Curriculum Proposal Handbook - DRAFT

Checklist for Writing and Reviewing Proposals

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What is my Role as Representative?

The Link

You are the connection between your department and the committee. You inform and answer questions about curriculum for the Departments you represent.

Talk to your Department Chair, consider offering a curriculum update at each department meeting. Let the Department(s) you represent know how to get ahold of you and perhaps present the process for curriculum proposals.

Share the Checklist below with Department(s) Chair and Faculty.

CHECKLIST and Resources for your Department Faculty with an Idea:

☐	**Did you discuss this with your Department and Department Chair?**	Talk about the proposal • If it is a new course: Where does this course fit within the department and its' programs? • If it is a change to a course: Does this affect certificates, degrees, or transferability? Will the essence of the course change? • If it is a new Program: What student need does the new program meet? • If it is a Program change: Does this affect units or time to complete? Transferability?
☐	**Did you talk to your Curriculum Representative?**	Work with your Representative to: • Let them know a proposal will be on their to-do list. • Discuss how to Create a Proposal in Meta (and which type to use). • Learn how to make your Rep a co-contributor so they can review the proposal with you (prior to submitting). • Gain information on possible special circumstances for your proposal.
☐	**Proposing a new Program or significant change to a Program?**	Saves Time Meeting with the Tech Review Committee early in the design process saves time for all parties by providing process, special circumstances, and historical information.
	Resources	Website with Curriculum Development Process Website with Degrees and Certificates Website with Resources including forms, templates, and other information

The Support

Check if your Faculty with the Proposal (the Originator) has access to META. If not, ask them to email Rachel Demski to request access. demski_rachel@smc.edu

Co-Contributor

As the Rep, you will be involved from the beginning of the proposal to answer questions and guide the process. When the Originator starts to enter the proposal into CurriQnet META, they should add you as a co-contributor.

The Originator enters the proposal information, but as co-contributor you will be able to review the proposal before it is submitted and make minor corrections as needed.

Share with your Department how to add you as a Co-Contributor.

- In the course proposal, go to "Co-Contributor" on the left. (Program proposals find Co-contributors on the "Cover" tab.)
- Search for your Representative.
- Select the representative and other contributors
- Click on "Save" in the lower right.

The Reviewer

All proposals for new or revised courses or programs require the approval of the Curriculum Representative – ***that's you***!

How to Find Proposals

If you are co-contributor and have "My Proposals" checked, the proposal will appear on screen. You can filter your search if needed. *(If you are not a co-contributor, you can search for proposals only after the Originator submits it and by unchecking "My Proposals".)*

After the proposal is submitted by the Originator, you can view it by clicking on "Approvals" and selecting it from the list. This takes you to the History and Status Page which shows where the proposal is in the process (currently, it is on your 'desk').
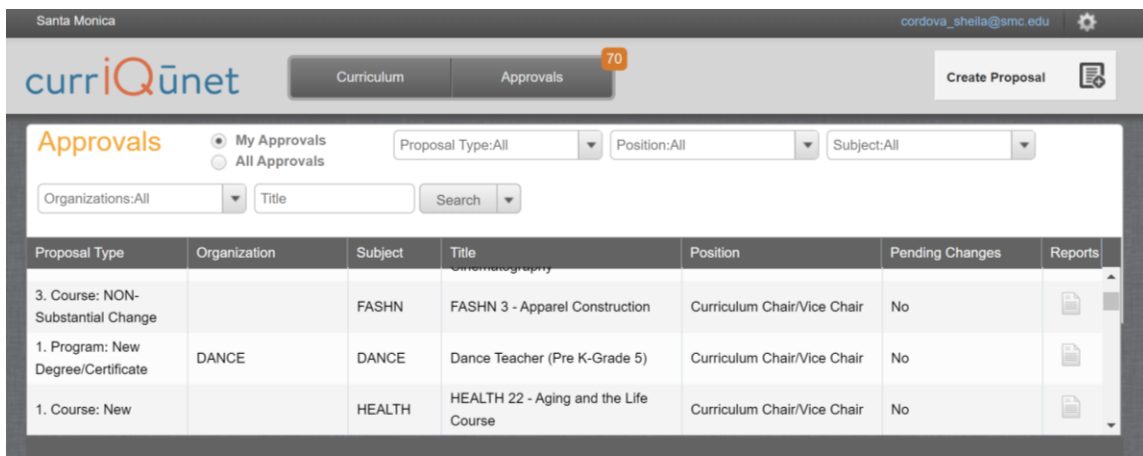
Reviewing Proposals

New Course or Program: *(See Checklist below)*.

