

Course Outline TRACE

Technical Review Avoiding Common Errors Checklist (Last Updated 03-11-2023)

Course Number:

Reviewed by

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 These are common errors but others are possible. Refer to the Curriculum Handbook when necessary.	Reviewer Comments
Proposals Handbook 2.1.1	Within CurriQūnet, Create Proposal, choose the appropriate Proposal type carefully! <i>A footer at the end of the course outline will indicate the type of proposal.</i> • Credit/degree-applicable • Credit/non-degree applicable • Noncredit • Distance education addenda Carefully choose whether your proposal is for: • NEW course/addenda • MODIFYING an existing course/addenda • DEACTIVATING course addenda. This information is at the top of the proposal screen, Main Tab. DOUBLE and TRIPLE CHECK. <i>If you choose the wrong proposal type, you have to delete and start all over again.</i>	
MAIN Short Title Catalog Description Handbook 2.3.3 Anticipated Start	30-character limit if the course title is too long. This is what will be seen in the schedule. The catalog description is a brief description of the course and can be as simple as a list of major course topics. The catalog description is directed towards students and should help them decide whether the course is suited to their educational goals by identifying critical or key content areas. Please consider that course's audience. Distinguish between what should be in a catalog description versus what should be in a justification or a catalog or scheduling note. Course descriptions for cooperative work experience courses must end with this phrase: One unit of credit is earned for each 54 hours of unpaid or paid work. Effective semester is one year (two semesters) in advance of proposal launch due to local and state processing time. Modified programs may only have a fall start date.	
Justification Handbook 2.3.3	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 the course is part of a program or family. List GE areas already approved or newly requested. <i>If the units/hrs</i>	

	<i>have changed, that should be clarified and explained in the justification section too. See IMPACT REPORT.</i>	
Cross listed	Please avoid cross-listing whenever possible. Cross-Listed means a course has multiple subject codes. It is more workload for the originators and requires cooperation of multiple departments, such as LALS 9 and LGBT 9. Cross-listed classes must have separate outlines for EACH cross-listed class but must match. 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. 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 cross-listed class. Be sure to coordinate with faculty in the cross-listed departments.	
Hours and Units Handbook 2.3.3 Noncredit classes have no units. Just enter hours. Reference: Hours and Units Calculations Quickguide.	● Lecture – 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. - o Lecture – 2 hrs/week – 2 units – 35 hours - o Lecture – 3 hrs/week – 3 units – 52.5 hours ● Laboratory – 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. - o Laboratory – 3 hrs/week – 1 unit – 52.5 hours ● Activity - Often used in PE & Dance. Defined as a 1:2 ratio of out-of-class work to in-class activity. - o Activity – 2 hrs/week – 1 unit – 35 hours <u>Homework and Total Hours</u> 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> <i>Special note for work experience at end of TRACE</i>	
Requisites and Consultation Handbook Chapter 6	● Select the appropriate requisite type based on whether the requisite course is required (prereq) or recommended (advisory) for students to succeed in the course you are proposing. ● Courses with college-level reading, writing, or research assignments should have an English advisory to signal rigor and maintain articulation agreements. This is also true for most courses that have GE applicability. Add these two requisites: (Readiness for college-level English) or ESL 188. ● Pull in the “active” version of each course requisite. If the requisite course is currently “in review,” use that version. ● Complete the content review as directed for every course requisite. The goal is to show what content and/or assignments in the course you are proposing require the skills/knowledge taught in the requisite course. ● If you are modifying a course that is part of a family with a sequence of prerequisites, you don’t have to	

