

**Appendix D
Course Outline Self-Evaluation Checklist**

<p>Use the following checklist for self-assessing your course outlines to ensure they meet established Mohawk College policies, procedures, and requirements. As you go through your course outline, indicate if each component:</p> <ul style="list-style-type: none"> • meets the listed criteria, • just needs a bit of tweaking to meet the criteria, • partially meets the criteria; requires some further enhancements, • needs a lot more work in order to meet the criteria. <p>Please note: Mohawk policies, procedures, and requirements with regard to course outlines are based on criteria established by the Ministry of Training, Colleges, and Universities (MTCU) and the Ontario College Quality Assurance Service (OCQAS) as part of the Program Quality Assurance Process Audit (PQAPA).</p>	Meet Guideline	Just Needs Tweaking	Partially Meets	Needs a lot of Work
Overall Course Outline				
My course outline:				
1. is available, through The CORE, for students in all programs to which the course is delivered				
a. the master course outline is approved by my associate dean;				
b. resources have been input and then attached to each program to which the course is delivered;				
c. course learning outcomes are CLinked (linked and characterized) to vocational standards, essential employability skills, and external standards, as appropriate.				
2. is written in plain jargon-free language that students and prospective students can understand.				
3. contributes to attainment of larger program learning outcomes (vocational/external standards).				
4. is realistic and achievable within given time frame.				
5. has been reviewed with others who teach the course, stakeholders and/or peers.				
Course Descriptions				
The course description in my course is written using:				
1. the present tense.				
2. brief, outcomes-based, descriptive phrases.				
3. action verbs at the beginning of each phrase.				
4. no acronyms or industry jargon.				
In addition, it:				
5. details significant learning experiences and benefits students can expect..				
6. creates interest and answers the student's question, "What's in it for me."				
Major Modules, Themes, or Topics				
The list of modules, themes, or topics covered in this course:				
1. provides students with a high level view of content covered in the course.				
2. is written in title format.				
3. relates to (but does not merely repeat) course learning outcomes.				
Resources				

Course resources:				
1. are accurate and complete, listing all textbooks, courseware, supplies, and online resources.				
2. match the bookstore order form for textbooks.				
3. list only ISBNs that have been confirmed with publisher's representative and/or the bookstore.				
4. include all supplies/equipment/components a student requires in order to be successful in the course (i.e. elements of a departmental or program kit used in the course should be specified).				
5. reflect online resources that are required, or may be helpful, for students to access.				
6. have been attached to each program in which the course is offered.				
Course Learning Outcomes and Elements				
The course learning outcomes <u>and</u> elements in my course outline:				
1. Describe one of the required skill proficiencies for the course.				
2. Capture a performance that a competent person would use outside the context of the course.				
3. Begin with an action verb (Bloom's) that describes what the learner will be able to do upon completion of the course.				
4. Specify an integrated performance , instead of multiple performances.				
5. Describe a performance that is observable and can be assessed .				
6. Require application of skill , knowledge or attitude/value.				
7. Present a clear, concise and precise statement describing the required action.				
8. Describe learner performance, not the instructor's activities, learning plans, or instructional strategies.				
9. Establish expected level of performance in the appropriate (i.e. cognitive, affective, or psychomotor) domains (i.e. at application or above in cognitive).				
10. Represent high levels of thinking , rather than trivial tasks (application level +).				
11. Represent a progressive range of thinking skills (i.e. elements build to outcome).				
12. Are relatively broad and reflect the most important aspects of the course.				
13. Will be taught and/or reinforced, and assessed.				
14. Fall within the 3-5 course learning outcome guidelines (for a 42 hour course).				
15. Fall within the 2-8 learning elements per outcome guidelines.				
Assessments				
Assessments in this course:				
1. accurately reflect current assessment methods.				
2. are appropriate methods to measure course learning outcomes (i.e. domain/level of Bloom's)				
3. provide for a variety of assessment methods .				
4. provide for a number of assessment opportunities for students.				
5. allow a measure of flexibility in assessment across all faculty who teach the course.				
6. are linked to all applicable course learning outcomes.				
7. are weighted appropriately across course learning outcomes.				
8. are agreed upon by all faculty teaching the course.				