Select "View Course Approval" (or Program Approval) at the top.
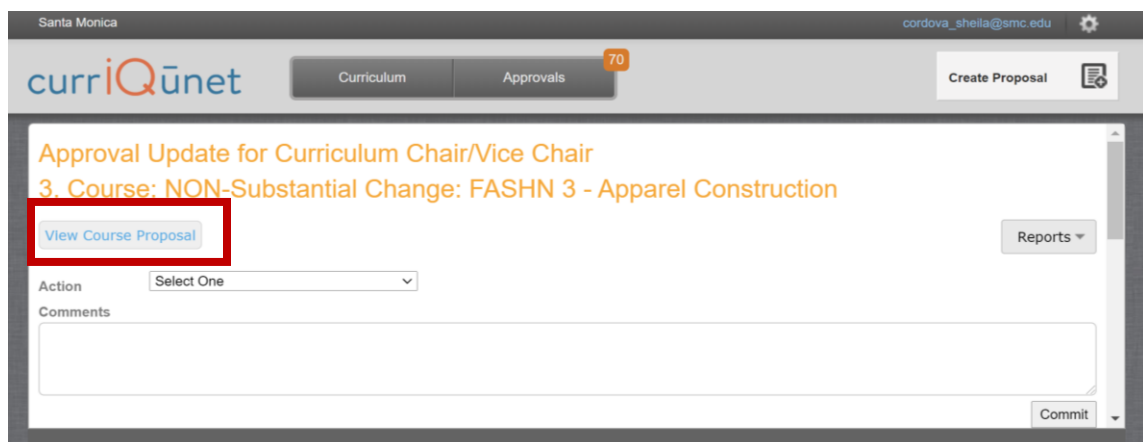
Changes to Existing Courses and Programs: *(See Checklist below)*.

Select Reports and choose "**Comparison**". You will be asked to choose which version to compare to. A report is generated showing the new Proposal on the right with changes in green and the other version is shown on the left with changes in red.
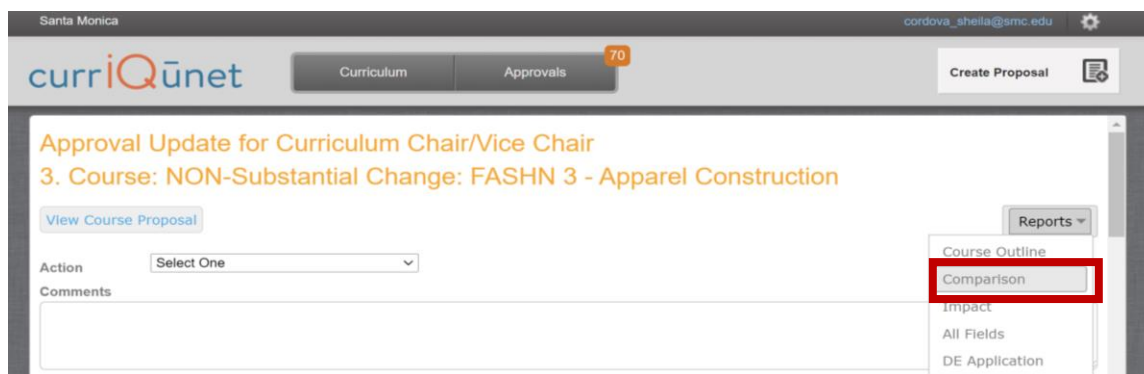
NOTE: The Impact Report shows if the course is a requisite, cross-listed, or included in programs. If the change is substantial, you should notify the programs impacted.

Making Minor Changes

As you review proposals, use co-contributor rights to fix formatting, grammar, spelling, etc. Changes can be made before and after a proposal is submitted.

When the Originator Submits the Proposal – it is sent to you for a final review. You can still make minor changes. However, substantive changes should be returned to the Originator with comments so they can make revisions.

Request Changes or Approve

Request Changes: If the proposal needs changes, add comments into the "Comment Area", then select "Request Changes" from the drop-down list, and click on "Commit". *This returns the proposal to the Originator.*
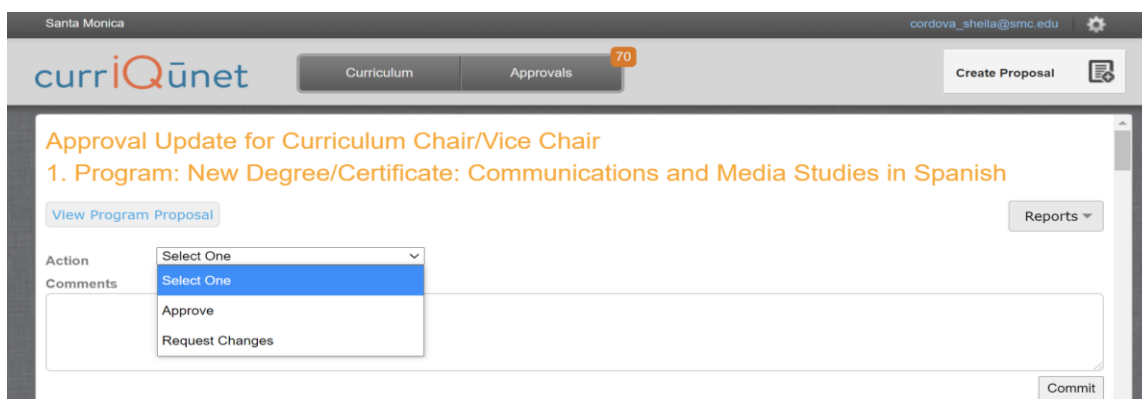
Approve: If the proposal is ready to move forward, choose "Approve" from the drop-down menu and click on "Commit". *This forwards to the Department Chair.*

Checklist Information

Below is the Course Proposal form. Each tab should be completed. Tabs with green boxes indicate all tasks are complete. Orange boxes indicate incomplete item(s).