	list the prereq for the first course on all of the subsequent courses. NOTE: Requisites should not be used to address scheduling concerns or if they would pose an unnecessary barrier to enrollment; in addition, they should not be avoided if a lack of requisites would set students up for failure. If in doubt about whether to use a requisite or how to choose a requisite type, please contact Lisa King at eking@ccsf.edu.	
Consultation: Content Overlap Handbook 2.1.4	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 CONSULTATIONS tab within CurriQūnet.	
Course Applicability	For credit, degree-applicable classes, if applicable, be sure you indicate the local General Education Areas or Cal-GETC areas that your class satisfies. Then make sure you map your course SLOs to the SLOs for each area.	
Field Trips Handbook 2.3.3	If “Yes” or “Optional” be sure you provide a general description of required or possible Field Trips (including example locations).	
Repeatability Handbook 2.3.3	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).	
Discipline	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.	
Student Learning Outcomes Handbook 2.3.5 + SLO Handbook	• 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). • 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. • 3-5 SLOs is a good guide (but more or less are possible depending on class). • Credit degree-applicable course SLOs must use verbs that indicate critical thinking. • Start SLO statements with action verbs (don’t start with an adverb). • See ccsf.edu/cc > Guidance and Bloom’s Taxonomy for examples such as <i>Evaluate, Analyze, Compare, Interpret</i>, and many more! • 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>”. • SLOs need to be unique to a particular course (for a series of courses, ensure the SLOs change with the series). • Ensure each SLO is supported by Assignments and Evaluation Methods. • Ensure SLOs are assessable and align with Program SLOs where appropriate.	

	● GE SLO Mapping alignment issues? Too much reliance on inference? All courses that satisfy local GE areas must have at least one course SLO mapped to each GELO. ● Contact the SLO Coordinator at slocoordinator@ccsf.edu for further assistance.	
Contents Handbook 2.3.6 Example: V. CONTENTS A. Major topic 1. Subtopic a. Detail/support b. Detail/support 2. Subtopic a. Detail/support b. Detail/support 3. Subtopic with this one detail/support added B. Major topic 1. Subtopic a. Detail/support b. ... c. ... 2. ... 3. ...	● Describe content topics, not actions or assignments. For example, write “Scientific method” instead of “Apply scientific method.” Gerunds are okay, but clear noun forms for topics are preferred when possible, even to describe a specific technique, e.g. “Image selection” instead of “Selecting images” or “Mac OSX installation” instead of “Installing Mac OSX.” ● 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. A 3-unit course = at least a 1-page content section. Err on the side of too much rather than too little. ● Each major topic should 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. ● 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. ● Periods are not necessary after the Content phrases. ● PROBLEMS WITH INDENTS? Copy/paste often fails with formatting of indents. It is recommended that you single space then copy and paste just your content text from a Word or rich text document. Then highlight and click the Tx button to clean the text. Use the numbering and indent buttons near the Tx button. ● NEED TO ADD SPECIAL FORMATTING? Copy and Paste DOES work for special characters. Type in Word and then copy and paste into CurriQūnet. ● For the hierarchy, the CurriQūnet editor uses numbers only, even though the public view of the outlines has numbers and letters. It can be confusing. ● Be sure you’ve gotten rid of all extra empty spaces and lines. Sometimes this means using your backspace key to go to the previous line and then hitting return.	
Assignments Handbook 2.3.7	● “Instructor-led” must appear somewhere in assts. ● Details from the content section should be woven into the assignment section. ● Assignments should lead with nouns that identify what STUDENTS do. ● Write down what you expect students to do regardless of who teaches the course. ● List assignments as either in-class activities or out-of-class assignments; in-class should be entered first. ● Some in-class activities should illustrate instructor methodology, briefly. For instance, “Instructor-led discussion of lectures and readings on ...” or “Practice of yoga poses based on instructor demonstration and feedback, such as ...”	

