

Pathways General Education Curriculum Review Committee
Review Sheet
Pathways Course Proposal Part I

I - Coversheet

Review Emphases	Yes	No
A. "General Information" section fully completed?		
B. If scorecard metric(s) is(are) marked, confirm justification for metric included in proposal "Justification" section? Score Metrics Definitions: <u>Undergraduate Research</u> Courses that carry this attribute include meaningful participation of all students enrolled in this course in intellectual or creative activity, characteristic of the discipline. With faculty supervision, the student defines the topic, designs and carries out the methodology, and presents the results in a manner consistent with the goals of the activity and the course. <u>Service Learning</u> Courses that carry this attribute should include a meaningful participation of all students enrolled in the course in at least 15 hours of community service that is germane to the learning objectives of the course. The learning sites are normally off campus in community settings and the students are expected to engage directly with clients wherever possible. The participating students do so as volunteers in the settings but may receive grades for the course. This course does not have to be registered with the Service Learning Center. <u>Experiential Learning</u> Courses that carry this attribute should include a meaningful participation of all enrolled students in work experiences akin to internships (time in a work-place setting), or projects that have real-world clients, or products and outcomes, and /or engage students in activities that simulate workplace responsibilities and performance. The learning sites are normally off campus in work place settings though some on-campus activities may qualify. The participating students may be compensated and the courses may be graded and required for graduation. <u>Study Abroad</u> Courses that carry this attribute should include meaningful participation of all enrolled students in learning activities outside of the United States. The activities should be germane to the learning objectives of the course and appropriate for the discipline. Faculty members directing these courses must be in compliance with university policies and procedures concerning international travel programs. The number of course credits should be proportional to the duration of the activity keeping in mind that a 1-credit on-campus laboratory course meets 30-45 hours per semester.		
C. If "First-Year Experience" marked, confirm justification for metric included in proposal "Justification" section? (Registrar Office staff will forward copy of proposal to Dr. Mary Ann Lewis for support letter)		
D. Review of course revision type selected:		
1. When was course last revised?		
2. If it has been many years since course has been revised, has an attempt been made to revise course to reflect updated/current content/topics (w/ alignment between catalog description, learning objectives, and syllabus) and text?		
3. If course revision, is summary of revision included in proposal "Justification" section?		
E. Is support letter attached from dean or department representative presenting that consideration was given to resources needed to teach course?		
F. If enrollment in course(s) from another department is(are) required in support of this course (i.e., pre-/co-requisite(s)), is a support letter attached from each associated department/college, as applicable?		
G. Are sections C thru H completed, as applicable?		
H. Are all approval signatures completed?		

II – Course Proposal Section Documentation

Review Emphases	Yes	No
A. Catalog Description		
1. Is there a brief description of the course, as it will appear in the catalog, that aligns with the Learning Objectives and Syllabus topics? <ol style="list-style-type: none"> a. Although not required, to promote a consistent presentation of course catalog descriptions throughout the UG & Grad University catalogs, the preference for a course proposal is that the Catalog Description is written using phrases (declarative statements), rather than complete sentences. In most cases, this can be easily accomplished by using phrases without verbs, removing introductory and transitional words, removing extraneous connectors between words, and/or when phrases just don't convey the desired intent, using very concise short sentences. b. In support of alignment/continuity between the content/topics presented in the Catalog Description, Learning Objective, and Syllabus... <ol style="list-style-type: none"> i. Is there a notable alignment between the content presented in the Catalog Description to the topics outlined in the Syllabus, and do the Learning Objectives reflect measurable outcomes to assess the student's proficiency in these content/topic areas? ii. Although not required, in support of the committee review, are key words and/or phrases highlighted/used in support of illustrating the alignment/continuity between the Catalog Description, Learning Objectives, and Syllabus? 		
2. Are prerequisite and/or corequisite requirements formatted such that they present the desired intent (i.e. Pre: ; Co: ; “,” implies “and”; “or”; “()” use when multiple and/or statements used)?		
3. Are credit hour requirements presented correctly (e.g., “3 H, 3C”; “2H, 3L, 3C”)?		
B. Learning Objectives		
1. Is there a preamble presenting the following statement, “Having successfully completed this course, the student will be able to:” or words to this effect?		
2. Do the Learning Objectives align with Catalog Description and Syllabus?		
3. Do the Learning Objectives address the following? <ol style="list-style-type: none"> a. What new capabilities, skills, and levels of awareness will students derive from this course? b. Are course learning outcomes/objectives appropriate for level of course (i.e. 1000, 2000)? c. Do the action verbs associated with each learning objective align with academic level course for which course will be taught? d. Do the learning objectives present measurable learning outcomes? 		
C. Justification		
1. Is there a paragraph presenting the reason why the proposed course should be taught (i.e., reason supporting educational significance of the proposed course with respect to a curriculum or program of study).		
2. If course revision, is there a paragraph providing brief summary/overview of revision?		
3. If scorecard metric(s) is(are) marked on coversheet, is there a paragraph providing justification for each metric selected?		
4. Is there a paragraph presenting the justification for teaching the course at this academic course level? May includes, as applicable: <ol style="list-style-type: none"> a. Brief explanation of the rationale used by the department to arrive at the course level. b. Placement of the course in a particular curriculum structure or program of study. 		

<ul style="list-style-type: none"> i. Content taught in this course that requires it to be taught at this academic level ii. Concepts, skills, and/or maturity acquired/gained by the student through the completion of previous academic level courses that lend to the student’s successful completion of this course. 		
D. Prerequisite and Corequisites		
1. Do prerequisites and/or corequisites listed in this section align with those listed in Catalog Description?		
E. Text and Special Teaching Aides		
1. Are text clearly distinguished as required or recommended texts, as applicable?		
2. If no required text, is there a justification for why no required text, and a subsequent list of examples of course text/materials that may be used?		
3. Are text formatted using APA or MLA format?		
4. If course revision, does it appear that text(s) has been updated to reflect the most recent publications?		
F. Syllabus		
1. Does syllabus present topic or major units that align with Catalog Description and Learning Objectives?		
2. Do any topics representing > 20% of the course syllabus include a breakdown of applicable sub-topics?		
G. Old (Current) Syllabus		
1. If course revision, is the “Syllabus” outlined in the previous/currently approved course included?		

Pathways Course Proposal Part I — Approved

Pathways Course Proposal Part I — Approved with recommendation
Recommendation(s):

Pathways Course Proposal Part I — Tabled with recommendation
Recommendation(s):