Proposal Resources	**Proposal Resources:** *contains links to the META handbook and Representative Contact information. Nothing to check.*
Cover **11/11**	**Cover**: Course Title, Description, TOP and SAM Codes…
Co-Contributor	**Co-Contributor**
Units/Hours	**Units and Hours**: Repeatability and Grades
Program Impact	**Program Impact**
Transfer / GE **1/1**	**Transfer / GE**
Requisites & Advisories **1/1**	**Requisites & Advisories**
Student Learning Outcomes	**Student Learning Outcomes**
Course Objectives	**Course Objectives**
Arranged Hours Objectives	**Arranged Hours Objectives:** *only if listed in Units and Hours*
Course Content **1/1**	**Course Content**
Lab Content	**Lab Content:** *only if listed in Units and Hours*
Methods of Presentation	**Methods of Presentation**
Arranged Hours Instructional Activities	**Arranged Hours Instructional Activities:** *only if listed in Units & Hours*
Methods of Evaluation **1/1**	**Method of Evaluation**
Appropriate Texts	**Appropriate Texts**
Library	**Library**
Sample Assignments	**Sample Assignments**
Minimum Qualification	**Minimum Qualifications**
Distance Education Application **8/8**	**Distance Education Application:** *only if selected on Cover*
Global Citizenship Application	**Global Citizenship:** *only if selected on Cover*
Attached Files	**Attached Files:** *as required*

Detailed Checklist for Course Proposals

Use the following in conjunction with Quick Course Checklist found in the Appendix.

Cover

Check required fields are complete. Required fields are indicated with an asterisk *

👪 Course Description and Title – *Thinking Equitably*

These elements are usually the first things students see about a class and can send a message to the students. The title should be descriptive, accurate, and inclusive and the description student-centered, using accessible and inclusive language with a focus on what the student will gain from the course. Both should be inviting and welcoming.

Discipline-specific terminology should be appropriately defined or explained through context. The goal is to ensure that every student, even before enrolling in the class, can read the description and understand what the course will cover and how it may be relevant for that individual student.

For example, the description for a history course might consider how black, indigenous, and other people of color have traditionally been erased from the curriculum and shift the focus in the course description by using language like "colonized people" in place of "colonial." (ASCCC, 2021)

Course Number

If this is a new course, check that it has not been used before.

Start Date

Verify the proposed date meets the curriculum approval schedule.

TOP Code

- Is the Code chosen the best fit for the course? Refer to TOP Manual.
- Courses with an asterisk * are Career Education (CE or CTE) and have additional requirements.

SAM Code

- If the course is not a CE course then choose E: Non-occupational
- If this is a CE course then refer to the CCCCO form for definitions of SAM codes.

Designation

- D – Credit Course that is Degree (or certificate) applicable
- C – Credit Course that is NOT Degree (or certificate) applicable
- N – Noncredit course

Co-Contributor

This is the page to add the Curriculum Rep and any other contributors to the proposal. Nothing to check.

Units and Hours

Check required fields are complete. Required fields are indicated with an asterisk *

Ꙭ Unit and Hours – *Thinking Equitably*

Higher units and hours can slow student progress and have consequences for student financial aid. Consider whether the course units are aligned with transfer institutions and model curricula.

If units are high, a plan should be in place to validate them using disaggregated data that identifies the effects on enrollment for disproportionately impacted groups, including racial and ethnic groups. Noncredit options should be listed if appropriate. (ASCCC, 2021)

Units

Units are automatically added up for you when you fill in hours. (Check the units and hours – errors may have occurred in the META data migration.)

Hours

- Lecture Hours: 1 weekly lecture hour = 1 unit
- Lab Hours: 3 weekly lab hours = 1 unit
- Arranged Hours: 3 weekly arranged hours = 1 unit

Note: Arranged hours are weekly course hours outside of class. For example: a Sound Editing course arranges weekly hours for students to use SMC sound equipment. These are not arranged online hours.

Example:

	Lecture Hours*	Lab Hours*	Arranged Hours*	Out-of-Class Student Hours*	Units
ENGL 1	3	0	0	6	3
KIN PE 5A	0	3	0	0	1
ET 21A	2	1	2	4	3

Hour listings are weekly amounts based on an 18-week semester.
"Units" and "Out of Class Student Hours" are automatically entered in META.

Repeatability

In most cases "No", if unsure, contact Academic Affairs.

Grading

In most cases "letter Grade or P/NP", if unsure contact Academic Affairs.

Program Impact

New Courses

If this is a Credit Course, is it part of a Program or Certificate?

- Yes - Select the Program or Certificate it is a part of.
- No - Discuss if this course has value as a stand-alone.

Existing Course

Program Impact should already be designated. Check the Impact Report (see "Reviewing the Proposal" above) to see if your changes will affect degrees or certificates from other Departments. Discuss the changes with impacted programs.

Transfer / GE

This Section will be reviewed by the Articulation Officer.
Please contact our Articulation Officer if you have questions or concerns.

Requisites & Advisories

Check required fields are complete. Required fields are indicated with an asterisk *

Check: If this is a new course or change to a requisite or advisory, verify a completed worksheet is included in "Attached Files". Worksheet templates are found on this tab.

Skip if this is an existing course with no changes to requisites/advisories.

