

Appendix I - Course Equivalency Checklist

This is a sample, and the Program Accreditation Committee will recognize the institutional autonomy to make these choices based on their own policies and procedures. However, this template may be used as a guide to assist institutions in their process if something similar does not currently exist.

Each time a course is evaluated for equivalency, one should follow the same standard checklist system as a starting point. Often, the notion of professional judgment comes into play. However, there are some basic principles that must be met first and foremost.

- Logo at the top of the outline
- Course number – is it commensurate with our “level” or number?
- Course name – less important
- Number of credit hours
- Number of lecture hours
- Number of lab hours (or tutorial where appropriate)
- When it was taught (the date or semester of this specific course outline)
- Prerequisites? Do they align with our prerequisites?
- Instructor – credentials – must have a minimum of a Master’s Degree.
- Course description – does it match closely with our course?
- Course objectives – does it match closely with our course?
- Textbook – is it the same or a book that is in the same caliber as our course?
- Evaluation – does the grading align with institutional policies closely? Or the course that is transferring?
- Are there examinations and if so, what type? Practical, written or other assignments? Alignment with the institutional course is important. For example, if it is nutrition course, one may have a dietary analysis assignment that they want students to perform. It doesn’t have to be exactly this assignment, but the outcomes of this assignment should be similar.
- Does the grading scheme translate closely to the institution’s grading scheme? For example, what percent is required to obtain an “A” grade? What percent is required to pass the course?
- Content and schedule – what specific topics are covered each week and what are the assigned readings for those topics from the textbook or other resources?
- Is there a lab component where the institution has a lab component? If not, the course is not considered. If so, what are the topics and do they align with the institution’s course?