Curricular Review Checklist for University Committees (UCC or GC)

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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| **University 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
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| 1. Does the program request meet the University mission?
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| 1. Does the request provide clear information for implementation? For instance, does the Catalog Degree Worksheet or edited catalog program information make sense to an outside observer?
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| 1. Is the type of degree consistent with University standards? For instance, is the degree type appropriately classified as a BA, BS, BBA, MA, MS, MEd, etc.
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| 1. Is the request in compliance with University General Requirements in the Undergraduate and Graduate Catalogs (as appropriate) and other campus policies?
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| 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?
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| 1. Is it clear that the new courses or changes in existing courses proposed with this program or offered in the department support the intent and learning objectives of the program of study?
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| 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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| **University 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
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| 1. Does the course request meet the University mission?
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| 1. Does the request provide clear information for implementation? For instance, does the syllabus make sense to an outside observer?
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| 1. Is it clear what the course will contribute to the program of study?
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| 1. Does the course content and rigor seem appropriate for the level of the course? (i.e., 1000-2000 level, 3000-4000 level, 5000 level, etc.)
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| 1. Is this new course like other offerings on campus? Does the changes to an existing course make the course similar to another on campus?
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| 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?
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| 1. Is it clear that the new courses or changes in existing courses proposed with this program or offered in the department support the intent and learning objectives of the program of study?
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| 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 cred awarded?
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