<u>Checklist for Curriculum Reviewers</u>

For all reviewers, check in general for:
1. Completeness. Note anything that's missing—everything from data elements and discipline to textbooks should be filled out with the following exceptions:
   - Effective Term/Approval Dates will be assigned after the proposal is approved.
   - Double Coded/Dual Coded only apply in specific circumstances.
   - Lecture/Lab/Activity Hours appear whether selected or not. These fields are now set up to auto-calculate Outside of Class, Total Contact, and Total Student Hours.
   - Other Assignments field is optional.
   - Proposed General Education fields will be reviewed by the Articulation Officer.
   - Course Codes (Admin Only) will be filled out by the Curriculum Analyst and Articulation Officer.
2. Clarity. The Course Title and Course Description are usually the first things students see about a class and this language should be accessible, student-centered, and inclusive. Discipline-specific terminology should be appropriately defined or explained through context. Other fields should be descriptive and accurate. As a reviewer you do not need to be a copy editor. Feel free to identify any areas of concern and return the proposal to the faculty author for further changes.

For division deans, check for:
1. Appropriateness to Mission. Credit courses should be lower-division and college level and meet a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. Noncredit course should be consistent with one of the 10 categories of noncredit defined in Title 5 and Ed Code.
2. Adequate Resources. By approving a proposal, the college is committing to offer the course at least once every two years. Does the college have the necessary staffing, facilities, and equipment to realistically maintain the course or program at the level of quality described in the proposal?
3. Need. Ensure that the Rationale field conveys the need for a new course or program and the proposal does not cause harmful competition with existing programs. Has consultation occurred with department/division faculty? If there is a potential disciplinary overlap, have faculty from other affected disciplines had the opportunity to review the proposal?
4. Compliance. If the course is Open Entry/Open Exit, is it consistent with the definition of this category under Title 5? If designated as repeatable, does it meet one of the three categories of allowable courses (including documentation, if necessary) and is it identified as repeatable in the course description? For any courses with prerequisites or corequisites, has the appropriate level of scrutiny been selected and entry skills listed (for requisites established through content review)?

For faculty reviewers, check for:
1. Integration. Each element of the COR should reinforce and align with the other elements. An obvious relationship should be drawn between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to

promote and evaluate student mastery of those objectives and outcomes. Everything should be geared toward helping students achieve the objectives/outcomes.

2. Distance Education. For courses with a distance education component, check to ensure that the proposal is requesting approval for one or more DE modalities. Other DE-related fields will appear later in the form. The proposal should explain how the methods of instruction will be adapted (for DE portion of the course) and how regular and substantive interaction and accessibility requirements will be met.

3. SLOs/Objectives. If you see an especially long list of SLOs, you may wish to send the author a note reminding them that they will need to be able to assess each of them; another option is to move some to objectives, which tend to be more focused and disciplinary-specific. The Learning Outcome Assessment Coordinator (Chris Howe) can consult with faculty authors if there is any doubt about the appropriateness or feasibility of SLOs.

4. Content. This section lists the entire course content in outline form (1., a., i., etc.). The outline should be detailed enough to give a clear picture of the topics covered, but not so lengthy as to limit instructors' ability to interpret the material. Unless it is marked as optional, instructors must cover all topics listed in the COR when teaching the course.

5. Methods of Instruction/Evaluation. Under each of these fields, the COR should list at least two types and provide a description or example of each. The focus should be on what *the students* will be doing to learn, not just the actions of the instructor. The ASCCC has provided detailed guidelines on how best to write these fields. The specific teaching methods and assessments used by each instructor are to be consistent with, but not limited by the examples listed in the COR.

6. Assignments. All credit CORs must provide examples of required reading and writing assignments and other outside-of-class assignments; noncredit CORs must provide examples of assignments and/or activities. Descriptions should provide a clear understanding of the rigor of student work expected in the course. Some disciplines may include additional information here because of UC transferability requirements:
   - English Composition courses must include a minimum of 5000 words writing and incorporate drafting and revision.
   - Literature courses must include a representative reading list.
   - History courses must include primary sources, scholarly articles, monographs, popular nonfiction, or other readings beyond the textbook.
   - All laboratory science courses must make use of a lab manual.
   - College Success courses should include the college catalog as a required text.

7. Textbooks and Instructional Materials. Textbooks should be no more than 6-7 years old for transferrable courses, according to UC requirements, unless it is clearly identified as a "Classic Text." Faculty are encouraged to consider lower-cost and zero-cost textbooks, when appropriate. Online Education Resources (OER) should include a stable URL or ISBN. Other considerations for UC transferable courses in some disciplines:
   - English Composition courses must include a writing handbook.
   - Lab manuals may be either from a publisher or compiled by faculty.
   - For College Success courses, a stable URL to the college catalog is acceptable.