**UCC Course Proposal Evaluation Checklist**

This checklist is intended as a guide for setting expectations about what UCC will consider during the review of course proposals, as well as an expression of best practices.

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| **Criterion** | **Expectations** | **Y/N** |
| **Course Syllabus** |  |  |
| *Course Information* | Clear description of the course and its activities. Proposed course materials are sufficient that another faculty could use immediately and take up the course. (No “TBD” or undefined course packet / custom textbook) |  |
| *Evaluation Criteria* | A list of clearly named and differentiated deliverables is present that gives a sense of what the course assignments should be, along with a recommended course grading scheme. Rubrics are provided for major assignments. |  |
| *Course Outline & Schedule* | A weekly list of specific course topics, activities and assignments and a specific date or week for each (absolute or relative) explaining where in the course each one falls. Ideally will contain dates of the assignment AND due date for the assignment. |  |
| *LO Matrix w/ Program Objectives.* | A matrix is present showing CLOs on one axis and PLOs along the other, indicating intersections by naming specific course activities or assignments that apply in each case. |  |
| **Course Details** |  |  |
| *Course Design* | LOs match the course description and are targeted at a level (Bloom’s Taxonomy [see verb guidance]) that matches the intended course level. Activities are well described and address the LOs and fit the course description explicitly. Course prerequisites are clearly articulated and are sufficient preparation but do not exclude students unnecessarily. |  |
| *Learning Outcomes* | LOs meet all the following criteria: present, measurable, appropriate, and are linked to specific assignments or activities. |  |
| *Duplication* | There is a statement to the effect that no duplication exists or expressing that a duplication is justified due to accreditation requirements or due to a novel or innovative perspective on the material or unique application not fulfilled by the existing course or program, or other valid reason. Examples of the accreditation language or innovative perspective/unique application are provided. |  |
| **Student Success** |
| *Rationale for course* | Rationale for the course is clearly justified to support one or more programs in specified ways that are currently unmet. |  |
| *Effect on other programs* | Analysis using Curriculog Impact Report tool is provided showing no negative impacts on other programs, or an explanation of impacts and a clear mitigation plan is attached to address those impacts, with no unresolved objections. |  |