



PROGRAM REVIEW

RESOURCE GUIDE

Course Review
Student Data Collection

**PROGRAM REVIEW
ACADEMIC AND VOCATIONAL PROGRAMS**

**COURSE REVIEW
STUDENT DATA COLLECTION**

Contents

<u>COURSE REVIEW – PHILOSOPHY AND BEST PRACTICES</u>	2
---	---

PREREQUISITES/COREQUISITES/ADVISORIES

Instructions.....	4
Flow Charts.....	5
Forms for Review	7
Summary Sheet	11

STUDENT SURVEY

Instructions.....	18
-------------------	----

GENERAL EDUCATION COURSES & MULTICULTURAL/

<u>GRADUATION REQUIREMENT</u>	13
--	----

<u>COURSE REVIEW VERIFICATION</u>	20
--	----

COURSE REVIEW

PHILOSOPHY AND BEST PRACTICES

One year prior to the scheduled six-year program review, one or more members of the self-study team will conduct a review of all courses and a review of the prerequisites, corequisites, advisories, and limitations that are part of the courses. Additionally, courses that have been approved as meeting an Allan Hancock general education requirement should be reviewed to ensure that the course outline meets the general education category definitions. Courses approved as meeting the multicultural/gender graduation requirement should be reviewed to ensure that the course content meets six of the eleven established criteria for such courses.

During the review of courses, faculty may find it helpful to consider the following philosophy and best practices.

1. A review and confirmation of the currency of course outlines allows for an update to the review date on the official college course outlines. The currency of the outline supports the maintenance of transfer/articulation agreements with four-year schools. Additionally, the review yields an obvious benefit to the program in preparation for the subsequent year's review by providing needed information regarding course content.
2. Evaluation of the flow of course materials (learning objectives) through a sequence of courses insures academic continuity.
3. Reexamination of prerequisites, corequisites, advisories, and limitations on enrollment guarantees that appropriate access to courses is maintained and improves the likelihood that students will be properly prepared for advanced course work.
4. Content review should examine currency of course material and allow for consideration of course objectives and the alignment of objectives with assignments. Because course outlines only include sample assignments, correlation with syllabi and actual classroom assignments will be necessary to determine if learning outcomes are a reflection of the intended instructional objectives.

Additionally, the "academic move" which asks us to examine outcomes and assessment should be addressed in the process of content review. For studio/lab courses consideration of learning outcomes flows logically from course goals, instructional objectives and assignments, as well as, how we evaluate a student's progress toward those goals. Through curriculum review, by confirming that assignments align with course learning objectives, the assessment of learning outcomes becomes much easier to address.

The completed summary of prerequisites, corequisites and advisories should be included in the self-study program review prepared by the self-study team in the subsequent year.

The completed course review verification should be completed in accordance with the instructions in this resource guide.

