

# Course Outline Technical Review Checklist

## Updated 11/27/2018 – Accompanying CurriQūnet

Technical Review Avoiding Common Errors (TRACE) Checklist

Course Number (from I.C): \_\_\_\_\_

Please be mindful of the various deadline dates for courses and programs. See [calendar](#).

COR & Curriculum Handbook Section	Course Outline of Record (COR) Preparation Checklist	Reviewer Comments
<b>Proposals</b> <a href="#">Handbook 2.1.1</a>	<p>These are common errors but others are possible. Refer to the <a href="#">Curriculum Handbook</a> when necessary.</p> <p>Within CurriQūnet, <b>Create Proposal</b>, choose the appropriate <b>Proposal type</b> carefully! <i>A footer at the end of the course outline will indicate the type of proposal.</i></p> <ul style="list-style-type: none"> <li>• Credit/degree-applicable</li> <li>• Credit/non-degree applicable</li> <li>• Noncredit</li> <li>• Distance education addenda</li> </ul> <p>Carefully choose whether your proposal is for:</p> <ul style="list-style-type: none"> <li>• NEW course/addenda</li> <li>• MODIFYING an existing course/addenda</li> <li>• DEACTIVATING course addenda.</li> </ul> <p>This information is at the top of the proposal screen, Main Tab.</p> <p>DOUBLE and TRIPLE CHECK.</p> <p><b><i>If you choose the wrong proposal type, you have to delete and start all over again.</i></b></p>	<p><i>Reviewer: Proposal types should have been checked pre-technical review. If you have questions about whether the proposal type is correct, contact the CC Chair immediately.</i></p>
<b>MAIN Short Title</b>  <b>Catalog Description</b> <a href="#">Handbook 2.3.3</a>  <b>Anticipated Start</b>	<p>30-character limit if course title is too long. This is what will be seen in the schedule.</p> <p>Provide a brief course description directed to students; can be as simple as a list of major course topics. Doesn't have to be complete sentences. Do not make promises or guarantees. Avoid saying "Student will..."</p> <p><b><i>Special note for work experience at end of TRACE</i></b></p> <p>List the semester one year in advance of Proposal.</p>	
<b>Justification</b> <a href="#">Handbook 2.3.3</a>	<p>The course justification answers the question: "why is this course being proposed?" or "why do we have this course?" Unlike the catalog description, which is intended to be read by students, the course justification is read by the curriculum committee, articulation officers, administrators, and faculty. Indicate if course is part of a program or family.</p>	
<b>Cross listed</b>	<p><b>Please avoid cross-listing whenever possible.</b></p> <p>Cross-Listed means a course has multiple subject codes. It is more workload for the originators and requires cooperation of multiple departments. Example: BIO 31/GEOG 31/SUST 31. Cross-listed classes must have separate outlines for EACH cross-listed class. ALL outlines must be updated the same way at the same time. These are NOT co-scheduled sections, which are independent of what's on the course outline.</p> <p>IF you are completing a proposal for a cross-listed course, clearly indicate this in the Cross Listed tab of the proposal AND be sure you complete a duplicate proposal for the</p>	

