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| --- | --- | --- |
| **Element** | **Satisfactory** | **Comments** |
| Course Title | * Title, description and syllabus align |  |
| Course Level (number) | * Content aligns with course level * 400/500 courses have distinguishable requirements for the two levels |  |
| Syllabus | * Included * Template - [registrar](https://registrar.washington.edu/staffandfaculty/syllabus-guidelines/) * [LArch sample syllabus](https://docs.google.com/document/d/1CRbtDSVbGD3W-n0sxNruGHnYxxZU55H2/edit?usp=sharing&ouid=111223533518860354890&rtpof=true&sd=true) * Aligns with information in application (learning objectives, evaluation) * Content matches *Area of Knowledge* designation (undergraduate courses) |  |
| [Credit Guideline](https://www.washington.edu/students/reg/credit.html) | * 1 credit represents a total student time commitment of 3 hours each week in a 10-week quarter, or a total of 30 hours in a quarter. * [Examples: Lecture – 1 credit = 1 hour in class + 2 hours outside of class (total 3 hours per credit); Lab – 1 credit = 2 hours in lab + 1 hour outside of lab (total 3 hours per credit)] |  |
| Grading | * Based on mastery of academic content and learning outcomes established for the course * No grades on behavior (attendance, tardiness) * Clarity of participation points (<15% of course grade, unless clear assessment rubric included) |  |
| Alignment with pre-application | * Still appropriate for target audience * Still distinct from other UW offerings * Responded to any pre-application requests |  |

**Kuali Curriculum Management Checklist**

Visit the [Registrar’s Course Application website](https://registrar.washington.edu/curriculum/course-applications/) for guides to creating new course proposals and change course proposals, and information on common curricular topics (e.g., assigning the appropriate credit).

1. Course Title

* Course titles should be concise and not contain too much course information.
* Course titles should contain no program branding.
* Typically, the name of the program is not included in the title.
* Do not include an acronym of the title in the title. For example: “Leadership and Practice Experience (LPE)” should not include “(LPE)” in the title.
* It appears that courses numbered 700 must be titled “Master’s Thesis”; there appears to be some leeway for courses numbered 701 (e.g., “Master’s Capstone” and “Master’s Practicum”).

1. Abbreviated Course Title

* Abbreviated course titles should contain no program branding.
* Ensure abbreviated course titles sufficiently represent course content.

1. Course Number

* Ensure 400/500 courses have distinguishable requirements for the two levels.

1. First Effective Quarter/Year

* Ensure you are not submitting a proposal too close to the effective quarter; recommendation: allow a minimum of 3 months for a change course proposal to work through the system, and longer for new courses.

1. Course Description

* Course descriptions should be written in active tense (catalog style), explaining what the student can expect to learn in the course.
* Course descriptions should contain no program branding.
* Avoid using abbreviations other than for extremely common geographical names (for example, US).
* Phrases such as "in this course" should be avoided.
* Information that will publish to the catalog listing based on the completed form fields in Kuali (e.g., credits, grading system, prerequisites) should be avoided.

1. Course title, abbreviated title, description, and title in the syllabus should align.

1. Recommended Preparation and Course Prerequisites

* Adhere to catalog style; do not include information not typically found in a prerequisite.
* Each course must be listed, you cannot list a range. For example: CM 404, CM 411 not CM 404-411.
* Note that commas separating course numbers mean “or”; recommend adding the word “either” at the beginning. For example: either Arch 504, 507, 511, or permission of instructor.
* To list more than one course, separate with the word “and” or list in a single column. For example: LArch 502 and LArch 553 . Or: LArch 502 LArch553

1. Justification
   * Ensure this explanatory text syncs with other elements in the proposal.

1. Credits, and Activities and Hours
   * The total at the bottom of the In-classroom Instructional and Additional Hours table is the total number of hours per week.

* Typically, 1 credit represents a total student time commitment of 3 hours each week in a 10-week quarter, or a total of 30 hours in a quarter. For example: Lecture: 1 credit = 1 hour in class + 2 hours outside of class (total 3 hours per credit); Lab 1 credit = 2 hours in lab + 1 hour outside of lab (total 3 hours per credit).
  + If you must complete the Activities and Hours section for hours per quarter, complete the Explanation and Justification for "Other" Instructional Hours field to explain.

1. Evaluation Details

* No percentage of the grade can be based on behavior (i.e. attendance, tardiness).
* Participation can count for no more than 15% of the grade.
* Include a total number of overall points required.
* Evaluation details must be in percentages.

1. Distance Learning

* In addition to adding this designation in the DL section of the proposal, it must also be explicitly stated in the justification.

1. Syllabus

* Attach a syllabus, even for course changes.
* Information in the syllabus must align with the information on the proposal.