## **Reviewing a Course Outline of Record as a Curriculum Committee Member/Rep**

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| Cover Page | 1. Is the course consistent with the college mission and expectations of the department? 2. Does the course title reflect the content of the course and communicate it accurately for students? 3. Is the course number correct (UC/CSU transferable courses 1-99, CSU transfer 100-199, COS degree 200-299, non-degree/basic skills 300-399, non-credit 400-499)? 4. Does the catalog description briefly and accurately describe the scope of the course in language that’s accessible for students? Is it written in complete sentences? 5. Are there clear justifications for the course revision or (especially) a new course? |
| Units/Hours | 1. Have the units been changed? If so, is there justification for the change? 2. Do the units accurately reflect the time required to master the content? 3. If field trips are required, is there justification for them? |
| Methods of Assessment | 1. Do the methods of assessment align with the assignment types and course objectives? |
| Course Topics | 1. Are the course topics sufficient in number to give an accurate sense of the scope of the course (roughly 10)? 2. Do the course topics reflect the course description accurately? 3. Are the course topics written in list form as headings? |
| Course Objectives | 1. Are the course objectives sufficient in number to give an accurate sense of what students will be doing in the course? 2. Is there a connection between the course topics and objectives? 3. Are the objectives written to complete the phrase, “The main concepts of this course will ask students to…”? |
| Assignments | 1. Is there at least one example of a reading, writing and homework assignment, if appropriate? Courses with lecture contact hours must have assignments that include written work. Courses that teach problem solving, such as mathematics, should provide modified written work, instead of expository writing. Skill building courses (laboratory/activity hours only), such as music or physical education, do not need to provide written assignments; all other courses must. 2. Are the examples written specifically, as they might be given to students? 3. Do the examples reflect the course topics/objectives/outcomes? 4. Do the assignments suggest that students will complete two hours outside of class for every hour in lecture? 5. If the course includes lab hours, is there an example of a lab activity? 6. If the course is a science course that includes a lab, are the lab topics listed? |
| Course Outcomes | 1. Is the outcomes report from TracDat attached? 2. Do the course outcomes connect to the topics/objectives? Is it clear how the outcomes will be mastered? |
| Texts | 1. Are the texts listed sufficient to meet the outcomes of the course? 2. Are the texts recent (published within the past five years)? |
| Requisites | 1. Has the Content Review page been completed? 2. Does the content review justify the need for the requisite? 3. Is there a defined need for the requisite? 4. If a computation/communication pre-requisite outside the discipline, has the analysis process been followed and are the appropriate documents attached? |

# **Reviewing a Program Outline as Curriculum Committee Member/Rep**

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| Cover Page | 1. Is the program consistent with the college mission and expectations of the department? 2. Does the program title reflect the content of the courses and communicate it accurately for students? 3. Is the award type correct? 4. Is the rationale sufficient to communicate the need for the program (if new) or the changes to the program (if being modified)? |
| Catalog Description | 1. Does the catalog description accurately reflect the program and the courses within it? 2. Is the description correctly formatted with the template language? |
| Program Outcomes | 1. Do the program outcomes reflect the program description and the courses within the program? |
| WR | 1. Check the Written Report. Are the course blocks accurately labeled? Do the blocks have additional language for students as needed? 2. Is the path to completing the program clear? |