	cross-listed class. Be sure to coordinate with faculty in the cross-listed departments.	
<p><b>Hours and Units</b> <a href="#">Handbook 2.3.3</a></p> <p>Noncredit classes have no units. Just enter hours.</p> <p>Reference: <a href="#">Hours and Units Calculations Quickguide.</a></p>	<ul style="list-style-type: none"> <li>• <b>Lecture</b> – Defined as a 2:1 ratio of out-of-class study to in-class activity/lecture. A class that meets one hour of lecture per week for 17.5 weeks is worth 1 unit and should have 35 hours of outside study. <ul style="list-style-type: none"> <li>○ Lecture – 2 hrs/week – 2 units – 35 hours</li> <li>○ Lecture – 3 hrs/week – 3 units – 52.5 hours</li> </ul> </li> <li>• <b>Laboratory</b> – Defined as little to no out-of-class study. A class that meets three hours of lab per week for 17.5 weeks is worth 1 unit. <ul style="list-style-type: none"> <li>○ Laboratory – 3 hrs/week – 1 unit – 52.5 hours</li> </ul> </li> <li>• <b>Activity</b> - Use this for PE &amp; Dance only. Defined as a 1:2 ratio of out-of-class work to in-class activity. <ul style="list-style-type: none"> <li>○ Activity – 2 hrs/week – 1 unit – 35 hours</li> </ul> </li> </ul> <p><b>Homework and Total Hours</b> Homework and total hours will be automatically calculated by CurriQūnet. <i>Optional additional homework hours should not be added without consultation as they will affect units.</i></p> <p><b>Special note for work experience at end of TRACE</b></p>	
<p><b>Requisites and Consultation</b> <a href="#">Handbook Chapter 6</a></p>	<ul style="list-style-type: none"> <li>• Complete all the requested information in the <b>Requisites</b> tab in CurriQūnet, describing or listing the sample content and assignments of the target course (the outline you're working on), for which students must/should possess the knowledge &amp; skills learned in the requisite course.</li> <li>• <b>DO NOT LINK TO "In Review" classes. Pull in only the "Active" or "Approved" classes.</b></li> <li>• If requisite is in a different department from the target course, contact the chairs of the departments in which the requisite classes are listed, get their confirmation that these are acceptable requisites, and provide notes on those conversations within the <b>CONSULTATIONS</b> tab within CurriQūnet.</li> <li>• When contemplating the type of preparation needed for a course or program, departments must decide whether the preparatory knowledge/skills are either required (prerequisite or corequisite or either one) or recommended (advisory).</li> <li>• If critical reading/writing or computation skills are needed for success in a <u>credit</u> course or program, and if these skills are <u>not taught in the target course</u>, then the department must consider the appropriate English, ESL, or math course level that will provide the preparation needed (in consultation with the English Eligibility Coordinator, Credit ESL Coordinator, or Math Dept. chair).</li> </ul> <p><b>Special note for work experience at end of TRACE</b></p>	
<p><b>Consultation: Content Overlap</b> <a href="#">Handbook 2.1.4</a></p>	<p>From which departments might you need content overlap signoffs? Be safe by checking with department chairs ahead of time instead of dealing with unhappy chairs or questions from the Committee during presentation. Then provide notes on those conversations within the <b>CONSULTATIONS</b> tab within CurriQūnet.</p>	

<b>Course Applicability</b>	For credit, degree-applicable classes, if applicable, be sure you indicate the local General Education Areas, CSU transfer areas, and IGETC transfer areas that your class satisfies. Then make sure you map your course SLOs to the SLOs for each area.	
<b>Field Trips</b> <a href="#">Handbook 2.3.3</a>	If “Yes” or “Optional” be sure you provide a general description of required or possible Field Trips (including example locations).	
<b>Repeatability</b> <a href="#">Handbook 2.3.3</a>	Title 5 regulations regarding repeatability changed in 2012. Repeatability above 0 is not allowed for most credit courses, except Work Experience (see end of TRACE).	
<b>Discipline</b>	The discipline is a list of minimum qualification disciplines required for anyone who teaches this course. It is up to each department to set those discipline minimum qualifications per state guidelines. One is required. Multiple is fine. Drop-down list provides your options.	
<b>Student Learning Outcomes</b> <a href="#">Handbook 2.3.5</a> + <a href="#">SLO Handbook</a>  <b>**KNOWN error in CurrIQūnet</b> is that sometimes folks find they cannot delete a SLO. If you encounter this problem, blank the text on the SLO, move it to the bottom, and email <a href="mailto:curricunet@ccsf.edu">curricunet@ccsf.edu</a> . Then move on! ☺	<ul style="list-style-type: none"> <li>• SLOs are high-level outcomes (not granular weekly objectives). They indicate key actions students can do by the end of a class (not actions completed during a class).</li> <li>• Each SLO should apply to a cross-section of course content, not one-to-one content mapping. But also, ensure that each content area can map to at least one SLO.</li> <li>• 3-5 SLOs is a good guide (but more or less are possible depending on class).</li> <li>• Credit degree-applicable course SLOs must use verbs that indicate critical thinking.</li> <li>• Start SLO statements with action verbs (don’t start with an adjective).</li> <li>• See SLO Handbook and Bloom’s Taxonomy for examples such as <i>Evaluate, Analyze, Compare, Interpret</i>, and many more!</li> <li>• Avoid starting with “<i>Demonstrate ability to...</i>” The full text would then be: “<i>After completion of this course, students will be able to demonstrate the ability to...</i>”.</li> <li>• SLOs need to be unique to a particular course (for series of courses, ensure the SLOs change with the series).</li> <li>• Ensure each SLO is supported by Assignments and Evaluation Methods.</li> <li>• Ensure SLOs are assessable and align with Program SLOs where appropriate.</li> <li>• For all courses that satisfy local GE areas, each GELO in those areas must have at least one course SLO mapped to them.</li> <li>• Contact the SLO Coordinator at <a href="mailto:slocoordinator@ccsf.edu">slocoordinator@ccsf.edu</a> for further assistance.</li> </ul>	
<b>Contents</b> <a href="#">Handbook 2.3.6</a>  Example: V. CONTENT  A. Major Topic 1. Subtopic a. Detail/support b. Detail/support 2. Subtopic a. Detail/support b. Detail/support	<ul style="list-style-type: none"> <li>• Describe content topics, not actions or assignments. For example, write “Scientific method” instead of “Applying scientific method.” Noun forms for topics are preferred when possible, even to describe a topic involving a specific technique, e.g.”Image selection” instead of “Selecting images” or “Mac OSX installation” instead of “Installing Mac OSX”.</li> <li>• For courses of two units or more, we would be surprised to have fewer than four or five Major Topics. A certain level of rigor is required. Err on the side of too much information rather than too little.</li> </ul>	

