**Course Checklist**

**Cover**

*□ College:*

The correct college should be listed.

*□ Discipline:*

The drop down menu allows selection of the appropriate discipline for the course.

*□ Number:*

If this is a new course, contact the College Curriculum Committee chair for an appropriate number. If that person is not immediately available, use 9999 until they have been contacted. For explanation of the course numbering system, see section “Course Numbering System” in this manual

If the course is being borrowed from another college, use the same number. More information is available in “Program Curriculum and Course Development/ Work Flow/Consultation” and “Uniform Course Numbering” in this manual.

In most cases, changes to a course do not require a new course number.  However, when the units and hours increase/decrease or a lecture or lab component is added or deleted, a new course number is generally required.  For example, if SCIEN 85 is 4 units, 3 hours lecture and 3 hours lab and the department wants to change it to two courses, one 3 hours lecture and a separate lab of 3 hours, a new number is required, since without the lab hours, SCIEN 85 is no longer the same course.

*□ Full Course Title:*

The title should be clear and concise. Review course titles in the college catalogs for ideas.

*□ Cross Listing Course*:

If a course is going to be taught in more than one discipline this requires that it be cross listed. A second outline must be created in the other discipline. All elements of the outline (except the Discipline and perhaps the Number) must be identical for both courses.

When either of the courses is offered, the instructor of record must have the qualifications to teach in that discipline. For example, if a POSCI and a HIST course are cross listed, but offered this semester as POSCI, the instructor must be qualified in POSCI. If both POSCI and HIST are offered concurrently as one course with one instructor, the instructor must be qualified in BOTH POSCI and HIST.

Students should be notified they are not able to take both cross listed courses. At the end of the Catalog Course Description, the following notation should be included for each course. “Not open for credit to students who have completed or are currently enrolled in (the cross listed course number, e.g. BUS 32).

*□ Catalog Course Description:*

The course description is NOT an outline of the course. It is an overview or summary of key ideas and concepts. It is generally less than 50 words. There is a standard format used by all Peralta Colleges; review the college catalog to see examples of existing descriptions.

General Guidelines: Start with an adjective or noun; do not use “a”, “an” or “the course”. After the first general phrase, put a colon and start the next word with a capital letter. Use mostly descriptive terms, no verbs, and very few articles. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives and the student learning outcomes.

*□ Justification:*

If this is a new course, explain the purpose the course will serve in the department, discipline, and/or college curriculum.

If this course is being modified, update this as necessary. In most cases, the original justification will not be deleted.

*□ Proposed Start:*

For new courses, enter the semester and year the course will first be offered. For course modifications, enter the semester and year the changes will become effective. For course deactivations, enter the semester and year the course will no longer be offered and will be removed from the catalog.

Since all new and modified courses take time to go through the work flow, these dates will never be the current semester. In most cases, plan two to three semesters ahead.

*□ Open-Entry/Open-Exit:*

Most courses are not open-entry/open-exit. See the section “Open-Entry/Open-Exit” in this manual for more information.

*□ Required for Degree/Certificate:*

If a course is required for a degree or certificate, click yes and the next box will open.

If it is not required for a degree or certificate, it is a stand-alone course. See the section “Stand-Alone Courses” in this manual for more information.

*□ Required for Degree/Certificate (specify):*

If Yes was clicked in the previous item, this box will open and you should enter the names of all degrees and/or certificates for which this course is required.

*□ Modular:*

Most courses are not modular. For modular courses, at the end of the Catalog Course Description, the following notation should be included for each course. “Not open for credit to students who have completed or are currently enrolled in Subject Crse #. “

See the section “Modularization” in this manual for more information.

*□ Credit by Exam:*

The department may identify this course as eligible for Credit by Exam. If they choose to do so, they must prepare a representative exam and present it to the Curriculum Committee at the time the course is reviewed. See the section “Credit by Exam” in this manual for more information.

*□ Assignments at College Level:*

Most courses will be college level. See section “College Level Courses” in this Manual.

*□ Readings at College Level:*

Most courses will be college level. See section “College Level Courses” in this Manual.

**List of Changes**

For a new course, enter “New Course.”

For a course modification, list all areas from the course checklist which were modified.

If necessary, explain the reasons for the modifications. For example, “general update of COR” or “revision of COR for Articulation purposes.”

**Units/Hours**

When the units and hours increase/decrease or a lecture or lab component is added or deleted, a new course number is generally required.  For example, if SCIEN 85 is 4 units, 3 hours lecture and 3 hours lab and the department wants to change it to two courses, one 3 hours lecture and a separate lab of 3 hours, a new number is required, since without the lab hours, SCIEN 85 is no longer the same course.

*□ Variable Units:*

If yes is selected, a box will open to allow minimum and maximum units to be entered.

*□ Units:*

Enter the number of units. See section “Relationship of Hours to Units” in this manual.

*□ Lecture Hours:*

Enter the number of lecture hours. See section “Relationship of Hours to Units” in this manual.

