

Curriculum Committee Course Review Guidelines

This guide will assist your review of new courses or title 5 rewrites.

General Guidelines

- The first time an acronym or abbreviation is used, write out and put acronym or abbreviation in parentheses e.g. National Hockey League (NHL)
- Update or eliminate anything that changes frequently e.g. operating system number/name
- Remove reference to any specific person or on-campus software e.g. training with Neal Skapura or using Desire to Learn/Web CT

Course Information in WCS Order

Units/hours:

1 unit lecture = 18 hours in class

1 unit lab or activity = 54 hours in class

Course Description:

The course description is written in full sentences without run-on sentences or phrases. Ensure that there is no student advisement or scheduling information.

Some examples of appropriate beginnings include but are not limited to:

- This course will present....
- This laboratory course will give students experience in.....
- In this course, students will gain practice...

Other examples of sentence beginnings for later sentences in the description:

- Topics will include.....
- Students will explore.....

Objectives/SLOs and Content:

The standard to use when evaluating these sections is that if you gave the content and objectives/SLOs to a new adjunct instructor, could they teach the course as you would like it taught based on the content and objectives/SLOs?

If a course includes both lecture and lab, the outline must specify which objectives and content apply to lecture, which to lab which are both.

Likewise, if a course includes Hours By Arrangement (HBA), the outline must specify which objectives and content apply to the HBA. This information is included in "Assignments".

Ideally objectives/SLOs and content align (A to A and B to B) but at a minimum there must be corresponding content for all objectives/SLOs.

Objectives/SLOs

Must use action words using Bloom's taxonomy (including higher level - the higher the level of the course, the more high-level objectives one would expect) Objectives must be worded to make sense to complete the prefix of "Students will be able to....." Each objective will complete that sentence, with first word capitalized, and a period at the end.

Content

- Use list/outline form - no sentences and no verbs
- Align everything to the left - even sub-bullets (check preview to visualize formatting)
- No periods
- Only first word capitalized unless proper noun
- Align "directly" with objectives/SLOs when possible

Methods

Typically don't utilize "other". An example of appropriate use might be a field trip that all sections need to do.

Assignments

Word like an actual assignment in class. Should indicate college-level rigor.

Reading typically starts with "Read the chapter on..... and then what they should do with the knowledge....."

Writing typically starts with "In a xxx-word paper....." (figure 250 words per page). In some lab or art or computer-based class, a project or performance would be included here.

Lab and hours by arrangement assignments are only needed if the class is part lecture/part lab or part HBA. If the course is entirely lab or entirely HBA, no extra assignment is needed here.

Textbooks (should be easy to find online through Amazon, Barnes and Noble, google, etc)

- Format for author:

"last name, first name". Any additional authors are "and first-name last-name"

- Format for title:

"All Words Capitalized" comma Edition formatted xxTH Edition" eg Best Textbook Ever, 2nd Edition

- Format for Year -

Must be within last 5 years

Distance Education

Course Delivery

Use “boilerplate” language: College approved course management system that includes a secure login and password.

Faculty Selection

What are your departmental/program criteria to teach an online course? Use complete sentences.

Common examples include some combination of:

- Faculty must have taught course face to face and/or
- Faculty must have gone through course management training
- Faculty must have experience in online teaching

Prerequisite, Co-requisite, Recommendation

Use 3-4 target and exit skills. The targets and exits must align. The targets should relate to the objectives and content, as well as assignments. For example, if you have a recommendation for ENGL-122, there should be some substantial writing requirement in the course....

Course Revision, New Course, Course Deletion Forms

All of the forms are Word documents. Please remind your folks to save them to their hard drives and type into the forms and then print and sign. It is difficult to read many forms due to poor handwriting.

Make sure that rationale is filled in on all forms– even if just updating textbooks.

DVC Curriculum Committee
Checklist for Technical Review (Follows Edit Screens in WCS)

Subject Code Number	Yes/No		Action/Comments
Course numbering appropriate?			
If lecture/lab course, hours appropriate for unit value?			
Hours by Arrangement?			
Do not edit "Approved For" fields. (For tech review team only).			
Any prerequisites or co-requisites? If yes,			
Need prerequisite form			
Review exit, entry skills			
Catalog description accurately describe course? Complete sentences?			
Course Note: Appropriate? Brief?			
Repeatability? If yes, does it meet guidelines?			
TOP code and CIP code correct?			
If non-degree applicable, is course numbered below 100?			
Objectives - Each objective should have a period at the end.			
Content - If lecture/lab course, is lab content listed separately? If all content is taught together, please enter "In lecture and laboratory:"			
Assignments: If lab course, assignments must also appear under lab.			
If Distance Education box checked, make sure appropriate boxes are checked.			
Evaluation			
Textbooks current, formatting correct? Example: Author: Feigelman, William and Yih-Jin Young Title: <u>Hands-On Sociology, 3rd Edition</u> Year: 2006			

If UC transferable and a lab course, lab manual must be a required text.			
Field Study class, if UC transferable must have introductory class in the discipline as prereq.			
Intended for DVC GE, CSU GE, IGETC?			
In time to meet articulation timelines?			
If course is part of an AA/AS-T, have appropriate C-ID descriptors been reviewed?			

After all reviews are done:

- Make sure hard copies of appropriate forms are turned into the Instruction Office.
- It is good practice to email all previous reviewers.