<p>3. Subtopic with this one detail/support added</p> <p>B. Major Topic</p> <p>1. Subtopic</p> <p>    a. Detail/support</p> <p>    b. ...</p> <p>    c. ...</p> <p>2. ...</p> <p>3. ...</p>	<ul style="list-style-type: none"> <li>• Each major topic must have at least two subtopics. If there are further subdivisions, It is required that for every 1 or a, there must be at least a 2 or b. Otherwise the “1 or a” should be combined with the heading.</li> <li>• Words not beginning a phrase should not be capitalized unless it is common, formal usage. For example, “History of the South” has the last word capitalized as it refers to that region of the United States. But “Construction of the south pool” has only the first word of the phrase capitalized.</li> <li>• Periods are not necessary after the Content phrases.</li> <li>• PROBLEMS WITH INDENTS? Copy and Paste fails with formatting of indents. It is recommended that you copy and paste just your content text into a new word document. Remove all letters and numbers and preliminary spaces, so each content line starts at the beginning of a new line. Then copy and paste into CurriQūnet.</li> <li>• NEED TO ADD SPECIAL FORMATTING? Copy and Paste DOES work for special characters. Type in Word and then copy and paste into CurriQūnet.</li> <li>• For the hierarchy, DO NOT WORRY about whether CurriQūnet is using letters or numbers; whatever formatting you use will be changed to meet the college standard when presented in the course outline. Just ensure you have the correct indenting.</li> <li>• Be sure you’ve gotten rid of all extra empty spaces and lines.</li> </ul>	
<p><b>Assignments</b></p> <p><a href="#">Handbook 2.3.7</a></p>	<ul style="list-style-type: none"> <li>• Write down what you expect students to do regardless of who teaches the course.</li> <li>• List assignments as either in-class activities or out-of-class assignments; in-class should be entered first.</li> <li>• Some in-class activities should illustrate instructor methodology, briefly. For instance, “Discussion of lectures and readings on ...” or “Practice of yoga poses based on instructor demonstration and feedback, such as ...”</li> <li>• Out-of-class assignments for lecture hours are required to evince at least two hours of outside work per week for every hour of lecture.</li> <li>• While it is important to show that a course has the required rigor regardless of who teaches it, you can still generalize within each assignment description and provide an array of options that any instructor might use.</li> <li>• Credit courses with lecture hours should have both in-class and out-of-class assignments.</li> <li>• Quizzes, midterm exams, final exams and other tests are generally not considered assignments but appear in the Evaluation section.</li> </ul> <p><b><i>Special note for work experience at end of TRACE</i></b></p> <p>Example assignments:</p> <ol style="list-style-type: none"> <li>1. <b>In-class Activity:</b> Participation in group activities such as shared research projects or critiques on topics such as [several topics relating to the content of the course]</li> <li>2. <b>In-class Activity:</b> Discussions of readings, lectures, and/or instructor demonstration on topics such as...</li> <li>3. <b>In-class Activity:</b> Oral projects such as class presentations on topics such as...</li> </ol>	

