Checklist for Curriculum Reviewers

For all reviewers, check in general for:

1. Completeness. Note anything that's missing—everything from data elements and

promote and evaluate student mastery of those objectives and outcomes. Everything should be geared toward helping students achieve the objectives/outcomes.

2. Distance Education. For courses with a distance education component, check to ensure that the proposal is requesting approval for one or more DE modalities. Other DE-related fields will appear later in the form. The proposal should explain how the methods of instruction will be adapted (for DE portion of the course) and how regular and substantive interaction and accessibility requirements will be met.

3. SLOs/Objectives. If you see an especially long list of SLOs, you may wish to send the author a note reminding them that they will need to be able to assess each of them; another option is to move some to objectives, which tend to be more focused and disciplinary-specific. The Learning Outcome Assessment Coordinator (Chris Howe) can consult with faculty authors if there is any doubt about the appropriateness or feasibility of SLOs.

4. Content. This section lists the entire course content in outline form (1., a., i., etc.). The outline should be detailed enough to give a clear picture of the topics covered, but not so lengthy as to limit instructors' ability to interpret the material. Unless it is marked as optional, instructors must cover all topics listed in the COR when teaching the course.

5. Methods of Instruction/Evaluation. Under each of these fields, the COR should list at least two types and provide a description or example of each. The focus should be on what **the students** will be doing to learn, not just the actions of the instructor. The ASCCC has provided detailed guidelines on how best to write these fields. The specific **teaching me**thods and assessments used by each instructor are to be consistent with, but not limited by the examples listed in the COR.

6. Assignments. All credit CORs must provide examples of required reading and writing assignments and other outside-of-class assignments; noncredit CORs must provide examples of assignments and/or activities. Descriptions should provide a clear understanding of the rigor of student work expected in the course. Some disciplines may include additional information here because of UC transferability requirements:

   English Composition courses must include a minimum of 5000 words writing and incorporate drafting and revision.

   Literature courses must include a representative reading list.

   History courses must include primary sources, scholarly articles, monographs, popular nonfiction, or other readings beyond the textbook.

   All laboratory science courses must make use of a lab manual.

   College Success courses should include the college catalog as a ref