PREREQUISITES, COREQUISITES, ADVISORIES and LIMITATIONS ON ENROLLMENT

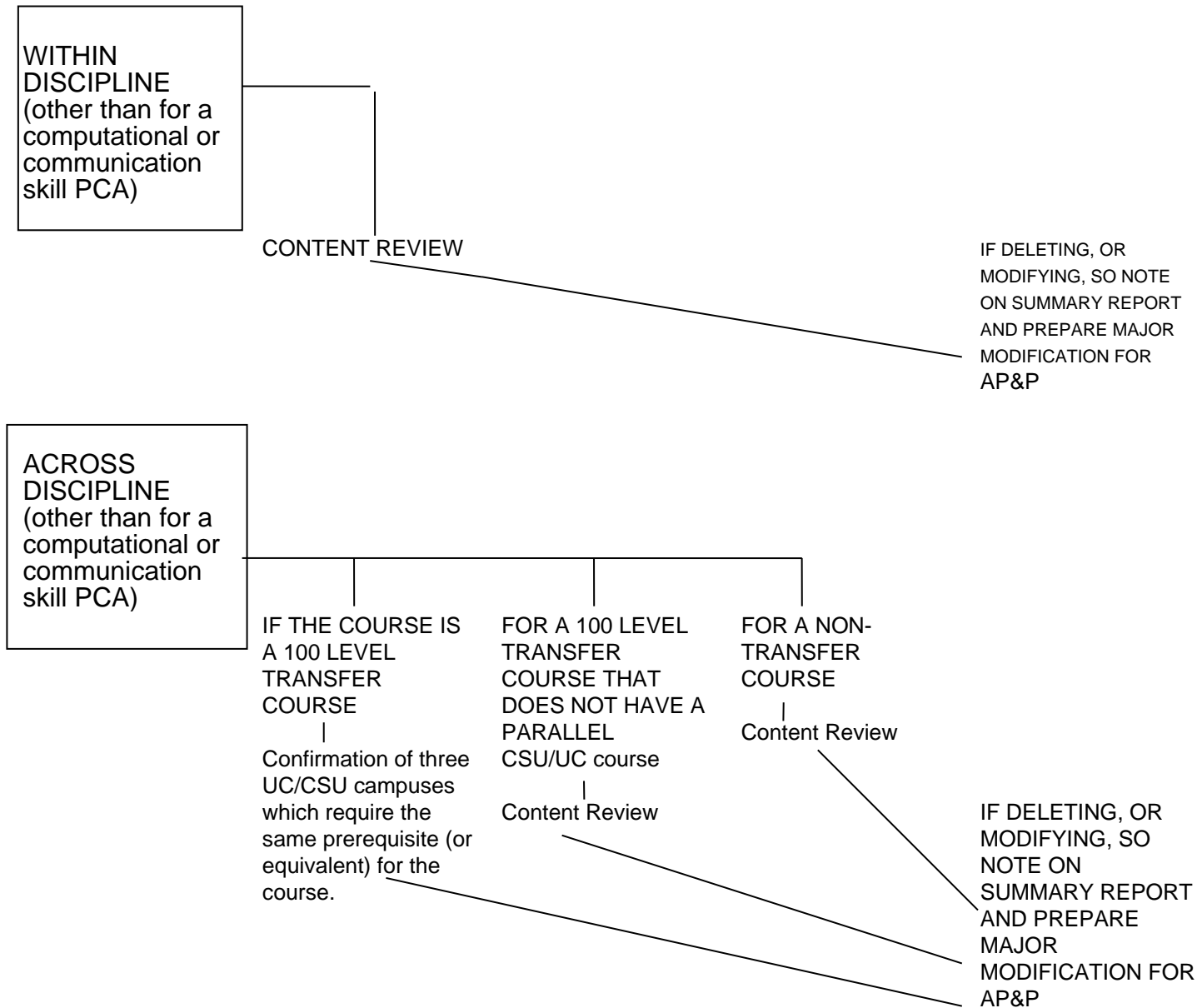
Instructions

Prerequisites, corequisites, advisories (PCA) and limitations on enrollment must be established at the time of program review. Circumstances may have caused the need for some change to these statements. In most cases, course entrance requirements will remain as stated; however, data must be analyzed to determine if the adopted statement is appropriate or requires some modification.

Begin by determining the type of PCA you are reviewing on the flow charts that follow this narrative. Follow the directions using the attached forms to complete the PCA review. You will use the results to complete the "Review of Prerequisites, Corequisites, and Advisories-Summary."

If you have questions concerning this process, call the office of academic affairs or contact your academic dean.

PREREQUISITES, COREQUISITES, ADVISORIES FLOW CHART



Completed forms and all backup documentation should be maintained at the department. Transfer conclusion information to the Program Evaluation PCA Summary Report.

**LIMITATION ON
ENROLLMENT**

Identify the reason for the restriction (health and safety, not a major degree core requirement or graduation requirement for which there is no alternative course..

IF ADDING,
DELETING, OR
MODIFYING, SO
NOTE ON
SUMMARY REPORT
AND PREPARE
MAJOR
MODIFICATION FOR
AP&P

**ACROSS/WITHIN
DISCIPLINE
COMMUNICATION
OR
COMPUTATION
SKILLS**

CONTENT REVIEW
with further levels of
scrutiny, i.e., student
survey, UC/CSU
comparison,
additional statistical
information

IF ADDING,
DELETING, OR
MODIFYING, SO
NOTE ON
SUMMARY REPORT
AND PREPARE
MAJOR
MODIFICATION FOR
AP&P

Completed forms and all backup documentation should be maintained at the department. Transfer conclusion information to the Program Evaluation PCA Summary Report.