	<ol style="list-style-type: none"> <li>4. <b>In-class Activity</b> : Individual problem solving on topics such as...</li> <li>5. <b>Out-of-class Assignment:</b> Written work such as several short essays on topics such as...; or research paper (several pages with bibliography) on topics such as ...</li> <li>6. <b>Out-of-class Assignment:</b> Weekly written homework questions on topics such as ...</li> <li>7. <b>Out-of-class Assignment:</b> Readings from the textbook and other course materials on topics such as...</li> </ol>	
<p><b>Evaluation</b>  <a href="#">Handbook 2.3.7</a></p>	<ul style="list-style-type: none"> <li>• If you assign it, it is usually expected to be evaluated. If not, the Committee will ask why not. (Readings are assumed to be evaluated indirectly via quizzes or quality of other homework assignments.)</li> <li>• Choose the most appropriate evaluation type from the drop-down menu for each of your evaluation listings.</li> <li>• Provide some evaluative criteria. This can be SLO language (“showing ability to analyze xxx) or general criteria such as accuracy, completion, critical thinking, problem solving...</li> <li>• All courses must have a final of some type: exam, project, paper, etc. Create a separate entry for the final, and be sure to choose Final Assessment from evaluation type menu.</li> </ul> <p><b>Special note for work experience at end of TRACE</b></p> <p>Here is an example linked to the Assignments example above:</p> <ol style="list-style-type: none"> <li>1. <b>Participation:</b> Active participation in discussions and in-class critiques.</li> <li>2. <b>Written work:</b> Written essays or research paper as described above in which students demonstrate their ability to interpret primary and secondary sources.</li> <li>3. <b>Written work:</b> Completion of weekly homework questions demonstrating critical thinking and problem solving.</li> <li>4. <b>Exams/Tests/Quizzes:</b> Quizzes on topics or skills or outcomes such as...</li> <li>5. <b>Exams/Tests/Quizzes:</b> Midterm examination on topics or skills or outcomes such as ...</li> <li>6. <b>Final Assessment:</b> Written final examination on topics or skills or outcomes such as ...</li> </ol>	
<p><b>Representational textbooks and other instructional materials</b>  <a href="#">Handbook 2.3.7</a></p>	<p>Enter textbooks, websites, and other instructional materials such as instructor-generated handouts.</p> <ul style="list-style-type: none"> <li>• Note: these are examples of appropriate rigor and content. They are included only to act as guides to the type of materials an instructor will use when teaching the course.</li> <li>• List specific examples for all material types, so they can act as guides for the level and rigor of materials in use.</li> <li>• For handouts, include sample topics, particularly if the materials are used in lieu of a textbook.</li> <li>• Do not indicate who provides materials, since that can change over time or there may be copyright/licensing considerations.</li> </ul> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Al Trujillo &amp; Harold Thurman. 2016. Essentials of Oceanography (12<sup>th</sup> edition). Prentice Hall</li> </ol>	

	<ol style="list-style-type: none"> <li>2. Instructor-generated handouts on topics such as star formation or supernovas.</li> <li>3. Library research resources such as EBSCOhost for academic or industry articles, ebooks, and media.</li> <li>4. Laboratory resources such as ArcGIS 10.0 software.</li> <li>5. Video: AMNH's "The Known Universe"</li> <li>6. Website: <a href="#">NASA's News Features on the universe</a></li> </ol>	
<b>Codes and notes</b>	Follow directions on the codes and notes page to enter information about the classification of this course for college reporting and notes for the catalog and time schedule.	

