**Curriculum Checklist for Course Review**

|  |  |  |  |
| --- | --- | --- | --- |
| **COMPLETED**  **(*list by whom and on what date*)** | **Who will be accomplishing this task? By what date?** | **Category** | **What to Review** |
|  |  | Department/Course Number | Appropriateness of department and course numbering means:  100-300 = Degree Credit  0-99 = Non-Degree Credit (Remedial/Developmental Courses) |
|  |  | Hours | Does the class meet for the required number of hours? 1 credit = 1 hour  For each credit hour, students are expected to do work outside of the class for 2 hours, so for a 3 credit class, students should spend 3 hours per week in class and study/read for 6 hours per week.  What are the lab-lecture hours? |
|  |  | Course Use | Has the course been offered in the last two years? If not, consider deactivating the course. |
|  |  | Title | Does the title describe the course content well?  Is there duplication with existing courses? |
|  |  | Prerequisite | A requirement that must be met prior to enrollment.  Is the prerequisite appropriate for student success? |
|  |  | Corequisite | A requirement that must be met concurrently with the course.  Is the corequisite appropriate for student success? |
|  |  | Recommended Prep | Are the reading, English, and math placement levels appropriate for the course content? |
|  |  | Course Description | Does the course description adequately describe the content of the course? *This is the only information that students see in the college catalog.* |
|  |  | Course Alignment | Do the course description, exit skills/objectives, content, assignments, assessments, and teaching methods all align with course and overarching program student learning outcomes? |
|  |  | Grading Policy | Graded Only = student receives a grade only  Pass/No Pass = students receives pass/no pass only |
|  |  | Objectives | Are the objectives measurable?  Do they relate to the course description? |
|  |  | Methods of Instruction | What methods of instruction are used? |
|  |  | Methods of Evaluation | What are the evaluation methods? |
|  |  | Materials of Instruction | Is there a required textbook? What other materials are used? |
|  |  | Discipline | Is the course appropriately assigned to the correct discipline? Does the discipline match the content of the course? *This is what will allow a faculty member to teach the course – one of their faculty qualifications must match one of the disciplines assigned to the course.* |
|  |  | General Education | Does the course meet general education guidelines according to MNSCU? |
|  |  | Distance Education | Defined as any instruction which replaces face-to-face instruction. Can the content of the course be taught via Distance Education without affecting rigor or quality? |
|  |  | Mission | Does the course meet the needs of the college mission? |
|  |  | Need | Why is this course needed?  Assess the needs of students, employers, transfer preparation, enrollment impact involvement of advisory committees, etc. |
|  |  | Quality | How does the course:   * Require students to utilize critical thinking? * Use appropriate class time? * Assure coherence, or logical consistency, with other courses in the department or required sequence? |
|  |  | Rigor | How is student engagement measured?  What questioning techniques are used by the instructor to probe and guide students to higher level responses?  What types of extra support are provided to students to engage all learning styles?  How do the methods used in this course compare to other courses of the same level? |
|  |  | Pedagogical Cap | The maximum number of students that can be taught in an educationally sound manner for a typical section of the course (*not to be confused with number of seats*). |
|  |  | Resource Feasibility | What resources will be required to assure the course is taught as effectively as intended? Is the course cost-effective? |
|  |  | Compliance | In what ways, if any, does the course help meet specific licensing or accreditation standards? |
|  |  | Degrees/Certificates | Are the courses appropriate? Are the descriptions of degrees/certificates current? How does the degree or certificate fit within the mission of the college? |
|  |  | Library | Provide a list of useful resources for course content to the library for acquisition. |