CONTENT REVIEW
WITHIN THE SAME DISCIPLINE OR ACROSS DISCIPLINES

Course Prefix and Number _____

Department _____ Responsible Instructor _____

PCA being reviewed: _____ Type: _____

Use one form for each prerequisite/corequisite/advisory if the course has more than one

Review Team (Recommended: four instructors; preferably two of whom teach the course being reviewed; one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

Recommended Materials:

1. Course outline for course being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).
3. EVA report from Computer Services reflecting student success based on completion and noncompletion of prerequisite course.

Process:

- | | |
|---|--|
| 1. <u>Examine objectives of course being reviewed.</u>
Are objectives current? _____
Will student successfully completing this course have a reasonable chance of success in subsequent course? _____ | 3. <u>Examine the evaluation tools used within the course.</u>
Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? _____ |
| 2. <u>Examine objectives of preceding course.</u>
Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? _____ | 4. <u>Examine the text used for the course</u>
Does the textbook require a base of knowledge the student would have obtained in the preceding course? _____ |

Based on the attached documentation, it is the recommendation of the faculty that:

- ____ The prerequisite/corequisite/advisory is appropriate.
(circle one)
- ____ The prerequisite/corequisite/advisory should be deleted.
(circle one)
- ____ The prerequisite/corequisite/advisory should be modified.
(circle one)
- ____ The course outline should be modified to reflect outcomes of content review, and to include entrance/exit skills.

Initiator _____ Date _____

Department Chair _____ Date _____

Approved: _____ Academic Dean -- Date _____

Completed forms and all backup documentation should be maintained at the department. Transfer conclusion information to the Program Evaluation PCA Summary Report.

SAMPLE
Student Survey on Prerequisite, Corequisite, Advisory Preparation

To be completed by instructor:

Course Prefix and Number _____

Prerequisite (one per form) _____

If course has more than one prerequisite, individual survey form must be used for each prerequisite, corequisite or advisory.

TO THE STUDENT: PLEASE RESPOND TO ALL QUESTIONS

This survey will be computer scored.

1. Use only a #2 pencil
 2. Keep your card on the hard, flat desk surface
 3. Fill in the bubbles on the card with heavy black marks. Do not allow marks to extend beyond bubbles.
-
1. Did you complete the prerequisite stated before enrolling for this course?
 - A. Yes
 - B. No
 2. How long ago?
 - A. Last semester
 - B. Within the last year
 - C. Within the last five years
 - D. More than five years ago
 - E. Not applicable - did not complete
 3. If you did complete the prerequisite, did completion of that course contribute your ability to perform satisfactorily in the current course?
 - A. Significant contribution
 - B. Moderate contribution
 - C. Slight contribution
 - D. No contribution
 - E. Does not apply - did not complete
 4. If you did not complete the prerequisite, and you didn't have other experience, did you feel adequately prepared for this course?
 - A. Definitely
 - B. Possibly
 - C. Unsure
 - D. Not applicable - completed the prerequisite course
 5. If you did not complete the prerequisite, did you have other experience(s) that prepared for the current course?
 - A. Yes
 - B. No
 - C. Not applicable - completed the prerequisite course

Completed forms and all backup documentation should be maintained at the department. Transfer conclusion information to the Program Evaluation PCA Summary Report.

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number _____

Department _____ Responsible Instructor _____

Prerequisite being reviewed: _____

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Initiator _____ Date _____

Department Chair _____ Date _____

Approved:

Academic Dean _____ Date _____

PREREQUISITES, COREQUISITES, ADVISORIES
LIMITATION ON ENROLLMENT

Course Prefix and Number _____

Department _____ Responsible Instructor _____

Prerequisite being reviewed: _____

Use one form for each prerequisite/corequisite/advisory if the course has more than one

_____ The prerequisite/restriction on enrollment is necessary for the health and safety. Students or other persons would be at risk without this requirement for the following reason(s):

_____ The course is not a major degree core requirement or a graduation requirement for which there is no alternative course available.

Alternative Course(s):

Prefix & No. Name of Course

Prefix & No. Name of Course

Initiator _____ Date _____

Department Chair _____ Date _____

Approved:

Academic Dean _____ Date _____

Completed forms and all backup documentation should be maintained at the department. Transfer conclusion information to the Program Evaluation PCA Summary Report.

REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES Summary

List all courses in Discipline/Program

Course Prefix No	CURRENT Prerequisite/Coreq/Advisory/ Limitation on Enrollemnt	LEVEL OF SCRUTINY (Statistics, Content Review, UC/CSU Comparison, Student Survey – list all)	RESULT (i.e., current PCA is established, should be dropped/modified or new PCA is established)	ACTION TO BE TAKEN (None, APP- Major or Minor)

Note: If prerequisite or corequisite is being established for the first time, course must be modified to include entrance skills.

GENERAL EDUCATION COURSES

GENERAL EDUCATION COURSES

Courses that have been approved as meeting a general education requirement should continue to meet the seven criteria established for general education courses and meet the appropriate category definitions. In the event the course does not meet the seven established criteria or if the outline does not reflect the inclusion of appropriate objectives, the course outline should be modified.

MULTICULTURAL/GENDER GRADUATION REQUIREMENT

Courses that have been approved as meeting the multicultural/gender graduation requirement should meet six of the eleven established criteria. In the event the course outlines does not reflect how the course meets such criteria, the course outline should be modified.

The purpose of these reviews is to ensure that already approved courses continue to meet the standards for general education and multicultural/gender courses. Courses are updated, modified, and language and content are refined, often times without consideration of the specific criteria and standards for such courses. Review of the criteria as part of the course review will ensure that the outlines are still in compliance with the standards/criteria. Should adjustments needs to be made, this can be easily accomplished through the AP&P course modification process.

ALLAN HANCOCK COLLEGE GENERAL EDUCATION WORKSHEET

CATEGORIES (See definitions following criteria)

- (1) Natural Sciences
- (2a) Social Science
- (2b) American History or Government
- (3) Humanities
- (4a) English Composition
- (4b) Communication & Analytical Thinking
- (5) Living Skills

Course must meet all criteria.

CRITERIA	INSTRUCTIONAL OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<u>Level:</u> The course level is beyond the minimal public high school level subject matter requirements in our service district.		
<u>Scope:</u> The course exposes the student to a wide range of principles, perspectives, and knowledge of the discipline. "Discipline" defined as the major headings listed in the "Course of Study" section of the college catalog.		
<u>Integrity:</u> The course is a whole unto itself and not primarily part of a sequence of courses. A student does not need courses that precede or follow this one to gain a general education experience.		
<u>Generality:</u> The course provides a generalizing, rather than specializing experience within the subject matter of the discipline and seeks to provide broad connections to related areas of knowledge within and without the discipline.		
<u>Critical Thinking:</u> The course prepares students to make comparative and critical evaluations of the principles, perspectives, and knowledge within the discipline.		
<u>Continuing Study:</u> The course provides a broad base of knowledge or technique from which the student can continue learning in the discipline.		
<u>Cultural Diversity:</u> The course demonstrates sensitivity to cultural diversity, and includes: a. exposure of students to a diversity of cultural perspectives and examples where they relate to the subject matter; b. utilization of resource materials, which draw upon and portray cultural diversity when appropriate to course content.		

ALLAN HANCOCK COLLEGE GENERAL EDUCATION CATEGORY DEFINITIONS WORKSHEET

Indicate where in the outline each objective in the appropriate category definition is addressed.	COURSE OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<p>Category 1 Natural Sciences (3 units) Courses approved for this area must impart knowledge of the facts and principles that form the foundations of living and non-living systems. Courses must emphasize experimental methodology, the testing of hypothesis, the power of systematic questioning, and the influence of the scientific method on the world's civilizations.</p> <p>Students completing courses in this category will demonstrate an ability to:</p> <ol style="list-style-type: none"> 1. understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion. 2. identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate. 3. formulate ideas and concepts in addition to using those of others. 4. use college-level mathematical concepts and methods, where appropriate, to understand, analyze, and explain issues in quantitative terms. 5. apply their knowledge and skills to new and varied situations. 		
<p>Category 2 (6 units) A. Social Science (3 units) Courses approved for this area must deal with human behavior in relation to human social, political and economic institutions. The courses will ensure opportunities for students to develop understanding of the perspectives and methods of the disciplines. Problems and issues in these disciplines should be examined in their contemporary, historical, and geographical settings.</p> <p>Students completing courses in category 2A will demonstrate an ability to:</p> <ol style="list-style-type: none"> 1. understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion. 2. identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate. 3. find and evaluate information by selection and using appropriate research methods and tools. 4. develop individual responsibility, personal integrity, and respect for diverse people and culture. 5. understand ethical issues that will enhance their capacity for making sound judgments and decisions. <p>B. Amer Hist/Government (3 units) Students completing courses in category 2B will demonstrate an ability to meet outcomes 1-5 above and take personal responsibility for being informed, ethical and active citizens of their community, their nation, and their world</p>		
<p>Category 3 Humanities (3 units) Courses in this category must encourage students to analyze and appreciate western and non-western works of philosophical, historical, literary, aesthetic and cultural importance. Students will be encouraged to develop an independent and critical aesthetic perspective. Students completing courses in this category will demonstrate an ability to:</p> <ol style="list-style-type: none"> 1. communicate effectively in many different situations involving diverse people and viewpoints. 2. understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion. 3. apply their knowledge and skills to new and varied situations. 		