**Trace Checklist originally developed by past Curriculum Chair Melinda Weil.**

**Problems with CurriQūnet? Email [curricunet@ccsf.edu](mailto:curricunet@ccsf.edu).**

### **OUTLINES USING WORK EXPERIENCE HOURS HAVE THE FOLLOWING REQUIREMENTS**

These are based on state requirements as defined in the CCSF [Cooperative Work Experience Plan](#) or other requirements from the CCCC. Use the exact language when specified, because these are requirements we must follow.

<b>MAIN</b>		
<b>Catalog Description</b> <a href="#">Handbook 2.3.3</a>	<p><b><u>Required sentence at end of catalog description:</u></b></p> <p>One unit of credit is earned for 60 hours of unpaid, or 75 hours of paid work. (From CCCC curriculum reviewers.)</p>	
<b>Hours and Units</b> <a href="#">Handbook 2.3.3</a>	<p>Don't combine work experience hours with other types of hours. Create co-requisite courses other instruction to accompany the work experience is necessary.</p> <ul style="list-style-type: none"> <li>• <b>Work Experience</b> – Departments are strongly encouraged to create variable-unit work experience courses, so that opportunities for students are flexible. Indicate maximum and minimum hours and units based on the ratio of 75 hours of paid work or 60 hours of non-paid work per unit. <ul style="list-style-type: none"> <li>○ Example hrs: 60 – 225 total   Units: 1 to 3</li> <li>○ Example hrs: 30 – 150 total   Units: 0.5 to 2</li> </ul> </li> </ul> <p>Maximum allowed is 8 units per semester and 16 units for all work experience courses combined.</p>	
<b>Reference:</b> <a href="#">Hours and Units Calculations Quickguide</a>		
<b>Requisites and Consultation</b> <a href="#">Handbook Chapter 6</a>	<p><b>Required Prerequisite:</b> Approval of [department name]</p> <p>For example: Approval of the Business Department</p>	
Repeatability	May select repeatability up to 16 units if desired. But ALL work experience courses together contribute to the 16-unit limit, so consider whether to use a lower number for a single course, so that students may take other work experience courses.	
<b>ASSIGNMENTS</b>	<p>In-Class activities: The place of employment substitutes for the classroom, so all work experience activities should be listed as In-class, with few exceptions.</p> <p><b>In-Class activities that are REQUIRED</b> – use the exact language below, do not rewrite them.</p>	

	<ol style="list-style-type: none"> <li>1. Participation in orientation to work experience</li> <li>2. Completion of required work experience forms, agreements, and other documentation such as time sheets.</li> <li>3. Written statement of individualized student learning objectives, including knowledge and skills to be achieved, and based on course outcomes and content. Statement is developed collaboratively by students, employer, and instructor, approved by employer and instructor, and includes an expected achievement date.</li> <li>4. In-person consultation between students and instructor to review progress on meeting objectives and outcomes.</li> <li>5. Performance of job activities related to learning objectives such as <i>[insert appropriate language based on specific course content here]</i></li> </ol> <p>Out-of-Class activities means homework, which is not included in work experience hours calculations. <u>No more than 20 hours/semester</u> should be assigned, if any, to avoid granting students fewer units than hours worked.</p> <p>Possible examples might include readings or keeping a journal of work experience activities.</p>	
<b>Evaluation</b>	<p>These REQUIRED evaluations cover all written work/reports, and specify that the final assessment must be a written document created by instructor and employer. – use the exact language below, do not rewrite them.</p> <ol style="list-style-type: none"> <li>1. Written Work: Completion of all written work, including objectives statement, reviewed for accuracy, completeness, and meeting required deadlines.</li> <li>2. Final Assessment: Written evaluation incorporating instructor and employer feedback on job performance, reflecting achievement of student learning objectives and course outcomes.</li> </ol> <p>Other evaluations may be included, if in keeping with additional assignments in the outline.</p>	
<b>Codes and Notes</b>	<p>TOP Code:      General work experience: 4932                            Occupational: Use discipline  SAM Code:      Clearly or Advanced Occupational  Cooperative Work Experience: YES</p>	