Areas for consideration - course level/hours guidelines
Original 2017.09.07, Updated 2021.02.23

Center for Teaching Excellence
DEAN OF FACULTIES

Area 1 – Relationship of course to other courses in curriculum (source – TAMU Curriculum process)

Course Prefix, #, Name	Prerequisites for this course – Prefix, #, Name	Co-Requisites for this course - Prefix, #, Name	Course(s) for which this course is a prerequisite - Prefix, #, Name

Area 2 – Role of course in the curriculum (sources - TAMU Curriculum process, Dreyfus Model of Skill Acquisition, Benner's Stages of Clinical Competence)

- (I) Introduce – Familiarize, focus on exposure to and acquisition of foundational content for novice learners
- (E) Expand – Focus on emphasizing elements of disciplinary structure to develop learners from novices to advanced beginners
- (S) Strengthen – Focus on reinforcing content and processes to move learners from advanced beginners to competent or proficient
- (D) Demonstrate – Focus on providing opportunities for learners to show mastery in the discipline moving from competent to expert

	Less Complex		More Complex	
Learner Level	Novice	Advanced Beginner	Competent/Proficient	Expert
Content Approach	Introduce	Expand	Strengthen	Demonstrate

Area 3 – Learning to learn in the course/discipline (source – Shaping the College Curriculum, Lattuca & Stark, p. 214)

A. In this course, what percentage (*determined by instructor*) of the student time/effort is on:

Less Complex		More Complex
Attaining Knowledge___ %	Developing Intellectual Skills___%	Learning Intentionally___ %

B. In this course, what percentage (*determined by instructor*) of the time does the instructor acts as:

Less Complex		More Complex
Organizer & Leader___%	Guide & Mentor___%	Mentor & Colleague___%

C. This course requires what percentage (*determined by instructor*) of the following intellectual skills: %

Less Complex		More Complex
Study Skills___%	Analytical Thinking___%	Creativity___%
Comprehension & Retention___%	Critical Thinking___%	Self-Discovery___%
	Problem Solving___%	

D. This course requires what percentage (*determined by instructor*) of the following learning behaviors: %

Less Complex		More Complex
Organizing___%,	Questioning___%	Adapting___%,
	Reflecting___%	Connecting___%

Area 4 – Workload

See Course Workload Estimator (Rice University) or Workload Estimator 2.0 (Wake Forest University)

Area 5 – Mapping Student Learning Outcomes (sources – A Taxonomy for Learning, Teaching, and Assessing, Anderson & Krathwohl, and A Model for Learning Objectives, Iowa State University Center for Excellence in Learning and Teaching)

	BLOOM'S TAXONOMY REVISED (*example verbs for learning outcomes in italics*)	COGNITIVE PROCESS DIMENSION					
		1. REMEMBER Recall and retrieval of foundational disciplinary information.	2. UNDERSTAND Make meaning out of information.	3. APPLY Use information in a similar situation.	4. ANALYZE Take apart information and explore component connections.	5. EVALUATE Examine critically and judge.	6. CREATE Create something new.
KNOWLEDGE DIMENSION	A. FACTUAL KNOWLEDGE Foundational information in a discipline.	*List*	*Summarize*	*Respond*	*Select*	*Check*	*Generate*
	B. CONCEPTUAL KNOWLEDGE Connection of foundational elements to overall structure and function.	*Recognize*	*Classify*	*Provide*	*Differentiate*	*Determine*	*Assemble*
	C. PROCEDURAL KNOWLEDGE Methods for investigating and acting.	*Recall*	*Clarify*	*Carry Out*	*Integrate*	*Judge*	*Design*
	D. META-COGNITIVE KNOWLEDGE Reflection on thinking in the discipline.	*Identify*	*Predict*	*Use*	*Deconstruct*	*Reflect*	*Create*