Types of Instruction

Identify the manner in which the class is to be delivered (i.e. standard lecture, studio lab, independent lab, or a combination).

Examples to include: Active Learning, Classroom Presentations, On Campus Laboratory and Clinicals, Simulated Work Experience, Practical Exercises, Laboratory, Lecture, Rehearsals, Individualized Instruction, Peer Instruction, Group Practice, Individual Projects/Presentations, Lecture/Modeling, etc.

IV. Grading Information

A. Grading Rationale

For courses that use a pre/post-test assessment, the administering of a pre-test is required.

Describe other methods of evaluation that will impact the students' final grade in the class and specify the weighted percentages (%) of each evaluation category.

Identify the Summative Assessment Mode used. A copy of the Assessments, Grading Keys, and/or Rubrics are to be archived with the course materials in the Curriculum Committee course files archive and reviewed every three years.

B. Grading Scale

Indicate the grading scale to be used in the course. Indicate if the course can be taken Pass/Fail.

