Curricular Review Checklist for School Committees

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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| **School Committee - 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? |  |  |  |  |
| 1. Does the program request meet the School’s goals and objectives? |  |  |  |  |
| 1. Does the request include data or information that supports the need for the new program or change in program? |  |  |  |  |
| 1. Are resources available to support the new program? (i.e., funding for faculty, space, library, IT resources, etc.) |  |  |  |  |
| 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. Does the program demonstrate coherence and meet general requirements for graduation with a degree? |  |  |  |  |
| 1. Do committee members have any questions about the courses taken for the program and/or how the program is structured based on the Catalog Degree Requirements Checklist? |  |  |  |  |
| 1. Have issues of double-dipping and other program completion requirements been clearly addressed for documentation in the University Catalogs? |  |  |  |  |
| 1. Has the department reviewed the THECB Field of Study (FOS), if applicable, ensure appropriate alignment to make transfer easier and meet State FOS requirements? |  |  |  |  |
| 1. Is there evidence indicating that this curriculum change or new program is beneficial to students? |  |  |  |  |
| 1. For a new program, does the assessment plan provide adequate detail to be implemented and maintained? Are there clear Program Learning Outcomes (not course outcomes)? Are courses in the program identified to provide the assessment for the PLOs? |  |  |  |  |
| 1. Is the plan for this program to prepare students for external professional credentialing? If so, are all the course/learning outcomes included that would meet outside credentialing requirements? Are those outcomes evident in the syllabi of courses for the program and the program learning outcomes? |  |  |  |  |
| 1. If proposed changes may impact a current students’ ability to graduate as described in previous or current catalogs, what teach out plans are proposed so that students may still graduate in a timely manner? |  |  |  |  |
| 1. If a new program (i.e., 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. If the new program or change in existing program proposes double dipping in which graduate courses may apply to undergraduate degree completion, are there clear student performance indicators that signal student preparedness to engage in graduate courses? |  |  |  |  |

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| **School Committee - 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? |  |  |  |  |
| 1. Does the course request meet the School’s goals and objectives? |  |  |  |  |
| 1. Does the request include data or information that supports the need for the new course or change in an existing course? |  |  |  |  |
| 1. Is it clear how the course contributes to the program of study? |  |  |  |  |
| 1. Are resources available to support the course? (i.e., funding for faculty, space, library, IT resources, etc.) |  |  |  |  |
| 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 course or change in an existing course? Any benefits/possibilities of collaboration across departments or divisions? |  |  |  |  |
| 1. How will this course align with transfer courses from our community college partners? Will we accept lower-level courses from the community college to meet requirements for this course? If so, how does that impact student completion of the program? |  |  |  |  |
| 1. Has the department reviewed the THECB Academic Course Guide Manual (ACGM) to determine appropriate alignment for a Texas Common Course Number (TCCN) to make transfer easier? |  |  |  |  |
| 1. Is there reasonable justification for proposed prerequisites, corequisites, and rules (e.g., majors only or senior standing only)? Has justification for prerequisites and corequisites been provided to show that students need particular course content to be successful in the course? Has justification for rules been provided that may restrict access to the course to certain student populations, like “seniors only” because the course is meant as a capstone or “majors only” due to faculty resources? |  |  |  |  |
| 1. Are the prerequisite and corequisite courses presented in alignment with program requirements in cases in which the course contributes to a new program or change in an existing program? |  |  |  |  |
| 1. Does the request form and syllabus provide enough detail to support a well-planned course? |  |  |  |  |
| 1. Does this course demonstrate the appropriate rigor for the level of students? |  |  |  |  |
| 1. Does the course duplicate content offered in another course offering? If so, what is the necessity for offering this version? |  |  |  |  |
| 1. Will the course be offered regularly to warrant a course number? |  |  |  |  |
| 1. Will the course rotation support student completion of a program of study? For instance, are required courses for a major offered more regularly than courses that may contribute to concentrations or electives? |  |  |  |  |
| 1. Is the plan for this course to prepare students for external professional credentialing? If so, are all the course/learning outcomes included that would meet professional credentialing requirements? Are those outcomes evident in the syllabus for the course? |  |  |  |  |
| 1. Is this course going to be cross-listed with another department? Is there supporting documentation from the other department? Does the faculty member teaching the course have the appropriate expertise to teach the course according to SACSCOC faculty qualifications and University policy? |  |  |  |  |
| 1. If a new course will be offered at the graduate and undergraduate levels, does the proposal clearly delineate the differences in content, assignments, and rigor that warrants the differentiation in credit? |  |  |  |  |