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5.3.3 GT   Gwinnett Technical College Curriculum Materials

Gwinnett Technical College requires certain curriculum materials to document that quality instruction is occurring in the classroom. These items include state program standards, program information documents, course information documents, syllabi, and lesson plans.

Program Information Sheets

Program information documents are printed brochures or electronic documents that contain any information that a prospective student might need in order to make an informed decision on whether to choose that program for his or her area of study. The program information documents include the program title, length of program, the official program description, computer identification number, employment opportunities, timing of program course and credit requirements, available electives, program exit points, admissions procedures, typical costs, typical schedules, specific information about program application and starting dates, details about equipment used in the program, and other general information of use to a prospective student. These items can also be used as promotional materials.

Course Information Documents

Course information documents are designed primarily for the instructor's use in planning instruction. The sheets should include course title, course prefix and course number, program area, credits awarded for successful completion, prerequisites, demonstrated competencies, required textbook(s), topical outline, and breakdown of total contact hours into class and lab hours.

A syllabus with an addendum of a topical outline and a breakdown of contact hours can be used in lieu of a separate course information document.

Syllabus

Gwinnett Technical College requires that all instructors provide a standardized syllabus (hardcopy or online) to each student at the first class meeting of each course taught. The syllabus will contain the following:

- Course title and number
- Credit hours
- Description
- Prerequisites
- Competencies (critical competencies noted)
- Required textbooks
- Course requirements
- Work ethics statement
- Attendance policy
- Grading system
- Course weights
- Academic integrity statement
- Disabilities statement
- Date of last changes/approval
- Individualized faculty supplement

An individualized faculty supplement should contain the following: name, office hour(s), and e-mail address/phone number. All policies on homework, assignments, labs, final exam information, and testing (retesting) should be noted on this document. Instructors may want to include an outline and/or calendar, supplemental reading and resources list, and a formative assessment statement.

Every syllabus must be in line with TCSG's minimum standards (it may exceed those standards) and credit hours. The vice president of academic affairs must approve any deviation in credit hours.

Program directors/deans are responsible for seeing that faculty who are teaching the same course use the same current syllabus. If it is necessary to make changes to the syllabus during the semester, the instructor must submit an addendum to the syllabus to the program director/division dean for approval.

Every three years, the program advisory committee should review syllabi for appropriate and current information and materials (including hardware, software, and textbooks). General Education faculty should ensure their syllabi align with syllabi used in Regents' colleges throughout the state to ensure transferability.

The vice president of academic affairs or deans will check the syllabi every three years for currency and appropriateness of information and materials (including but not limited to hardware, software, and textbooks).

At the mid-point and end of the semester, instructors are encouraged to give students an opportunity to formatively evaluate how well they perceive themselves to be mastering the

competencies stated on the syllabus.

Lesson Plans/Course Outlines

Instructors are responsible for the development of lesson plans/course outlines for the course(s) they are teaching. Every effort should be made to produce lesson plans that substitute instructors may use in case the instructor responsible for teaching the course must be away.

Instructors are free to develop their own format for their lesson plans. Some may prefer day-to-day outlines (and/or calendars) of what they will teach. Others may prefer notebooks that include their tests, handouts, and general information notes. Regardless of the format, some evidence of organizational planning must be available.