Enrollment Barriers – *Thinking Equitably*

Consider whether barriers to enrollment such as pre- and co-requisites or advisories may have disproportionate impact on any students. Limitations on enrollment must be appropriately validated. Reviewing requisites for disproportionate impact is already a requirement for certain types of requisites per Title 5 §55003(g) but consider whether applying that review process to other limitations on enrollment would help to ensure equitable access to more courses. (ASCCC, 2021)

Student Learning Outcomes

Check required fields are complete. Required fields are indicated with an asterisk *

Note: Remind Department Chair to update SLO in ISIS when proposal is approved.
Check: Each objective needs to in its own field, includes a measurable verb, is assessable, and supports PLOs and ILOs. **Are SLOs mapped to ILOs?**

Outcomes – *Thinking Equitably*

Consider including a course SLO with a specific focus on DEI or anti-racism in the COR. For example, a course outcome addressing anti-racism could include articulating or analyzing how social and historical context affected major theories or discoveries in the field, particularly in light of systemic racism.

A specific SLO aligned to the course content allows faculty to focus on these areas in assessment and ensure that their students' learning includes equity and anti-racism. Even where DEI content is not explicitly present, the outcomes assessment process should include equity review and thoughtful data disaggregation. (ASCCC, 2021)

SLO vs Course Objectives

The terms 'objectives' and 'outcomes' are often used interchangeably. However, **objectives** are what students *will learn* or what instructors *will teach*, **outcomes** are what students demonstrate as the specific observable and measurable *product of that learning* – an application of knowledge and skills. (ASCCC, 2019)

Below are suggestions for Originators and Departments to consider as they develop Outcomes. How can you develop Outcomes to be useful tools to improve student success for class instructors and program review?

How do I write an SLO?

Provide a detailed description of what a student will be able to do at the conclusion of a course. Use verbs that are measurable or describe an observable action. (Blooms Taxonomy). Course SLOs shall support Program Learning Outcomes (PLOs).

This can be done using a formula:

Upon the successful completion of this course, you will be able to (measurable verb) + (learning statement).

Examples of student learning outcomes:

Government. When given a major decision made by a governmental leader, you will be able to identify major factors the leader had to consider, discuss why the action was taken, and what apparent trade-offs were made.

Economics. Demonstrate graphically and explain how a change in expectations will affect the loanable funds market.

Management. Identify (based on readings, case studies, or personal experiences) those activities most likely to distinguish effective, well-managed technology development programs from ineffective programs.

Music. On hearing musical selections, you will be able to identify examples of chamber music and identify the form, texture, and makeup of the ensemble.

Art. When shown a print, you will be able to identify whether it is a woodcut, etching, or lithograph, and list the characteristics on which this identification was based.

Math. Apply differential calculus to model rates of change in time of physical and biological phenomena.

Physics. Calculate the magnitude and direction of magnetic fields created by moving electric charges.

(Diamond, 2008)

Why use Student Learning Outcomes…

Learning outcomes help instructors...

- Identify the skills and goals for the course (starting with the end in mind)
- plan appropriate teaching strategies, materials, and assessments (i.e., rubrics)
- learn from and make changes to curriculum to improve student learning
- assess how the outcomes of a course align with larger outcomes for a program

Learning outcomes help students…

- anticipate what skills and knowledge they will gain from the course
- track their progress towards mastery of skills in the course/program and path
- know in advance how they will be assessed

Elements of Effective Student Learning Outcomes

Clearly written outcomes are the foundation for effective course and program design. Outcomes inform the way students are evaluated in a course. Effective learning outcomes are student-centered, measurable, concise, meaningful, achievable, and outcome-based (rather than task-based).

Student Centered
- Outcomes are phrased from the perspective of the student and are written in language that can be easily understood by them.

Measurable
- Outcomes focus on the action signifying student learning by using concrete, measurable verbs.

Concise
- Outcomes are written in short, succinct sentences.

Meaningful
- Outcomes emphasize higher order thinking skills and are consistent with college and program learning outcomes.

Achievable
- The total number of outcomes is reasonable for this population of students and is achievable within the time available.

Outcome-Based
- Outcomes should specify the skills and knowledge students must demonstrate to prove mastery instead of focusing on the assignment format, such as a quiz or essay. Well-worded outcomes should remain flexible enough to accommodate a variety of formats for a corresponding assessment.

SLO Examples of Common Problems and Solutions

Not Student-Centered Different theories of personality development will be explored through lectures, readings, and assignments.	**Student-Centered** Students will name each theory of personality development and describe the key characteristics that distinguish each theory.
Not Measurable Students will understand symbolism.	**Measurable** Students will be able to identify examples of symbolism in short stories and incorporate symbolism in their own writing.
Not Clear Students will be able to analyze American history.	**Clear** Students will be able to analyze how American foreign policy history relates to current trends in American foreign policy.
Not Concise Students will analyze American foreign policy, from 18th-century diplomatic relations with Europe to the Monroe Doctrine, considering the ways in which shifts from expansionism and Manifest Destiny to isolationism and protectionism impacted relations with neighboring nations and Native Americans.	**Concise** Students will be able to identify how changes in American foreign policy during the 18th and 19th centuries impacted relations with neighboring nations and Native Americans.
Task-Based (Inflexible) Students will be able to demonstrate on a mannequin the four steps to administer CPR.	**Outcome-Based (Flexible)** Students will be able to demonstrate the four steps used to administer CPR.

