

Division Technical Review

Course Checklist

1. COVER

- Double check that the Course Title is without unnecessary abbreviations. Is the title clear?
- Does the course description accurately and fully describe the course? Are there any spelling or grammar errors? Is the course description written for a diverse audience using IDEAA considerations?

2. DISCIPLINE

- Is the Discipline selection(s) appropriate for the course content? (Verify using Min Quals Handbook)

3. UNITS/ HOURS

- Do the units and hours appropriately reflect the amount of lecture/ lab/work experience content?
- Does the grading method seem appropriate? Is it consistent with the other courses in the dept.? Does it make sense to allow for a letter grade and pass/no pass (Optional)?

4. COURSE OBJECTIVES

- Are the course objectives broad and introductory? Adequately cover principles and concepts? Do they begin with a verb from Bloom's taxonomy?
- Do the course objectives align with the course content?
- Do any course objectives address or use language consistent with IDEAA considerations?

5. COURSE CONTENT

- Are all of the course topics listed appropriately in outline form (with subtopics)?
- Does the course content reflect/ support/align with the course objectives?
- Does any of the course content address or use language consistent with IDEAA considerations?

6. STUDENT LEARNING OUTCOMES

- Do the SLOs reflect/ support/align with the course objectives/content, broad, and refer to an assessable assignment?
- Does any of the course content address or use language consistent with IDEAA considerations?

7. METHODS OF INSTRUCTION

- Do the methods of instruction seem sufficient to cover the content and help students meet the course objectives?
- Do the methods of instruction contain language addressing teaching to a diverse audience using IDEAA considerations?

8. EQUITY BASED CURRICULUM

- Does the originator address which sections of the COR uses language consistent with IDEAA considerations? Is that language evident in the COR?

9. TYPICAL ASSIGNMENTS

- Are there at least two specific examples of typical assignments that reflect the objectives/ content of the course and align with the methods of evaluation?
- Are the typical assignments specific enough to provide effective guidance to faculty and clear expectations for the student? Do they incorporate IDEAA concepts?
- Is an appropriate amount of out-of-class work required for the course?

10. REQUISITES/REQUISITE VALIDATION

- If there is a prerequisite or advisory, is the skills analysis completed if content review is selected for requisite validation?
- If there are multiple requisites, are the "conditions" indicated?

11. METHODS OF EVALUATION

- Do the selected methods seem appropriate? Do they relate to the objectives of the course?
- Is a frequency indicated for each method?

12. DE COURSE INTERACTIONS (if applicable)

- Do the course interactions align with the methods of instruction, methods of evaluation, and typical assignments?
- Do the course interactions use language consistent with IDEAA considerations?

* Please do not send the proposal back to the Originator for spelling or formatting mistakes. Just note them when you go to Approve the course, and the Curriculum Chair will work with the Originator to correct them.