

Quick Guide to Course Tagging

Benefits to Students:

- Highlights key knowledge and skills students can expect to learn in a course.
- Enables students to create a pathway that connects various learning experiences from their major degree, liberal arts, and other electives using a common framework.
- Enables students to connect institutional learning goals with individual courses, assignments, and experiences which provides them with language and tangible examples to discuss during their job or graduate search processes.
- Aids students in navigating various state and major requirements while developing a course schedule that produces an enriching learning experience.

Benefits to Faculty:

- Engages faculty in collaborative conversations about course design and curricula.
- Allows programs to ensure continuity across course sections.
- Allows faculty to build in intentional course learning objectives and assignments across course sections.

Course Tagging Steps:

- Set aside time during a department meeting to review the Shared Competencies and corresponding [rubrics](#).
- If courses have a teaching rotation or are taught across multiple sections, engage all faculty stakeholders in a conversation about how the course tags and assignments will be consistent year to year or across course sections.
- If a course is required for multiple academic programs within a school/college (for instance, ECS 101 is required for all engineering majors) consult with your associate dean/program coordinator to determine how it should be tagged for the school/college.
- For each required course/experience or elective that may fulfill a distribution requirement, submit a syllabus to the Office of Academic Affairs for review via the [Course Tagging Form](#). The Office of Academic Affairs will review the syllabus and suggest tags based on the course learning objectives and assignments in the syllabus.
- Consider using the syllabus as a motivating tool to help students connect the dots between course assignments, course learning objectives, and the course tag. Examples can be found on the [Syllabi Examples](#) webpage.
- Reflect on your curriculum map with your course tags in mind. Do students have the opportunity to learn and develop all six competencies through the required courses? If not, consider where students might develop the competencies either in liberal arts requirements and/or experiences.