Course Objectives

Check required fields are complete. Required fields are indicated with an asterisk *
Check: Each objective is in its own field.

Objectives and Content – *Thinking Equitably*

Where appropriate, consider explicitly including culturally responsive and anti-racist content in the course topics and objectives. Although diversity, equity, and inclusion (DEI) content that explicitly addresses racial inequities may be a stronger fit in some disciplines, almost every discipline will have debates, disagreements, or assumptions that can be challenged; the COR should have an acknowledgement and discussion of these issues built in. Opportunities should be built into the topics and objectives for students to see themselves and their experiences represented and to bring their authentic selves to the course through strategies like reflection or response.

Faculty should consider not just the content but also the language and terminology used to describe it and be cognizant of where the terms and topics reflect Eurocentric or colonizing views—for example, "third world countries"—and seek opportunities to move the marginalized experiences of black and indigenous people to the center. A review should not just examine what is in the course but also what is left out. (ASCCC, 2021)

Defining Course Objectives

Course objectives describe what an instructor will cover in a course. They tend to be:

- Useful in helping you formulate more specific learning outcomes
- Not necessarily observable nor measurable

Examples

- We will review and discuss the impacts and effects of new media on identity formation.
- Students will gain an understanding of the historical origins of art history.
- Student will read and analyze seminal works in 20th Century American literature.
- Students will study the major U.S. regulatory agencies

Course SLO	Underlying Course Objectives
Upon completion of this course, you will be able to... **Write academic prose with a clear purpose and effective, logical, relevant support from sources.**	• Establish and maintain a clear controlling idea (a thesis) in a documented essay of at least 1,500 words with significant and substantive content that is based on college-level reading materials. • Develop an essay that uses convincing evidence in a sequence of effective and organized paragraphs with a clear and apparent logical progression to illustrate a larger idea. • Use the library and Internet as tools to find college-level reading materials. Comprehend and evaluate such texts. Incorporate these readings as concrete and credible support for a position. Acknowledge evidence from a variety of primary and secondary sources.
Upon completion of this course, you will be able to... **Evaluate and critique student drawings and receive feedback.**	• Evaluate drawings orally using correct terminology related to concepts, materials, and techniques. • Evaluate drawings in writing using correct terminology related to concepts, materials, and techniques. • Critique finished drawings and receive feedback from others in a group setting

From: ASCCC CI 2017 Course Objectives to SLOs

Arranged Hours Objectives

Check required fields are complete. Required fields are indicated with an asterisk *
NOTE: This is only available if arranged hours are entered in "Units/Hours".
Check: Each objective is in its own field.

Note: Arranged hours are weekly course hours outside of class. For example: a Sound Editing course arranges weekly hours for students to sign up and use SMC sound equipment. These are not arranged online hours.

Course Content

Check that the required fields are completed. Required fields are indicated with *
Check: Must total 100%. Exams and reviews should not be included as content.

Content – *Thinking Equitably*

See Course Objectives above.

Lab Content

Check that the required fields are completed. Required fields are indicated with *
Check: Must total 100% and only includes content of lab portion of the course.

Methods of Presentation

Check that the required fields are completed. Required fields are indicated with *
Check: At least one method is selected. If "other" is selected, addition detail must be provided.

Methods of Presentation – *Thinking Equitably*

Include multiple methods of instruction. Delivering course content for multiple learning styles and ensuring students have a variety of methods to demonstrate their learning can lead to more equitable outcomes and a more inclusive learning experience. (ASCCC, 2021).

Arranged Hours Instructional Activities

Check required fields are complete. Required fields are indicated with an asterisk *
NOTE: This is only available if arranged hours are entered in "Units/Hours".
Check: Verify the arranged hour activities are not lab or homework assignments.

Note: Arranged hours are weekly course hours outside of class. For example: a Sound Editing course arranges weekly hours for students to sign up and use SMC sound equipment. These are not arranged online hours.

Method of Evaluation

Check that the required fields are completed. Required fields are indicated with *

Check: Must total 100%. No single assessment shall be more than 30% without additional detail. For Example: 40% exams/quizzes: 3-5 total quizzes

Assessments – *Thinking Equitably*

Include multiple methods of evaluation, including some authentic or applied assessments capturing more contextualized learning and practice. Ensuring students have a variety of methods to demonstrate their learning can lead to more equitable outcomes and a more inclusive learning experience. (ASCCC, 2021)

Appropriate Texts

Check that the required fields are completed. Required fields are indicated with *

Check: Is the text the most current version? At least one text should be published within the last 7 years.

Course Materials – *Thinking Equitably*

Textbooks, manuals, or other materials should include diverse representations in authorship and content. If they do not, supplemental materials might be included.

Course materials should be ADA-accessible and affordable. Where appropriate, open educational resources alternatives should be considered. Although some colleges consider textbooks listed on the COR to be primarily examples, the texts are an important guide for faculty about what kinds of materials are considered acceptable for the course and can have an important impact on the texts that are ultimately selected. (ASCCC, 2021)

Library

Check that the required fields are completed. Required fields are indicated with *

Check: Is a list of library recommendations attached (check Attached Files) or is the box "Library has adequate resources" checked?

The librarian reviews proposals, please contact the librarian if you have any questions.

