

Reviewing a new (or modified) course

1. Have all areas been completed?
2. Is the course title a clear indication of the content of the course?
3. Are the required type and number of units appropriate for this course?
4. Are prerequisites in the appropriate category (Prerequisite, Corequisite, Advisory, Limitation on Enrollment)?
5. Does the catalog description make the content and goals of the course clear?
6. Is the catalog description sufficiently differentiated from a similar existing course (if any)?
7. Is the catalog description appropriately worded, spelled, and punctuated?
8. Do options for course repetition (if any) meet the new Title 5 guidelines?
9. Is the content consistent with the course title and catalog description?
10. Does the content reflect college-level work?
11. Is the content outline clear and consistent?
12. Is the content outline appropriately worded, spelled, and punctuated?
13. Do the course objectives specify measurable student outcomes?
14. Do the objectives incorporate higher order (critical thinking) verbs?
15. Are the course objectives clearly stated and differentiated?
16. Are the instructional methods appropriate to the course content and objectives?
17. Do the assignments clearly relate to the course objectives?
18. Have examples of assignments been included?
19. Do the assignments require critical thinking?
20. For lecture courses, do the assignments require students to do substantial work outside of class (i.e., two hours of homework for each hour of class)?
21. Do the evaluation methods correlate with the objectives, content, scope, and intensity of the course?
22. Are the texts and other resources appropriate for the course level, objectives, instructional methods, and assignments?
23. Are the most recent editions of texts and references listed?