ALLAN HANCOCK COLLEGE GENERAL EDUCATION CATEGORY DEFINITIONS WORKSHEET

Indicate where in the outline each objective in the appropriate category definition is addressed.	COURSE OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
<p>4. find and evaluate information by selecting and using appropriate research methods and tools.</p> <p>5. produce or respond to artistic and creative expression.</p>		
<p>Category 4 Language and Rationality (6 units) 4A. Courses approved for this category must be composition courses that emphasize active student participation in writing and speaking assignments, including accurate reporting and evaluation of information, as well as advocating points of view in a logical, well-organized, and clear manner.</p> <p>Students completing courses in this category 4A will demonstrate an ability to:</p> <ol style="list-style-type: none"> 1. communicate effectively in many different situations, involving diverse people and viewpoints. 2. listen actively and analyze the substance of others' comments. 3. read effectively and analytically. 4. find and evaluate information by selecting and using appropriate research methods and tools. <p>4B: Courses approved for this category must develop the use of logical thought, clear and precise expression, and require critical evaluation of communication in whatever symbol system the student uses.</p> <p>For mathematical concepts and quantitative reasoning, courses must not merely require computational skills, but should encourage the understanding of basic mathematical concepts. Courses may not restrict topics to one discipline. Statistics courses should emphasize the mathematical basis of statistical tests, probability, applications, abuses, and the analysis and criticism of statistical arguments in public disclosure.</p> <p>Students completing courses in category 4B will demonstrate an ability to:</p> <ol style="list-style-type: none"> 1. think logically and critically in solving problems; explaining conclusions; and evaluating, supporting, or critiquing the thinking of others. 2. identify and analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses. 3. communicate in an understandable and organized fashion to explain their ideas, express their feelings, or support conclusions. 		
<p>Category 5 Living Skills (3 units)] Courses approved in this category prepare students to understand themselves as physical, social, and psychological beings and include an emphasis on self-development throughout life's stages.</p> <p>Students completing courses in this category will demonstrate an ability to:</p> <ol style="list-style-type: none"> 1. exhibit habits of intellectual exploration, personal responsibility and well being. 2. work with diverse people including those with different cultural and linguistic backgrounds and different physical abilities. 3. interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values. 4. participate effectively in teams to make decisions and seek consensus. 		

ALLAN HANCOCK COLLEGE MULTICULTURAL/GENDER WORKSHEET

Course must be offered for 3 units and meet at least six of the eleven criteria.



CRITERIA	COURSE OBJECTIVE NUMBER	OTHER EVIDENCE IN THE OUTLINE
Study the history or experience of under-represented groups.		
Identify specific contributions by underrepresented groups to cultures and traditions.		
Explore ethnic or gender relationships in daily life.		
Increase students' knowledge and understanding of other cultures.		
Develop an awareness of racism or sexism.		
Promote critical thinking about issues relevant to under-represented groups.		
Identify theories and practices of accommodation, assimilation, integration, and pluralism.		
Acquaint students with multicultural societies.		
Recognize artistic achievements and aesthetic values of non-western cultures.		
Provide opportunities for students to recognize their own attitude toward cultural diversity.		
Encourage an understanding view of cultural diversity.		