Sample Assignments

Check that the required fields are completed. Required fields are indicated with *

Check: Each Assignment is in its own field. Assignments are written as presented to students. For example: "Visit a museum" instead of "Tell students to visit a museum".

👪 Assignments – *Thinking Equitably*

Example assignments act as a guide to new faculty for ideas and development. They should provide examples that align with equitable course content and opportunities for students to bring their own experiences to the course. These assignments should be both formative and summative. (ASCCC, 2021)

Definitions of Formative and Summative can be found [here](#).

Consider having student provide a portfolio of work which includes images of completed assignments and student reflections on learning, application, and personal improvement moving forward. This helps students document their learning through other means beyond transcripts. (SOAA 4F)

Minimum Qualifications

Check that the required fields are completed. Required fields are indicated with *

Check: Verify proper minimum qualifications are selected to teach the course. Refer to [Minimum Qualifications Handbook](#)

Distance Education Application

Check that the required fields are completed. Required fields are indicated with *

NOTE: This is only available if "Proposed for Distance Education" is checked on the Cover.
Check: Descriptions are used instead of specific brand names. For Example: Use "Learning Management System" or "LMS" instead of "Canvas". You can include examples with specific names if it is a 'such as'. For example: …a learning management system such as Canvas".

👪 Distance Education – *Thinking Equitably*

Work in Progress …

The Distance Education Committee has many wonderful resources to help build online courses and can give you ideas on how to accomplish the required interactions for online courses.

Global Citizenship

Check that the required fields are completed. Required fields are indicated with *

NOTE: This is only available if "Proposed for Global Citizenship" is checked on the Cover.
Check: Verify all fields are complete, including department vote with the tally and all necessary boxes are checked for the Global Citizenship Category.

Attached Files

Check that the required fields are completed. Required fields are indicated with *

Check: If proposal includes a new or change to pre-requisites, co-requisites and/or advisories, verify the correct worksheet is attached and completed properly. Forms are found on the "Requisites and Advisories" page.

Program Checklist and Rubric

Checklist Information

Below is the Program Proposal form. Each tab should be completed. Tabs with green boxes indicate all tasks are complete. Orange boxes indicate incomplete item(s).

Proposal Resources: *contains links to the META handbook and Representative Contact information. Nothing to check.*

Cover: Course Title, Description, TOP and SAM Codes…

Program Outcomes

Program Requirements

Program Mapper

Attach Files

ADT Programs

If the Degree is an ADT, then the TOP code for the Degree or Certificate must match the TMC TOP code. New Degrees and Certificates/Degrees with substantial changes are required to follow the ADT/TMC. See the ***ADT/TMC*** resource.

Career Education Programs

If the TOP code for the Program Degree or Certificate is designated Career Education (CE or CTE) per the TOP Code Manual, then New Degrees and Certificates and Degrees and Certificates with substantial changes are required to follow the CE Curriculum process. See the ***Career Education Curriculum Process*** resource.

Detailed Checklist for Program Proposals

Use the following in conjunction with Quick Program Checklist found in the Appendix.

Cover

Check required fields are complete. Required fields are indicated with an asterisk *

Program Title and Description - *Thinking Equitably*

These elements are usually the first things students see about a program and can send a message to the students. The title should be descriptive, accurate, and inclusive and the description student-centered, using accessible and inclusive language with a focus on what the student will gain from the program. Both should be inviting and welcoming.

Discipline-specific terminology should be appropriately defined or explained through context. The goal is to ensure that every student, even before enrolling, can read the description and understand what the program will cover and how it may be relevant for that individual student. (ASCCC, 2021)

Program Outcomes

Check required fields are complete. Required fields are indicated with an asterisk *

Check: Are the PLOs mapped to ILOs and does each course included in the Program map to the PLO? If a course is included in the degree or certificate, then one or more of the SLOs should map to the PLO.

Program Outcomes - *Thinking Equitably*

See Student Learning Outcomes under Course Proposals.

How do I write a PLO?

Provide a detailed description of what a student will be able to do at the conclusion of the program or certificate. Use verbs that are measurable or describe an observable action.

This can be done using a formula:

As a result of successfully completing the (name of program or certificate), students will be able to (measurable verb) + (learning statement).

Program Requirements

Check required fields are complete. Required fields are indicated with an asterisk *

Check: Do units match the requirements for the type of degree/certificate chosen?

👪 Program Requirements - *Thinking Equitably*

Consider whether barriers to completion may have disproportionate impact on any students. Higher units requirements can slow student progress and have consequences for student financial aid. Consider whether the courses are aligned with transfer institutions and model curricula.

If units are high, a plan should be in place to validate them using disaggregated data that identifies the effects on enrollment for disproportionately impacted groups, including racial and ethnic groups. Noncredit options should be listed if appropriate. (ASCCC, 2021)

Program Mapper

META automatically enters this information. Verify the required units match

Check: Verify if the required units match the Program Requirements.

Attached Files

Check: Are the appropriate files attached? Program proposals must have attached files, required files are dependent on the program type:

Associate Degrees for Transfer (ADT) website
- Completed ADT Narrative
- Transfer Model Curriculum

Associate Degrees and/or **Certificate of Achievement** (Local/Non-CTE)
- Completed Non-CTE Narrative

Associate Degrees and/or **Certificate of Achievement** (CTE)
- Completed CTE Narrative
- Advisory Board Minutes
- LAOCRC Minutes
- Labor Market Information (LMI) Report

Department Certificates
- Completed Department Certificate Narrative

Forms, templates, and additional information can be found by clicking on links above.

