

Curriculum Subcommittee Review
COURSE PROPOSAL CHECKLIST

COURSE PROPOSAL INFORMATION	YES	NO/NA
Is the CLASS SCHEDULE TITLE (TITLE FOR CMS)* a shorter version of the Catalog Title (Long Title)? *The Class Schedule Title is the course title that will appear in CMS when students search/register for classes.		
Is the CATALOG NUMBER (Course Number) listed?*		
*The Catalog Number should be determined prior to entering Workflow. New courses should not be listed as TBD.		
Does this course replace an EXISTING EXPERIMENTAL COURSE? If the department is attempting to create a standard course from an existing experimental course, they will need to propose a New Course.		
Is the JUSTIFICATION adequate for either a new course or course change? Does it summarize all purposes of the new course <i>or</i> all changes to the existing course and why?		
Is there a COURSE DESCRIPTION?		
Is the description CLEAR to students who will be reading the Catalog/CMS?		
Does the description include any information about pre-reqs/co-reqs/other information that may serve better as a course note?		
Does this course require SAFETY TRAINING and/or PERSONAL PROTECTIVE EQUIPMENT? If no, is there anything in the course description that indicates otherwise?		
Is the PREREQUISITE information checked? Are there any pre-reqs for this course?		
Is the COREQUISITE information checked? Are there any co-reqs for this course?		
Is the GRADED information included?		
Is the INSTRUCTOR APPROVAL section checked?		
Does it match the prerequisite/corequisite information?		
Is the COURSE COMPONENT and CLASSIFICATION information included?		
Under the Course Classification information, do the number of units for the CS# (WTU Classification) add up to the total number of units for the course? *If a course is multiple classification (e.g. Lecture and Laboratory) do the units split between the classifications add up to the number of units of the course (e.g. 3)? For example, this can be done by reporting 2 units of Lecture and 1 unit of Laboratory.		
Do the EXPECTED LEARNING OUTCOMES (ELOs) state what students will be able to <i>do</i> , not only learn? Are these learning outcomes measurable?		
Are the ASSESSMENT STRATEGIES listed?		
Could there be an OVERLAP between this course and a course in another department from another college? Could the course TAKE STUDENTS AWAY from an existing course in another department/college? If yes, did the department provide consultation with the other department(s)? See Senate policy on consultation.		
Could a change for this course have an IMPACT ON A COURSE OR PROGRAM IN ANOTHER DEPARTMENT OR COLLEGE? Is it a pre-req or co-req for another course in the department? Or it a pre-req or co-req in another program/department/college? If yes, did the department provide consultation with the other department(s)? See Senate policy on consultation.		
Do the proposed changes impact the PROGRAM REQUIREMENTS of a degree program in the current online catalog (e.g. changes in number of units)? * Course changes impacting program proposals should be submitted into Workflow and approved at the same time. If a Form B is needed, the Form A should be held until the course change proposal is reviewed.		

RECOMMENDATION OF CURRICULUM SUBCOMMITTEE:

☐ Approve with no changes or other communications.

☐ Approve contingent upon minor changes (one or two typos, one or two boxes need correcting, etc).

Comments:

☐ Approve contingent upon small changes made by the departments.

Comments:

☐ Hold, pending further clarification/communications from the department.

Comments:

☐ Hold, pending approval of corresponding program proposal.

Comments:

☐ Denial. Significant revisions are necessary which would require approval by the department and college committees.

Comments: