



Proposals

Cover

<input type="checkbox"/>	Rationale and/or Need for the Course --Is there labor market data or enrollment data that supports the creation or modification for the course, certificate, or degree? (Attach Supporting Documents)
<input type="checkbox"/>	TOP Code and CIP Code – Departments work with the Office of Instruction to obtain.
<input type="checkbox"/>	Recommended Maximum Course Enrollment and Justification for Course Enrollment is completed has been discussed with department and completed.
<input type="checkbox"/>	Appropriateness to Mission – How does this course align with the SBVC Mission Statement?
<input type="checkbox"/>	Adequate Resources: Do we have faculty that can teach the course? Is there a plan? Do we have equipment/space for the new program/course? (Attach Supporting Documents)
<input type="checkbox"/>	ASCCC Discipline: Does the ASCCC align with the Minimum Qualifications Manual?

Equity and Cultural Responsiveness

<input type="checkbox"/>	Explain how this course ensures diverse and culturally responsive content (i.e. curriculum that represents student diversity, uses diverse and non-biased content, validates student experiences, incorporates student's voices, and fosters connections between academic learning and cultural backgrounds).
<input type="checkbox"/>	Explain this course demonstrates equity for students (i.e. provide differentiated support and accessible lessons for all learners from the outset; foster a growth mindset; reduce assessment bias; use multiple assessment types; offer choices and flexible deadlines; clearly communicate learning goals and what success looks like, create a safe space where all students feel seen, heard, respected, and comfortable expressing their unique identities; acknowledge and actively work to counteract personal biases in teaching practices and interactions with students; build relationships and provide multiple avenues for student voice; analyze student data with an equity lens; identify opportunity gaps and provide support.).

Distance Education

<input type="checkbox"/>	The DE Addendum has been completed.
--------------------------	-------------------------------------

Courses

General Notes

<input type="checkbox"/>	All areas completed.
<input type="checkbox"/>	Are all areas aligned with outcomes.
<input type="checkbox"/>	Every section of the outline has no spelling or grammatical errors.
<input type="checkbox"/>	The course's start date is appropriate (check current Curriculum Calendar for deadlines).
<input type="checkbox"/>	Does the course have similar content to another course at SBVC?

Title of Course

<input type="checkbox"/>	Does the title make sense? Are there spelling errors? Is the title too long?
<input type="checkbox"/>	Is the department changing the course title? If so, check the Impact Report to see if they have launched a program modification.
<input type="checkbox"/>	IDEAA: Is there a way to change the course title to make it more equitable?



Course Description

<input type="checkbox"/>	Course description is a brief overview of the course with two to six complete sentences.
<input type="checkbox"/>	Course description is discipline-specific, descriptive of what the course will cover, accurate with a focus on what the student will gain from the course.
<input type="checkbox"/>	Information listed in the course description is also listed in the course content or objectives.
<input type="checkbox"/>	IDEAA: The language in the course description is inclusive and relevant to the student population.
<input type="checkbox"/>	IDEAA: The course description communicates the values of inclusiveness, diversity, and cultural responsiveness.
<input type="checkbox"/>	Honors: state that they are honors courses (i.e. "This is an honors course").
<input type="checkbox"/>	Noncredit: state that they are noncredit courses (i.e. "This is a noncredit course").
<input type="checkbox"/>	If a course changes its number, look for a "formerly" note at the end of the description.

Units and Hours

<input type="checkbox"/>	<p>Units are adding up:</p> <table> <thead> <tr> <th>Lecture Units to Hours:</th><th>Laboratory Units to Hours:</th></tr> </thead> <tbody> <tr> <td>1 Unit Lecture = 16-18 hours</td><td>1 Unit Lab = 48-54 hours</td></tr> <tr> <td>2 Units Lecture = 32-36 hours</td><td>2 Units Lab = 96-108 hours</td></tr> <tr> <td>3 Units Lecture = 48-54 hours</td><td>3 Units Lab = 144-162 hours</td></tr> <tr> <td>4 Units Lecture = 64-72 hours</td><td></td></tr> <tr> <td>5 Units Lecture = 80-90 hours</td><td></td></tr> </tbody> </table> <p>Total Contact Hours: Lecture + Lab Hours (if applicable) Out of Class Hours: Double the lecture unit hours (applies to lecture units only, not lab or noncredit courses). Student Learning Total Hours: All hours add up.</p>	Lecture Units to Hours:	Laboratory Units to Hours:	1 Unit Lecture = 16-18 hours	1 Unit Lab = 48-54 hours	2 Units Lecture = 32-36 hours	2 Units Lab = 96-108 hours	3 Units Lecture = 48-54 hours	3 Units Lab = 144-162 hours	4 Units Lecture = 64-72 hours		5 Units Lecture = 80-90 hours	
Lecture Units to Hours:	Laboratory Units to Hours:												
1 Unit Lecture = 16-18 hours	1 Unit Lab = 48-54 hours												
2 Units Lecture = 32-36 hours	2 Units Lab = 96-108 hours												
3 Units Lecture = 48-54 hours	3 Units Lab = 144-162 hours												
4 Units Lecture = 64-72 hours													
5 Units Lecture = 80-90 hours													

Requisites and Requisite Analysis

<input type="checkbox"/>	The rigor of the course aligns with the prerequisite, corequisite, or recommendation.
<input type="checkbox"/>	The headers next to each course are listed correctly (i.e. prerequisite, recommendation).
<input type="checkbox"/>	The courses listed in this section are active courses that have not had any deletions or number changes.
<input type="checkbox"/>	IDEAA: Requisites that create barriers for students are removed or reconsidered.

Student Learning Outcomes (SLOs)

<input type="checkbox"/>	The Student Learning Outcomes are used to align the course objectives, content, methods of evaluations and out-of-class assignments.
<input type="checkbox"/>	There are enough SLOs for this course. We recommend one SLO for each unit.
<input type="checkbox"/>	The SLOs use Operational Verbs from Blooms Taxonomy.
<input type="checkbox"/>	The SLOs are measurable.
<input type="checkbox"/>	IDEAA: There's at least one IDEAA outcome that is culturally responsive, equity-minded, and integrates anti-racist criteria.
<input type="checkbox"/>	Honors: There's at least one honors outcome starting with "Honors:"



Course Objectives

<input type="checkbox"/>	The course objectives align with and relate to the course outcomes, content, methods of evaluation, and out-of-class assignments.
<input type="checkbox"/>	There are enough objectives for this course. We recommend at least one objective for each main point in the course content.
<input type="checkbox"/>	The objectives use Operational Verbs from Blooms Taxonomy.
<input type="checkbox"/>	The objectives are measurable.
<input type="checkbox"/>	IDEAA: Course objectives focus on students and emphasize their experiences.
<input type="checkbox"/>	IDEAA: Collaborative and social skill objectives include cultural responsiveness, equity-mindedness, and anti-racist strategies.
<input type="checkbox"/>	IDEAA: Remove micro-aggressions and stereotypes embedded in the language of the objectives.
<input type="checkbox"/>	Honors: There's at least one honors objective starting with "Honors:"
<input type="checkbox"/>	Labs: There are objectives for the lab course content.

Course Content

<input type="checkbox"/>	The course content aligns with the outcomes, objectives, methods of evaluation, and out-of-class assignments.
<input type="checkbox"/>	The level of rigor in the course is appropriate for the number of units. (i.e. a 4-unit course has enough content to justify the number of hours per semester).
<input type="checkbox"/>	The course content is detailed enough to provide adjunct faculty with the information expected to be taught for the course.
<input type="checkbox"/>	All acronyms are spelled out the first time they are used.
<input type="checkbox"/>	There are no spelling or grammatical errors.
<input type="checkbox"/>	The course content follows the proper format. If not, email Kay Dee Yarbrough to fix. A. _____ 1. _____ a. _____
<input type="checkbox"/>	IDEAA: The course content includes appropriate social and cultural movements for the discipline.
<input type="checkbox"/>	IDEAA: Historical and contemporary perspectives on race and social justice relevant to the course are included.
<input type="checkbox"/>	IDEAA: Course content is inclusive and accessible: reflecting a diverse society, including student experiences, and current events relevant to the discipline.
<input type="checkbox"/>	IDEAA: Course content addressing effective interaction with others includes cultural responsiveness, equity-mindedness, and anti-racist strategies.
<input type="checkbox"/>	Honors: Honors course content is bolded.
<input type="checkbox"/>	Labs: Laboratory course content is presented under "lab content".

Method of Instruction

<input type="checkbox"/>	This area is complete.
<input type="checkbox"/>	The correct areas are checked (i.e. lab work is checked if there are lab hours).



Methods of Evaluation

<input type="checkbox"/>	This area is completed.
<input type="checkbox"/>	The methods of evaluation are appropriate for the course (i.e. lab work is checked if there are lab hours).
<input type="checkbox"/>	The methods of evaluation align with the course outcomes, objectives and content.

Out of Class Assignments

<input type="checkbox"/>	The Out-of-Class Assignments align with the course outcomes, objectives, and content.
<input type="checkbox"/>	Reading Assignments: Does the reading assignment list a specific topic? Is there an expected outcome by the student stated? (i.e. "....and be prepared to discuss in class.")
<input type="checkbox"/>	IDEAA in Reading Assignments: Culturally sensitive and inclusive readings are utilized. Students are given choices.
<input type="checkbox"/>	Writing Assignments: Is there a page length to this assignment? Is there an expectation of the writing assignment stated?
<input type="checkbox"/>	IDEAA in Writing Assignments: Assignments take into consideration cultural diversity and the student's background and experiences.
<input type="checkbox"/>	Critical Thinking Assignments: Does the assignment demonstrate critical thinking skills?
<input type="checkbox"/>	IDEAA in Critical Thinking Assignments: The assignment utilizes real-world issues to develop critical thinking skills?
<input type="checkbox"/>	IDEAA: At least one assignment includes IDEAA.
<input type="checkbox"/>	Honors: There are separate honors course assignments listed and bolded.

Course Materials

<input type="checkbox"/>	Textbooks are up to date and published within 5 years.
<input type="checkbox"/>	There are three or more textbooks.
<input type="checkbox"/>	IDEAA: Textbook selections include contemporary and culturally diverse authors.
<input type="checkbox"/>	IDEAA: Textbooks consider socio-economic status by listing Open Educational Resources (OER), Zero Textbook Costs (ZTC), Low-Cost, or other Free Resources.



Programs

General Notes

<input type="checkbox"/>	All areas are completed.
<input type="checkbox"/>	Title: The program title matches the description and content. No typos or spelling errors.

Catalog Description

<input type="checkbox"/>	The catalog description is a brief overview of the program with a minimum of 3 sentences.
<input type="checkbox"/>	The catalog description aligns with the program title and courses.
<input type="checkbox"/>	The catalog description is student-friendly (easy to read and understand what the program is about).
<input type="checkbox"/>	IDEAA: The department added IDEAA to the catalogue description The language in the course description is inclusive, relevant to the student population, and communicates the values of inclusiveness, diversity, and cultural responsiveness

Required Courses

<input type="checkbox"/>	Courses are listed for the program.
<input type="checkbox"/>	Headers are student-friendly (easy to understand what is needed in each section).
<input type="checkbox"/>	All courses are active, approved, or in review – none of the courses have recently been deleted, had a name change, or had updated units.
<input type="checkbox"/>	Units are adding up. Are there 16+ units for financial aid purposes.

Program Learning Outcomes (PLOs)

<input type="checkbox"/>	The Program Learning Outcomes, catalog description, and required courses align with each other.
<input type="checkbox"/>	There are enough PLOs for the program. We recommend five SLOs for a program.
<input type="checkbox"/>	The PLOs use Operational Verbs from Blooms Taxonomy.
<input type="checkbox"/>	The PLOs are measurable.
<input type="checkbox"/>	IDEAA: There's at least one IDEAA outcome that is culturally responsive, equity-minded, and integrates anti-racist criteria.