

## Course Outline Checklist for Authors

	Yes	No	N.A.
<b>General</b>			
1. If you are making substantial (more than just editorial) changes to the following sections, have you attached a rationale for your proposed changes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Course Title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Course Description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COTR Credits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours for this Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course Pre-requisites and Transfer Credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks and Required Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course Topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential Skills Developed in this Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation and Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have the proposed changes been approved by your Department Head or Dean?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Discussing proposed changes with a CSC member prior to submitting the course outline can save time. Have you discussed the proposed changes with a CSC member?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the formatting of your text consistent in all sections of the course outline?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are the titles of all courses and programs listed exactly as they appear on the official course outlines and program outlines posted on SharePoint?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are all course codes listed in the proper format? For example, CHEM 080, not Chem. 80.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does your text contain errors in spelling, grammar or punctuation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are your proposed changes consistent with provincial frameworks and governing bodies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If you are preparing an outline for what you believe to be a new course, have you checked with a representative from the Registrar's Office to ensure that it really is a new course and the course code (e.g., MATH 244) has not been used previously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Course Title</b>			
1. Two courses within the same subject area cannot have the same Course Title. Is the Course Title different from those of all other COTR courses in the subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you created the best title for this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General Course Description</b>			
1. Two courses cannot have the same General Course Description. Is the General Course Description different from those of all other COTR courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the General Course Description written in complete sentences (no sentence fragments)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the General Course Description accurate with respect to the course topics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the General Course Description accurately convey the depth, breadth, rigour and quality of the course content?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the General Course Description written in a way to maximize the appeal of the course to prospective students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is the General Course description consistent with the Learning Outcomes and Course Topics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The General Course Description should be approximately 75 words. Is it substantially more or less than 75 words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Course Prerequisites and Transfer Credit**

- |   | Yes                      | No                       | N.A.                     |
|---|--------------------------|--------------------------|--------------------------|
| 1. With respect to the course described by the outline in question, a <i>prerequisite</i> is a course for which the student must have received credit prior to taking the course, and a <i>corequisite</i> is a course that must be taken concurrently. Is the wording for the <i>Prerequisites</i> and <i>Corequisites</i> sections consistent with the wording in the College Calendar? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are the pre- and co-requisites for the course aligned with the program admission requirements?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. If credit for this course cannot be awarded through Flexible Assessment, have you provided a rationale for your decision (according to Flexible Assessment Policy, 2.5.5 B3)?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Textbooks and Required Resources**

- |   | Yes                      | No                       | N.A.                     |
|---|--------------------------|--------------------------|--------------------------|
| 1. Are course materials up-to-date and cited using an acceptable citation format for your discipline? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Learning Outcomes**

- |   | Yes                      | No                       | N.A.                     |
|---|--------------------------|--------------------------|--------------------------|
| 1. Are the Learning Outcomes consistent with the General Course Description and Course Topics?                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are the Learning Outcomes congruent with the depth, breadth, rigour and quality of the course content?     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Would the listed Learning Outcomes be well received by an external body such as an articulation committee? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. As written, are the Learning Outcomes easily understood and appealing to a prospective student?            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Were all significant learning outcomes listed?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Course Topics**

- |  | Yes                      | No                       | N.A.                     |
|--|--------------------------|--------------------------|--------------------------|
| 1. Were all significant Course Topics listed?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are the Course Topics consistent with the General Course Description and Learning Outcomes?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do the listed Course Topics serve as a good advertisement for the course?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Would the listed Course Topics be well received by an external body such as an articulation committee?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is the same formatting used for the Learning Outcomes and Course Topics? For example, does each bulleted point begin with a small or capital letter and end with a period or semicolon? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Evaluation and Assessment**

- |   | Yes                      | No                       | N.A.                     |
|---|--------------------------|--------------------------|--------------------------|
| 1. Is the method of evaluation consistent with the General Course Description, Course Topics and Learning Outcomes?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is this section sufficiently clear to reduce the frequency of grade appeals?                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Would the Evaluation and Assessment scheme be well received by an external body such as an articulation committee? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is the Evaluation and Assessment sufficiently rigorous?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is the Evaluation and Assessment consistent with those of similar courses?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Does the sum of all evaluated components equal 100 %?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |