Curricular Review Checklist for the Dean

Academic Affairs recognizes that committees may have criteria that they choose to use in order to review curriculum documents. This checklist is not meant to replace established criteria, but rather enhance what may be used and offer some standardization of curriculum review at each level of the process across the institution. The questions and materials noted in this checklist should serve as supplemental items for consideration. Cases in which raters consistently answer “No” or “Partially” to items based on the content of the curriculum requests may be grounds for return to the Originator with feedback for editing and clarification.

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| **Dean - Program Review** | | | | |
| **For consideration…** | **Yes** | **No** | **Partially** | **N/A** |
| 1. Does the program request include all the appropriate attached documents?    1. Catalog Degree Requirements Checklist (or a line item edit of University Catalog degree requirements if an existing program)    2. Marketable Skills Documentation (new major or stand-alone certificate)    3. Requests for any New Courses or Change of Existing Courses for the program |  |  |  |  |
| 1. Is the information presented in the request form and additional documentation consistent and accurate? Does it represent the quality and professionalism of your school? |  |  |  |  |
| 1. Does the program request meet the School’s goals and objectives? |  |  |  |  |
| 1. Does the School have funding to support the hire of faculty to teach for the program? |  |  |  |  |
| 1. Will faculty have appropriate course loads to support the program? |  |  |  |  |
| 1. Is there evidence that this program be self-sustainable? Is there information that supports a sufficient return on investment for the University? |  |  |  |  |
| 1. Do faculty have the appropriate credentials to implement and maintain the program of study? Do they meet teaching qualification standards according to SACSCOC and University policy? |  |  |  |  |
| 1. Does the University have the appropriate space to accommodate this program? Offices, classrooms, labs, computer labs, etc. |  |  |  |  |
| 1. Does the University own the appropriate equipment and/or will funding be secured for its purchase? |  |  |  |  |
| 1. Has there been consultation with other departments on campus to determine if there would be an impact on their programs or course offerings or other possible concerns because of this new program or change in program? Any benefits/possibilities of collaboration across departments or divisions? |  |  |  |  |
| 1. Is there sufficient evidence that the new program or change in an existing program shows evidence of easy alignment and transferability from our community college partners? |  |  |  |  |
| 1. If the program plans to prepare students for external professional credentialing, does this program offer appropriate justification and documentation that this can be accomplished by students who complete this the program of study? |  |  |  |  |
| 1. If a new program (i.e., a major or stand-alone certificate) is approved by the Academic Council, the Provost’s Office must send out a notification to all schools within a 50-mile radius to determine if there is a perceived conflict with a program they are offering at their institution. Has sufficient research been conducted to determine if there are competing programs within the radius and if the program being proposed is “different enough” from possible competitors to survive final THECB approval? |  |  |  |  |
| 1. Does the new course or change in an existing course show evidence of easy alignment and transferability from our community college partners? |  |  |  |  |
| 1. Will this course contribute to preparation for external professional credentialing? If so, is there adequate evidence that objectives will be met in this class? |  |  |  |  |

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| **Dean - Course Review** | | | | |
| **For consideration…** | **Yes** | **No** | **Partially** | **N/A** |
| 1. Does the program request include all the appropriate attached documents?    1. Syllabus that reflects student learning outcomes for the course, evaluation methods, and general course activities and content coverage.    2. Requests for New Program or Change in Existing Program documentation related to the course |  |  |  |  |
| 1. Is the information presented in the request form and additional documentation consistent and accurate? Does it represent the quality and professionalism of your school? |  |  |  |  |
| 1. Will distance learning be implemented for this course? If so, is there time for quality course development and faculty training with DLIT? |  |  |  |  |
| 1. Will adding this course to a program negatively impact teaching loads? |  |  |  |  |
| 1. Does the School have funding to support the hire of faculty to teach this course? |  |  |  |  |
| 1. Does this course require additional course fees to sustain adequate pedagogy? Has that been discussed/approved with the CFO and Budgets offices? |  |  |  |  |
| 1. Do faculty have the appropriate credentials to meet teaching qualification standards according to SACSCOC and University policy? |  |  |  |  |
| 1. Are additional library resources needed for the proposal? |  |  |  |  |
| 1. Does the University own the appropriate equipment needed to teach this course? Will funding need to be secured for the purchase of equipment needed? |  |  |  |  |
| 1. Does the University have the appropriate space to accommodate this class? Offices, classrooms, labs, computer labs, etc. |  |  |  |  |
| 1. Is there sufficient evidence that the new course or change in an existing course shows evidence of easy alignment and transferability from our community college partners? |  |  |  |  |