CURRICULUM DEVELOPMENT CHECKLIST

This checklist is provided for curriculum writers to help insure that no significant matters are overlooked. It would be wise to look over this checklist before beginning to develop the course outline—and again before submitting the course outline to the Curriculum Committee—to check that you have considered all the following steps.

General Steps

_____ Division curriculum representative has been consulted.
_____ Articulation Officer has been consulted (if appropriate).
_____ Justification/rationale has been provided on new course request form (if appropriate) and all relevant catalog items discussed.
_____ All appropriate requisite forms have been completed with proper signatures for new courses and courses undergoing five-year revision.

Curriculum Proposal Cover Sheet

_____ All relevant catalog items are filled out correctly and have the agreement of the sponsoring department and division.
_____ The criteria for action or consent items have been consulted and the proper item has been identified and checked.
_____ The course has been appropriately classified as to its DA degree applicability.
_____ The Articulation Officer has been consulted about the proposed UC/CSU transfer, IGETC, and CSU GE/Breadth status.
_____ An appropriate course number has been chosen.
_____ The appropriate De Anza GE, IGETC, and CSU GE/Breadth areas are listed.
_____ Signatures of those who were consulted and who approved the course are included.

Back of Curriculum Proposal Cover Sheet

_____ A description of any appropriate consultation for the course is provided, along with relevant signatures.

Course Outline

PART I. Catalog Information

_____ All required catalog information is provided.
_____ Advisories and prerequisites are appropriate to the course (and established on appropriate requisite forms). (EWRT 1A/ESL 5 advisory appropriate for most GE courses.)
_____ The catalog description is brief, clear, and descriptive and is useful to potential students of the course.

PART II. Course Objectives

_____ Objectives are listed in clearly stated behavioral or performance terms.
_____ Appropriate action verbs are used. (GE courses especially should employ verbs emphasizing critical thinking such as analyze, apply, compare, evaluate; see Bloom's Taxonomy.)
_____ Objectives address a diverse student population. (GE courses especially should highlight cultural, gender, and other forms of diversity. They should strive to examine material from diverse perspectives and in a global, social, and historical context. Wherever possible, diverse perspectives should be integrated into the course, not just added on or isolated in one portion of the course.)
_____ GE courses should include an introduction to the core concepts and methods of the discipline, usually specified in the first objective.
PART III. Essential Student Materials
   _____ Only special materials are listed.

PART IV. Essential College Facilities
   _____ Only special facilities are listed.

PART V. Expanded Description: Content and Form
   _____ Course objectives in this section exactly match those stated in Section II.
   _____ The expanded description specifies, in detail, what content areas will be examined and what activities will be performed to accomplish these objectives.
   _____ The expanded description is not merely a list of topics (content areas).
   _____ The course objectives and expanded description reflect and address a diverse student body.

PART VI. Assignments
   _____ Reflect the sponsoring department’s minimal expectations with respect to the rigor and integrity of the course. (Reading, writing, and other assignments for GE courses should reflect appropriate rigor in both quantity and quality.)
   _____ Reflect and address a diverse student body.
   _____ Appeal to multiple learning styles where possible.
   _____ Incorporate critical thinking activities. This is especially true of GE courses.
   _____ Require the student to apply concepts, demonstrate skills, and utilize knowledge.
   _____ Include both in-class and out-of-class activities.

PART VII. Methods of Instruction
   _____ Are listed (not “none”).
   _____ Are chosen from listed choices (ECMS) or from additional possibilities, as appropriate.

PART VIII. Methods of Evaluating Objectives:
   _____ Are consistent with course objectives (Part II) and assignments (Part VI).
   _____ Incorporate essay writing, research, lab reports, computational problem-solving, and/or other skills demonstrations.
   _____ Indicate criteria for evaluation and expected degree of competence.
   _____ Include a final exam or project.

PART IX. Texts and Supporting References:
   _____ Are provided.
   _____ Are listed in proper format.
   _____ Are reasonably current (for UC transfer, primary texts usually no, older than five years).
   _____ Are available on Reserve in Library, if possible.
   _____ Reflect and address a diverse student body.

PART X. Laboratory Topics
   _____ For “Lecture, Lab” courses only (i.e., lecture classes with attached labs).
   _____ Indicate student activities (not just content areas).
   _____ Are consistent with course objectives of attached lecture course, where applicable.

MISC:
   _____ The curriculum representative has been consulted about additional forms and the form of this outline.