1. **Quick Course Proposal Checklist**

2. **Quick Program Proposal Checklist**

3. **Approval Process**

Quick Course Proposal Checklist

In META, complete all required fields in each Tab of the proposal application. Required Fields are indicated with an asterisk *. More Detailed information for each item is found in the Detailed Checklist in the Curriculum Representative Handbook.

Indicates the item has student-centered considerations for the Originator. Additional information is available in the Detailed Course Proposal Checklist.

COVER			
(icon)	☐	**Title and Description**	Did these change significantly? Should this be a new course instead? Have originator think about: - Is the Title descriptive, accurate, and inclusive? - Is the Description student-centered, using accessible and inclusive language? - Does the Description focus of what the student will gain from the course? - Are industry specific terms defined or explained?
	☐	**TOP & SAM Code**	Does the TOP and SAM Code best fit the course? Refer to TOP Manual and SAM Codes definitions.
	☐	**Start Date**	Does the proposed start date align with the deadlines posted on the website?
	☐	**Rationale**	Is a description of the reason for the proposal included?
UNITS and HOURS			
(icon)	☐	**Hours and Units**	Hours for Lecture, Lab, and Arranged are completed. Units complete automatically when input. Are units aligned with transfer institutions and model curricula? If not, include a **rationale** to validate units
	☐	**Repeatability**	Usually, "No". If unsure, contact Academic Affairs
	☐	**Grades**	Usually, "Letter Grade or P/NP". If unsure, contact Academic Affairs
PROGRAM IMPACT			
	☐	**Program Impact**	- New credit course? Is the degree or certificate this course is a part of checked? - Existing course? This should already be designated but check the Impact Report. Verify and notify if it is part of other department degrees or certificates.
TRANSFER /GE			
		Transfer/GE	This area is reviewed by the Articulation Officer.
REQUISITE and ADVISORIES			
(icon)	☐	**Requisite or Advisories**	If this is a new or change to requisite/advisory, verify a completed worksheet is in "Attached Files". Worksheet templates are found on this tab. ***Skip if this is an existing course with no changes to requisites/advisories.*** Does the requisite barrier disproportionately impact students? If yes, include a **rationale**.

		STUDENT LEARNING OUTCOMES (SLO)	
👥	☐	**SLO**	Outcome is in its own field, include a measurable verb, is assessable, and map to ILOs. Have the Originator think about: • Are the SLOs student-centered, using accessible and inclusive language?
		COURSE OBJECTIVES	
👥	☐	**Objectives**	Each Objective needs to be in its own field. Have the Originator think about: • Is the Title descriptive, accurate, and inclusive? • Is the Description student-centered, using accessible and inclusive language? • Does the Description focus of what the student will gain from the course?
		ARRANGED HOURS OBJECTIVES	
	☐	**Arranged Hours Objectives**	• Available if Arranged Hours are entered in "Units/Hours" • Each Objective needs to be in its own field.
		COURSE CONTENT	
👥	☐	**Content**	• Must total 100% (exams and reviews should not be included as content). • Does Content align with Objectives?
		LAB CONTENT	
	☐	**Lab Content**	• Available if Lab Hours are entered in "Units/Hours" • Must total 100% and only include lab portion.
		METHODS OF PRESENTATION	
👥	☐	**Methods of Presentation**	• At least one method must be selected. • If "other" is selected, additional detail shall be provided.
		ARRANGED HOURS ACTIVITIES	
	☐	**Arranged Hours Activities**	• Available if Arranged hours are entered in "Units/Hours" • Each Objective needs to be in its own field.
		METHODS OF EVALUATION	
👥	☐	**Methods of Evaluation**	• Must total 100%. • No single assessment shall be more than 30% without additional detail. *(ie. 40% exams/quizzes: 3-5 total quizzes)*
		APPROPRIATE TEXTS	
👥	☐	**Texts**	At least one text shall be within the last 7 years.
		LIBRARY	
	☐	**Library**	Verify a list of library recommendations are attached or the box "Library has adequate resources" is checked.
		SAMPLE ASSIGNMENTS	
👥	☐	**Sample Assignments**	• (2) samples assignments in their own field which accurately represent the level of rigor in course. • Assignments are written as presented to students. *(ie: "Visit a museum" not "Tell students to visit a museum")*

MINIMUM QUALIFICATIONS			
	☐	**Minimum Qualifications**	Verify proper minimum qualification to teach the course (refer to Minimum Qualifications Handbook)
DISTANCE ED APPLICATION			
	☐	**Distance Ed Application**	Available if "Proposed for DE" is checked on the Cover. Use descriptions instead of specific brand names *(ie. Use Learning Management System or LMS instead of Canvas)*
GLOBAL CITIZENSHIP APPLICATION			
	☐	**Global Citizenship App**	Available if "Proposed for Global Citizenship" is checked on the Cover. Check all fields complete, including department vote and necessary boxes are checked for the GC category.
ATTACHED FILES			
	☐	**Attached Files**	If proposal includes new or changed requisites or advisories, verify the correct form is attached and are filled out properly.