	● 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. ● 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. ● Credit courses with lecture hours should have both in-class and out-of-class assignments. ● Quizzes, midterm exams, final exams and other tests are generally not considered assignments but appear in the Evaluation section. <i>Special note for work experience at end of TRACE</i> Example assignments: 1. In-class Activity: Group activities such as shared research projects or critiques on topics such as [several topics relating to the content of the course] 2. In-class Activity: Instructor-led discussions of readings, lectures, and/or instructor demonstration on topics such as... 3. In-class Activity: Oral projects such as class presentations on topics such as... 4. In-class Activity : Individual problem solving on topics such as... 5. Out-of-class Assignment: Written work such as several short essays on topics such as...; or research paper (several pages with bibliography) on topics such as ... 6. Out-of-class Assignment: Weekly written homework questions on topics such as ... 7. Out-of-class Assignment: Readings from the textbook and other course materials on topics such as...	
Evaluation Handbook 2.3.7	● 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.) ● Choose the most appropriate evaluation type from the drop-down menu for each of your evaluation listings. ● Provide some evaluative criteria. Do not simply repeat what's in the assignment section. This should be SLO language ("showing ability to analyze xxx) and/or general criteria: accuracy, completion, critical thinking, problem solving... SLO phrasing—not an asst “such as”-- should appear in the evaluation section. ● Use evaluative words (successful, timely, active, demonstrating ability to, demonstrating knowledge of,...) and link each evaluation to at least one of the SLO so it's clear how you are assessing students' achievement of the SLO. ● All courses must have a final assessment: exam, project, paper, etc. Create a separate entry for the final (listed last) and be sure to choose Final Assessment from the evaluation type menu. ● If there is a department-wide exam, it must be reviewed for bias and reliability. That validation, internal or external, should be described in the outline. <i>Special note for work experience in CWE TRACE</i>	s.

	Avoid “other” as an evaluation category. Here is an example linked to the Assignments example above: 1. Participation: Active participation in discussions and in-class critiques. 2. Written work: Written essays or research paper as described above in which students demonstrate their ability to interpret primary and secondary sources. 3. Written work: Timely completion of weekly homework questions demonstrating critical thinking and problem solving. 4. Exams/Tests/Quizzes: Quizzes on topics or skills or outcomes to assess knowledge of [slo phrasing] 5. Exams/Tests/Quizzes: Midterm examination on topics or skills or outcomes, showing understanding of [slo phrasing] 6. Final Assessment: Written final examination on outcomes issues including but not limited to . . .	
Representative textbooks and other instructional materials Handbook 2.3.7	Enter textbooks, websites, and other instructional materials such as instructor-generated handouts. If there’s library research, include the library resource language listed below. For articulation purposes, at least one text should not be more than five years old. Include (classic text) after the title of a work printed more than seven years ago but retains a “classic” timeliness and usefulness. • 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. • List specific examples for all material types, so they can act as guides for the level and rigor of materials in use. • For handouts, include sample topics, particularly if the materials are used in lieu of a textbook. • Do not indicate who provides materials, since that can change over time or there may be copyright/licensing considerations. Examples: 1. Al Trujillo & Harold Thurman. 2019. Essentials of Oceanography. Pearson 2. Instructor-generated handouts on topics such as star formation or supernovas. 3. Library research resources such as EBSCOhost for academic or industry articles, ebooks, and media. 4. Laboratory resources such as ArcGIS 10.0 software. 5. Video: AMNH’s “The Known Universe” 6. Website: NASA’s News Features on the universe	
Codes and notes	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.	
Diversity, Equity, and Inclusion Considerations Handbook 2.1.2	An equity review can include but is not limited to-- • Accessible, student-facing titles and catalog descriptions • Inclusive, welcoming language • Manageable, meaningful, attainable learning outcomes • Culturally responsive content, texts, and contexts • Diverse, relevant, and culturally responsive examples • Methodological approaches that allow for student reflection and contribution	

	• Appropriate, helpful requisites and other requirements that do not have disproportionate impact on underrepresented student groups • Manageable, appropriate contact time • Access on multiple levels (useful online resources, credit for prior learning, program pertinence) • Support availability • Reasonable \$\$\$ for hours/units, textbooks (OER?), and materials	
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TRACE Checklist originally developed by past Curriculum Chair Melinda Weil.