

## APPENDIX D: REVIEW CHECKLIST

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### REVIEW CHECKLIST FOR ALL COURSE OUTLINES

Division Representatives should use this checklist to review a course from their division before it moves to the Technical Review Committee.

Committee members will focus on the following items on the checklist:

C=Curriculum Committee

T=Technical Review Committee

#### GENERAL NOTES:

- T ☐ Check for correct spelling and proper grammar every section of the outline.
- T ☐ Check for correct formatting in all sections.
- T ☐ Is the proposed start date appropriate? (See the RT icon in CurricUNET.) (Check current Curriculum Calendar for deadlines)
- T ☐ For new courses and programs, are the SLOs in the Attached Files in CurricUNET? (See the AF icon in CurricUNET.)
- C ☐ Is the proposal rationale complete and satisfactory according to the type of proposal? (See the RT icon in CurricUNET.)
- T ☐ If the course is proposed for Distributed Education (DE) make sure that Division Representative for DE (Jack Jackson) has reviewed and o.k'd it. Verify that the DE report is completed and satisfactory. (Check the DE icon and the comments area in CurricUNET.)

#### I. CATALOG DESCRIPTION:

- C ☐ Both Catalog and Schedule descriptions should be very similar in content.
- C ☐ The catalog description should be a brief overview from 2 to 5 complete sentences of the topics covered in the course content (see section IV of the outline).
- C ☐ The schedule description should be no more than 2 complete sentences and is a short version of the catalog description.
- C ☐ Have course prerequisites, co-requisite and advisory's satisfied the appropriate level of scrutiny? (See the RA icon in CurricUNET.) For guidance for appropriate levels of scrutiny, see the Curriculum Handbook).

#### III. COURSE OBJECTIVES FOR STUDENTS:

- C ☐ Check that the level of rigor in the course is college-level and appropriate for the course number.
- T ☐ There should be between 3 to 10 objectives.
- C ☐ Objectives should be broad and introductory in scope, not too advanced, narrow, or specific.
- C ☐ Most objectives should use verbs that demonstrate critical thinking. (See taxonomy)
- C ☐ Is the course content reflected in the objectives?
- T ☐ If the course has a lab, are these objectives also present?
- T ☐ Each objective should be a single sentence with no period at the end.

#### IV. COURSE CONTENT:

- C ☐ Check that the level of rigor in the course is college-level and appropriate for the course number.
- C ☐ Course content should be complete (a list of all topics taught in the course) and detailed enough to provide a possible adjunct with the content expected by the department.
- C ☐ The course content should be reflected in both the course objectives and the course descriptions.
- T ☐ If the course is an Honors class, are the honors content in bold print?
- T ☐ If there is a laboratory component it must be listed separately from the lecture content with separate headings.
- C ☐ Arrange the list by topic with sub-headings; half a page is not enough.

- T ☐ Capitals should only be present at the beginning of each entry and with names and proper nouns.
- T ☐ Acronyms should be spelled out the first time they are used.
- C ☐ When adding subheadings to the outline there should be a minimum of two. For example
  - A. Science and politics
    - 1. Views of science today
    - 2. A case study in nuclear energy
    - 3. Big science
    - 4. Women in science
    - 5. People of color in science

## **V. METHODS OF INSTRUCTION:**

- C ☐ Do the methods look complete?
- C ☐ Are the methods of instruction appropriate for the content of the course?
- T ☐ Lecture and Laboratory should be listed as methods of instruction whenever these classifications are present in the course hours in Section I.
- T ☐ Have the methods of instruction been entered in the checklist?

## **VI. TYPICAL OUT-OF-CLASS ASSIGNMENTS:**

- C ☐ Check that the level of rigor in the course is college-level and appropriate for the course number.
- C ☐ Make sure that every out-of-class assignment is out of class (lab is not considered out of class).

### **A. Reading assignments**

- C ☐ Reading topic must be stated but not to a specific text or chapter.
- C ☐ Expected outcome by the student must be stated (for example, "...be prepared to discuss in class").

### **B. Writing assignments**

- C ☐ Expectation of the writing assignment should be stated. For example, type of college-level writing (essay, research paper, etc.) and length of assignment.

### **C. Critical thinking assignments**

- C ☐ Make sure that the assignment demonstrates critical thinking.

## **VII. METHODS OF EVALUATION**

- C ☐ Do the methods look complete and is the checklist used?
- C ☐ Are the methods of evaluation appropriate for the course?

## **VIII. TYPICAL TEXT(S):**

- T ☐ Do the citations follow proper format?
- T ☐ Are the texts (must have at least 3 texts) up-to-date and within 5 years? Exceptions would be "classics" or "fundamentals" within a particular discipline.