

CHECKLIST FOR REVIEWING COURSE PROPOSALS – SEMESTER CONVERSION

- ☐ Semester courses will have four numbers. For converted courses, add a 1, 2, 3, 4, or 5 to the beginning of the 3-digit quarter course number. Add a “1” to a first-year course, add a “2” to a second-year course, add a “3” to a third-year course, add a “4” to a fourth-year course, and add a “5” to a graduate-level course.
 - ☐ A new course will need a new course number. Please check with the Catalog and Curriculum Office for assistance.
- ☐ Is the course description a short (<40 words), informational set of phrases of the approach and content of a course? Anyone browsing the course catalog should be able to determine very quickly what the course is about.
- ☐ If the course is crosslisted with another department, is a consultation memo attached?
- ☐ Are field trips required? This should be reflected in the expanded course content.
- ☐ Do the prerequisites fit into the student’s program without incurring hidden prerequisites? Do the prerequisites reflect courses that must be completed, or other knowledge, skills, or standards that must be demonstrated?
- ☐ Do all 3300 and 4400 level courses have some type of prerequisite? If the course is to fulfill upper-division GE B, C, or D, the prerequisites should include junior standing, completion of GE Area A with a grade of C- or better, and completion of one course in GE Area B4 with a grade of C- or better.
- ☐ Is it clear how the course fits into a degree program, credential program, concentration or minor?
- ☐ Does the need statement clearly identify why this course should be offered?
- ☐ Does the estimated number of students in each Lecture/Seminar and Lab/Activity section seem reasonable, and “add up”?
- ☐ Is the number of [Course Learning Objectives](#) (CLOs) appropriate (we suggest 5-12 for a 3 unit course)
 - ☐ Do the CLOs use action-oriented assessable verbs?
 - ☐ Do 3300, 4400, and 5500 level courses have higher level verbs on Bloom’s taxonomy?
 - ☐ Are the CLOs in line with the course description and the expanded course outline?
 - ☐ Are the assessment methods clear, and do they match the CLOs?
 - ☐ Are a variety of methods used to assess specific CLOs? Typically, the same assessment methods will not be used for every CLO.
 - ☐ Do the CLOs map well to the PLOs listed?
- ☐ If another instructor used the Expanded Course Outline, would they have a good idea of how to teach the course?
- ☐ Are book(s) or key references listed?
- ☐ Are the labs or activities described in enough detail so someone would know what they are?
- ☐ Is final assessment clear (format and timing)?
- ☐ Are the number of topics appropriate for the number of units assigned to the course?
- ☐ Are potential overlaps with existing courses identified, and consultation memos included?
- ☐ Would another department be interested in team teaching this course, or want to have their students take it (some adjustment of prerequisites might be required in this case)?
- ☐ Is the format appropriate for the CLOs (e.g. a course that teaches lab techniques but doesn’t have a lab section might not be appropriate)?