STUDENT SURVEY FOR PROGRAM REVIEW

Student input regarding the discipline/program can be obtained in many different ways. If you choose to use a written survey, the survey below **must** be used. The survey questions were developed by faculty, deans, and institutional research. You may add or delete any of the **optional** or **background** questions or add other questions relevant to your program. Once you have completed your edits, send the survey to Institutional Research and Planning for development of the actual survey form. You may contact personnel in Institutional Research and Planning to assist you with the development of the survey. The name of the program will be identified in the survey, replacing the ****PROGRAM**** placeholders in the template below.

Institutional Research & Planning will provide a link to an online version and a PDF file for a hard copy version of the final survey. Programs are responsible for administering the survey. If the survey is conducted in paper form, please check with IRP about the type of paper that must be requested when having the survey printed. If the survey is conducted in paper form, the responses need to be scanned into the Class Climate system; the deans secretaries have received training for doing this task. IRP does not have a scanner nor clerical support to assist with data entry.

After the responses are entered into the survey system, IRP will analyze the results and generate a report with the findings.

Class Climate	Program Review [Copy]	
Program		

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ☒ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

Please answer the following questions as they pertain to your experience in this course and all other courses in the **PROGRAM**** at Allan Hancock College.**

Part I. Please indicate how satisfied you are, in general, with the following aspects of the **PROGRAM******

	Highly satisfied	Moderately satisfied	Not at all satisfied		No opinion
Quality of instruction within the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way textbooks and other materials used in courses within the program help me learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advice about the program from counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way this program meets your educational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contribution towards your intellectual growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of course goals and learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback and assessment of progress towards learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of courses offered in the **PROGRAM**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content of courses offered in the **PROGRAM**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The coordination of courses offered in the **PROGRAM** and courses offered in other departments that may be required for your major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The physical facilities and space (e.g., classrooms, labs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional equipment (e.g., computers, lab equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation of classes via the college's Blackboard course management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course assistance through tutorial services (e.g. through the Tutorial Center, Math Lab, Writing Center)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of appropriate resources in the libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II. Please answer the following questions about the **PROGRAM.**

Which of the following best describes your reason for taking this and other courses in **PROGRAM**?

- ☐ Recommended by a counselor ☐ Recommended by a friend ☐ To meet general education requirements
- ☐ Offered at a convenient time ☐ Other

Compared to the beginning of the semester, your attitude about **PROGRAM** has

- ☐ Improved ☐ Remained the same ☐ Decreased

I would recommend taking courses in **PROGRAM**

- ☐ Strongly agree ☐ ☐ ☐ ☐ Strongly disagree

I plan on taking additional courses in **PROGRAM**

- ☐ Strongly agree ☐ ☐ ☐ ☐ Strongly disagree

Which of the following courses have you taken in **PROGRAM**?

- ☐ ***Course 1*** ☐ ***Course 2***

In which of the following courses are you currently enrolled?

- ☐ ***Course 1*** ☐ ***Course 2***

Part III. Background Questions

How many units have you completed prior to this semester?

- ☐ 0 - 15 ☐ 16 - 30 ☐ 31 - 45
- ☐ 46 - 60 ☐ 61 or more

In how many units are you currently enrolled?

- ☐ less than 5 ☐ 5 - 8.5 ☐ 9 - 11.5
- ☐ 12 or more

What is your final academic goal?

- ☐ Certificate ☐ AA/AS ☐ Bachelors
- ☐ Masters or higher ☐ Not certain

COURSE REVIEW VERIFICATION

As part of the self study, team members should review the official course outlines for the discipline. Once the self study is completed, the team should complete and forward to the office of Academic Affairs (attn: Rebecca Andres) the course review verification form. Upon receipt of this form, outlines will be modified to reflect the review date. A copy of this form should be retained by the department for inclusion of the completed program review. This is particularly important for courses that articulate as the review date indicates to the transfer institution that the outline has been reviewed for currency. Should it be necessary to revise the outline through the AP&P process as a result of the review, a further modified review date will be placed on the outline at the time such revision is made.

COURSE REVIEW VERIFICATION

Discipline: _____ Year: _____

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):
2. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 20____ SPRING 20____:
3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20____ SPRING 20____:

GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on: _____

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on: _____

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: _____

Course Review Team Members:

_____	Signature	_____	Date
_____	Signature	_____	Date
_____	Signature	_____	Date
_____	Signature	_____	Date
_____	Signature AP&P Chair	_____	Date
_____	Signature Academic Dean	_____	Date