*□ Lab/Studio/Activity Hours:*

Enter the number of hours. See section “Relationship of Hours to Units” in this manual.

*□ TBA Hours:*

In the rare instances when TBA Hours are used, consult a college dean and the section “To Be Arranged (TBA) Hours Compliance Advice” in this manual.

*□ Repeatability:*

Most courses are NOT repeatable. See section “Course Repetition Policy” in this manual.

*□ Previously Offered as a Selected Topic:*

If the purpose of this proposal is to institutionalize (make permanent) a course previously offered as a selective topic/experimental course, select yes. Additional boxes will appear.

*□ Enrollment Max Average*

Enter the maximum number of students enrolled when the course was offered as a selected topic. Also enter the average (if the course was offered more than once).

*□ # Times Offered*

Enter the number of times the course was offered as a selected topic.

For more information see section “Selected Topics (Experimental Course) Policy” in this manual.

*□ Grading Policy:*

Courses may be established with one of three grading policies. There are specific advantages and disadvantages to students’ transcript for each. Consult the department chair, college dean, articulation officer and/or the section “Grading Policy: Pass/No Pass or Grade” in this manual for more information.

**Degree/Transfer**

*□ Designation:*

Specify the course classification: Degree credit, Non-Degree credit (stand-alone), Non-Credit, Community Services (Fee-Based).

See other sections of this manual for more information: “Guidelines for Associate Degree-Applicable Credit Courses”; “Guidelines for Nondegree-Applicable Credit Courses”; “Stand-Alone Courses”; and “Community Service (Fee-Based) Courses”.

*□ Meets GE/Transfer requirements (specify):*

This section should only be completed by the Articulation Officer or under the guidance of the Articulation Officer.

**Lecture Content**

List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. List percent of time spent on each topic; ensure percentages total 100%.

There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.

**Lab Content**

This heading will only show if there are lab hours listed in the Units/Hours section.

List major topics in the appropriate sequence. This section must be more than listing chapter headings from a textbook. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the lab and the approximate length of time devoted to each. List percent of time spent on each topic; ensure percentages total 100%.

There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.

**Student Performance Objectives**

List student performance objectives (exit skills) required of students. There should be at least one objective for each major topic in the content section.

Objectives should be measurable and should use verbs requiring cognitive outcomes. See section “Bloom’s Taxonomy” in this manual for ideas. There are also links to Bloom’s Taxonomy in the CurricUNET system.

There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.

**Student Learning Outcomes (SLOs)**

Each SLO consists of an Outcome Text (drawn from the performance objectives) which will be measured during the regular assessment process, a mapping to an appropriate Institutional Outcome, and an Assessment Method.

There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes.

It is essential that every course have SLOs for assessment and accreditation purposes. Board Policy 4210 and Administrative Procedure 4210, Student Learning Outcomes, affirm that student learning outcomes represent the knowledge, skills, abilities, attitudes, values, and behaviors that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences. The use of learning outcomes assessment results stimulates discussion and directs activities that can improve instructional delivery, curricula, programs, and/or services and will be used in institutional planning and resource allocation.

Each college manages their SLOs slightly differently. See the college assessment coordinator for additional information.

**Methods of Instruction**

Check all that apply.

If this course is also being proposed as a Distance Education Course, be sure to check that box. That action will open the next two items, Distance Ed and Instructor Student Contact. If it is not being proposed for Distance Education, those two items will remain grey and not accessible.

**Distance Education**

A distance education course is defined as instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. When a course is proposed to be offered in distance education mode, additional review and documentation is required. See “Distance Education” section of this manual for more information.

*□ Delivery Methods*

There are three types of Distance Education Courses. If a class never meets in person, it is 100% Internet Based. A hybrid class meets part of the time face to face and part of the time using communication technology. A hybrid may be offered 51% or more online or less than 51% online.

When identifying these delivery methods, consider the overall requirements of the course, not necessarily limiting the course to only one of the methods. If it is likely that this course could be offered in any of the methods, check all so that there would not be a need to submit a course change in the future.

The College Curriculum Committee will seriously question whether the course and/or discipline lends itself to Distance Education, so it is important to be able to justify the request. The most difficult to justify is usually 100% internet based.

*□ Recommended Maximum Student Enrollment*

Distance Education courses may or may not have a different maximum student enrollment. The administration of each college, together with the department chair, establishes the maximums.

*□ Need/Justification*

Clearly explain the purpose of offering the course by distance education. This might include allowing a wider range of students, including those with logistical, physical or geographical barriers, to take the course; allowing for an increase in the amount of reading and writing assigned; and allowing students to work at their own pace.

*□ Do the following sections of the COR differ by offering this course via Distance Education?*

If Performance Objectives, Assignments, or Assessments differ when the course is offered via distance education, the changes should be indicated and explained. If Performance Objectives are different, it becomes a new course and requires a new outline. In other words, the course content, the performance objectives, and the student learning outcomes must be the same whether a course is offered face to face or via distance education.