Quick Program Proposal Checklist

In META, complete all required fields in each Tab of the proposal application. Required Fields are indicated with an asterisk *. More Detailed information for each item is found in the Detailed Checklist in the Curriculum Representative Handbook.
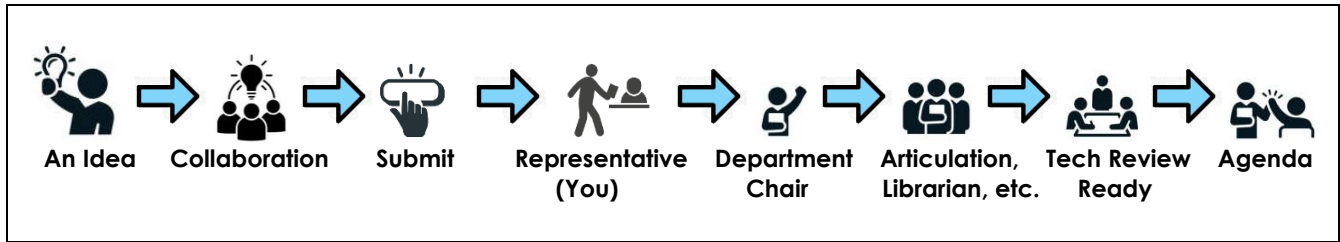
Indicates the item has student-centered considerations for the Originator. Additional information is available in the Detailed Program Proposal Checklist.

COVER			
👥	☐	**Title and Description**	Did these change significantly? Should this be a new degree/certificate instead? Have the Originator think about: • Is the Title descriptive, accurate, and inclusive? • Is the Description student-centered, using accessible and inclusive language? • Does the Description focus of what the student will gain from the course? • Are industry specific terms defined or explained?
	☐	**TOP Code**	Is the TOP Code the best fit for the program? Refer to TOP Manual • If the Program is CTE (CE), the Top code must match the LMI report TOP code. • If the Program is ADT, the Top code must match the TMC TOP code.
	☐	**Justification**	Is a description (rationale) of the reason for the proposal included?
PROGRAM OUTCOMES			
👥	☐	**Outcomes**	Do the Outcomes include measurable verbs? Are the PLOs mapped to ILOs and course SLOs? Have the Originator think about: Are the SLOs student-centered, using accessible and inclusive language?
PROGRAM REQUIREMENTS			
👥	☐	**Requirements**	Do the units add up and match the requirements for the type of degree/certificate chosen?
PROGRAM MAPPER			
	☐	**Mapper**	META automatically enters this information. Verify the required units match.
ATTACHED FILES			
	☐	**Files**	Program proposals must have attached files. Required files are dependent on the program type. See detailed Checklist in the Representative Review Handbook or talk to your Representative or Tech Team.

Note: ASCCC, 2021, *Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record*, https://asccc.org/content/moving-needle-equity-cultural-responsiveness-and-anti-racism-course-outline-record

Preparing a Proposal for Curriculum Agenda

An Idea　Collaboration　Submit　Representative (You)　Department Chair　Articulation, Librarian, etc.　Tech Review Ready　Agenda

Idea: Faculty start with an idea for a proposal, they talk to their Department Chair, Representative and other faculty as they determine how this proposal helps students needs in the program.

Collaboration continues through the development of the proposal before it is submitted in Meta.

Submit: After it is submitted, the proposal is sent to the Representative who has been collaborating so will be reviewing for completion.

Curriculum representative: When the Representative deems the proposal ready, the proposal is forwarded to the Department Chair.

The Department Chair and the department have reviewed and voted on the proposal during a department meeting. If the vote approves, the Chair submits the vote and forwards the proposal.

Reviewers: The proposal then goes to the Librarian, Articulation Officer, and other possible required reviewers.

Ready for Tech Review: Once the above have been forwarded, the Tech Team will review the proposal for completion and places it on the Agenda for the Curriculum Committee to review.

Plan to submit at least a week or more before the "Ready for Tech Review" date and follow up with people in the queue to be sure it is moving through the process. The queue is in META on the first page when you open a Proposal.

Agenda: The first 20 proposals received are reviewed for inclusion on the Agenda, additional proposals shall be reviewed for the following Agenda.

Note: Are you proposing a New or Substantially Changed Program? Meet with the Tech Team at the Collaboration step to be sure you have everything you need.

ASCCC, 2021, *Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record*, https://asccc.org/content/moving-needle-equity-cultural-responsiveness-and-anti-racism-course-outline-record

SMC, 2017, *Quick Guide for Curriculum Representatives*, SMC Curriculum Committee Resources

ASCCC, 2019, *Student Learning Outcomes*, https://www.asccc.org/sites/default/files/SLOs.pdf

Arizona State University Provost, *Office of the University Provost,* Student Learning Outcomes https://provost.asu.edu/curriculum-development/changemaker/student-learning-outcomes

DePaul University Provost, *Center for Teaching and Learning,* Learning Outcomes https://offices.depaul.edu/center-teaching-learning/assessment/learning-outcomes/Pages/default.aspx

Diamond, R., 2008, *Designing and Assessing Courses and Curricula, Third Edition, Jossey-Bass: San Francisco, CA*