Category	What to Review	
Department/Course Number	Appropriateness of department and course number Numbering means: 0-49 = Non-degree Credit (remedial & developmental) 50-99 = Degree Credit (for Associate Degree only) 100 = Degree Credit (transfer to CSU) 200 = Degree Credit (transfer to CSU/UC systems) 500 = Noncredit (must meet noncredit criteria)	
Title	Does the title describe the course content well? Is there duplication with existing courses?	
Units	Do the units match the content of the course?	
Course Description	Does the description adequately describe the content of the course? Must begin with "This course will…"	
Prerequisite	A requirement that must be met prior to enrollment. Is the prerequisite appropriate for student success? Does the Content Review form describe appropriateness?	
Corequisite	A requirement that must be met concurrently with the course. Is the corequisite appropriate for student success? Does the Content Review form describe appropriateness?	
Advisory	Are the Reading, English or Math placement levels appropriate for the course content?	
Transfer Status	CSU = Transfers to campuses of California State University system UC = Transfers to campuses of University of California system NT = Non Transferable	
Hours	The course outline states the maximum number of hours per instructional method (variable unit show both min and max hours) LEC = 17 hours per unit (assumes 34 hours of homework outside of class) LAB = 51 hours per unit	
Objectives	Do they relate to the course description?	
Topic/Scope	Does the topic/scope reflect and relate to the course description and objectives? Does it provide adequate sufficient information and detail?	
Assignments	Reading, Writing and Outside: Are they reflective of the objectives/topic/scopes? Do they demonstrate critical thinking and/or sufficient rigor?	
SLOS	Are the student learning outcomes measurable?	
Methods of Evaluation	At the course level, these should be generic enough for all instructors (instructors can be more specific in their syllabus). Are enough methods included to meet the needs of the assignments and outcome?	

Methods of Instruction	At the course level, these should be generic enough for all instructors. (instructors can be more specific in their syllabus) Are all methods marked to reflect the course, such as lecture, lab, etc?	
Grading Policy	Letter Grade Method = student receives a grade only Pass/No Pass Only = student receives pass/no pass only Or selected both if applies	
Materials of Instruction	Textbook is a recommendation only (instructors may choose a different book for their section) Are they less than 5 years old to meet the needs of UC/CI-D?	
Code	TOP Code (CB03): The Taxonomy of Programs (TOP) should be assigned which best indicates the subject matter of the course *(see page 28 in PCAH)*	
Open Entry/Exit	Usually reserved for variable unit courses unless the fixed unit course is designed as self-paced	
Repeatability	Course are not repeatable with these exceptions: Required for CSU or UC majors Intercollegiate athletics Intercollegiate academic or vocational competition (CMST-12 only)	
Discipline	Is the course appropriately assigned to the correct discipline(s)? Does the discipline match the content of the course? *This is what will allow a faculty member to teach the course (one of their faculty quals must match one of the disciplines assigned to the course)*	
Mission	Does the course meet the needs of the college mission? Mendocino College partners with a dynamic community of diverse students to help them achieve their educational goals. Informed by research, reflection and dialogue, the College offers programs in Basic Skills, Transfer Preparation and Career and Technical Education as well as Workforce Improvement. The College demonstrates its commitment to student success through high-quality and innovative instruction, providing individual attention to student needs in an inclusive and accessible learning environment. Mendocino College embraces its role as an intellectual, economic and cultural anchor for the region	
Need	Why is this course needed? Assess the needs of students, employers, transfer preparation, enrollment impact, involvement of advisory committees, etc.	
Quality	How does the course: -require students to utilize critical thinking? -reflect college level rigor -assure coherence, or logical consistency, with other courses in the department or required sequence?	
Resource Feasibility	What resources will be required to assure the course is taught as effectively as intended? Is the course cost-effective?	
Compliance	In what ways, if any, does the course help meet specific licensing or accreditation standards?	