*□ Technical Issues*

Identify any equipment and staff necessary to support the course for students and instructors. Identify the contingency plans available if access to the delivery system is interrupted. An LMS (Learning Management System) is necessary to support this class. Each college may have various LMS systems available to instructors and students, such as Moodle, WebCT, Blackboard, ETUDES-NG, MOODLE. If access to the LMS is interrupted, e-mail list and a back-up server are usually available.

*□ Accommodations for Students with Disabilities*

Distance education courses, resources, and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities.

If this course is not designed to meet these requirements, it will not be approved.

*□ Additional Resources*

Identify any additional resources or clerical support needed or anticipated. These will be reviewed by the department chair, curriculum committee, and administration.

**Instructor-Student Contact**

It is critical to ensure adequate contact between instructor and student for distance education courses. Identify for the curriculum committee all planned types of regular Instructor-Student Contacts using the drop down menu.

Be sure to indicate the frequency for each contact, e.g. weekly, daily, as needed.

**Assignments**

List all out-of-class assignments, including library assignments. Achieving the objectives of degree-applicable credit courses must require students to study independently outside of class time. There is an expectation that students will spend two hours of independent work outside of class for each hour of lecture. The outside class hours should be calculated automatically by CurricUNET, but double check them before moving on.

Outside assignments are not required for lab-only courses, although they can be given.

**Student Assessment**

Indicate how students will be assessed, i.e., what the grades will be based on. Typical classroom assessment techniques include, but are not limited to, essays, computational problem solving, non-computational problem solving in which critical thinking should be demonstrated by solving unfamiliar problems via various strategies, skill demonstration, or multiple choice.

Check as many boxes as are applicable.

For degree applicable credit courses, at least one of the following must be indicated: essays, computational problem solving, or non-computational problem solving. If "ESSAY" is not checked, an explanation must be given or it cannot be a degree applicable course.

Essay assignments include "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.

**Requisites**

Identify any pre-requisite, co-requisite, recommended preparation, or other advisory. See section “Prerequisites, Co-requisites, and Advisories” in this manual. The requisites must be consistent for all colleges if the course is taught on other campuses in the district.

When assigning a co-requisite, keep in mind that students must remain enrolled in the co-requisite course for the entire semester. The enrollment system will cross check for attempted drops. A student who completed a co-requisite in a previous semester will be allowed to take the course.

*□ Choose type of requisite.*

A pull down menu will appear from which you will pick the requisite course or add additional information.

*□ Are subject course and pre/corequisite sequential or adjunctive?*

Check appropriate box.

*□ Communications, computational, non-sequential pre/corequisite: (In the following space, explain how the need for the pre/corequisite was validated.)*

Indicate the method used to scrutinize the validity of the requisite. Sequential courses can be validated using content review (see below). Some courses are validated by citing the four year schools and their requirements for a similar course for which ours might be articulated. Other courses are validated with statistical research. Any documentation to support any validation other than content review should be included as an attached file in CurricUNET.

The next part of assigning a requisite is to do content review.

**Content Review**

Content review is the process of validating or justifying the requisite by comparing one of the following.

* the performance objectives/exit skills of the requisite course to the performance objectives of the course being developed or modified
* the performance objectives of the requisite course to the lecture content of the course being developed or modified
* the lecture content of the requisite course to the lecture content of the course being developed or modified
* the lecture content of the requisite course to the performance objectives of the course being developed or modified

Identify the items in the new/modified course that can only be accomplished if the student achieved a corresponding item in the requisite course.

**Texts, Readings, and Materials**

Texts and instructional materials should be completely referenced. List text(s) that the department has evaluated and determined to be representative of the college level materials appropriate for the course. Date of publication is critical; transfer institutions require texts to have current publication date(s) within 5 years of outline addition/update. If any text entered is older than five years, CurricUNET requires a rationale or justification for its use.

Sample rationale or justification: “Our piano faculty continually examine new texts as they become available. It is our collective opinion that the Mastering Music Series is the most appropriate for our beginning piano classes. Its pedagogy is up to date.”

Textbooks need to be current for transferability, as well as for effective teaching. New faculty consult the COR to determine which texts have been identified as representative before they choose a text. The main text plays a remarkably strong role in articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject.

**Library**

When developing a proposal, faculty should consult with the college librarian to ensure library resources and services are adequate to support the course or program.

This section of the COR should be completed by the librarian or under the guidance of the librarian.

**Attached Files**

If there are additional documents that should be archived with the COR, they can be attached here.

This might include, but is not limited to:

* Letters of support from Advisory Committees
* Minutes from Advisory Committee meetings
* C-ID Descriptors
* Sample Course Syllabus
* Documentation to support any validation process for prerequisites, co-requisites, and/or recommended preparation
* Records of consultation with other colleges, if any issues need to be documented for future reference
* CSU catalog documentation for repeatable courses
* Approval letters from CCCCO