Kennesaw State University

Curriculum Proposal Review Guidelines

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KENNESAW STATE UNIVERSITY

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Initial Review (Curriculum Support Office)
Curriculum Proposal Review Guidelines

These tables detail guiding questions to be considered at the Initial Review step of the Curriculum Cycle for course, program, and general education curriculum proposals.

Header from Curriculog Form	COURSE PROPOSALS **Please note: not all proposal forms include all sections below.
General Information	□ Is the proposal on the correct form and complete? □ Is the proposal routed correctly? □ Does the implementation date align with the curriculum cycle deadlines? □ Are the indicated changes consistent with what is described in the rest of the proposal? □ Is all required supporting documentation included and consistent with the proposal content? □ Does the proposal qualify for abbreviated review?
Catalog Information	□ Is the proposed number aligned with KSU and BOR policy? □ Are the prefix and title appropriate and understandable to a general audience? □ If this is a new course, has the prefix and course number combination been used previously? □ Do the prerequisites align with program requirements and maintain catalog accuracy? □ Is the course description grammatically correct, using present tense, and does not include a defined list of topics? □ Do the credit hours and justification align with Catalog policy 2.4?
Impact	□ If the Impact Report identifies outside departments, is communication attached?
Justification	□ Do the changes identified in the justification align with the checkboxes at the start of the proposal? □ Has data been presented to justify the change? □ Does the justification for prerequisites discuss all listed prerequisites, concurrent, and corequisite courses?
Course Details/Cross-Level Details	□ Is the course details section complete?
Resources and Assessment	□ Are the required attachments complete and attached? □ Is all supporting documentation attached and consistent with the proposal?
Department Chair Only	□ No check here – not required to be completed at this step.
Curriculum Support Office Only	□ Is the course related to a larger curriculum package? Does it require a program change proposal? □ Does the proposal qualify for abbreviated review?

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Header from Curriculog Form	PROGRAM PROPOSALS **Please note: not all proposal forms include all sections below.**
General Information	☐ Is the proposal on the correct form and complete? ☐ Is the proposal routed correctly? ☐ Does the implementation date align with the curriculum cycle deadlines and within the approved Program Revision Cycle (most often aligned with APR)? ☐ Are the indicated changes consistent with what is described in the rest of the proposal? ☐ Is all required supporting documentation included and consistent with the proposal content? ☐ Does the proposal qualify for abbreviated review?
Catalog Information	☐ Does the program name follow catalog naming conventions and match exactly as it appears on the internal ILAO document and USG Degrees and Majors Authorized list? ☐ Is the catalog description written in present tense? ☐ Are the admission requirements, if applicable, clear and able to be evaluated? ☐ Do the program credit hours add up to the total stated in the proposal? ☐ Are the program student learning outcomes the same as those posted in the current catalog? If not, is there an additional Program Student Learning Outcomes (PSLOs) proposal to be packaged together? ☐ For undergraduate programs with specific Core Field of Study Guidelines, do the courses that compose this portion of the degree program align with the USG requirements? ☐ For undergraduate programs, does the Core Field of Study total 18 credit hours? ☐ For undergraduate programs, are there 21 credit hours beyond the Core Field of Study that all majors will complete? ☐ For undergraduate programs, are there at least 39 upper-division credit hours in the program of study? ☐ Does the program schema reflect the program header conventions?
Impact	☐ Has documentation been attached for programs that impact departments outside of the department of ownership? ☐ Has a communication plan been attached for programs where the changes will impact current students?
Justification	☐ Do the changes identified in the justification align with the checkboxes at the start of the proposal? ☐ Has data been presented to justify the change?
Program of Study (i.e. Degree, Minor, Certificate) Details	☐ Have the admission requirements also been included in the catalog description? ☐ For undergraduate programs when applicable, does the program of study meet the USG Core Field of Study requirements?
Required Attachments	☐ Are the PSLOs included on the curriculum map the same as those included in the proposal?

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	□ Does the curriculum map include all required courses (Core Field of Study and Major Requirements) in the program of study and demonstrate how they align to the PSLOs? □ Do the changes present in the side-by-side document match what is entered into the "Program Schema" on the proposal? □ Does the side-by-side reflect the correct number of total credit hours? □ Has the assessment plan approval been signed by the appropriate person for that program? □ Does the academic program map that is attached reflect the changes to the courses and are sequenced in a way that aligns with the changes made to the course prerequisites?
Department Chair Only	□ No check here – not required to be completed at this step.
Curriculum Support Office Only	□ Are there other proposals that should be linked to include in the curriculum package?

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Header from Curriculog Form	CORE IMPACTS PROPOSALS **Please note: not all proposal forms include all sections below.
Routing Information	□ Is the proposal on the correct form and complete? □ Is the proposal packaged with a new course or a change in course form if needed? □ Does the implementation date align with the curriculum cycle deadlines? □ Is this part of a package? Is a course modification form also needed?
Catalog Information	□ Does the course information align to BOR 2.4.8 if a common course? □ Do the prerequisites comply with BOR 2.4.5? □ Do the credit hours and justification align with KSU Catalog policy 2.4?
Course Details	□ Is the correct section complete and are required additional Curriculog proposal forms linked?
Adding to Core Requirements	□ Is the correct section complete and are required additional Curriculog proposal forms linked? □ Confirm in the 'Files' that the attached syllabus includes IMPACTS template language and that syllabus content provides evidence of course learning activities related to the IMPACTS area outcome.
Moving a Current Core Course to a New Area	□ Is the correct section complete and are required additional Curriculog proposal forms linked? □ Confirm in the 'Files' that the attached syllabus includes IMPACTS template language and that syllabus content provides evidence of course learning activities related to the IMPACTS area outcome.
Removing from Core	□ Is the correct section complete and are required additional Curriculog proposal forms linked?
Curriculum Support Office Only	□ Are there other proposals that should be linked to include in the curriculum package?

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Department Curriculum Committee
Curriculum Proposal Review Guidelines

These tables detail guiding questions to be considered at the Department Curriculum Committee step of the Curriculum Cycle for course, program, and general education curriculum proposals.

Header from Curriculog Form	COURSE PROPOSALS **Please note: not all proposal forms include all sections below.
General Information	□ Are the proposed changes in the purview of this department's curriculum committee? □ Does the proposed implementation date align with the program's needs? □ Are the indication of changes comprehensive of all changes needed for the course?
Catalog Information	□ Does course content align with the course number and is this course in alignment with other program courses in this numbering range? □ Does the course name reflect the content of the course? □ Are the prerequisites appropriate for the course based on necessary skills required to be successful and will not cause progression issues or other delays for students? □ Does the catalog description accurately capture the proposed content of the course? □ Is the course content appropriate for the number of credit hours assigned? □ Do the prerequisites introduce any barriers to student progressions?
Impact	□ Have all possible impacts on students been explored and addressed?
Justification	□ Is appropriate justification and data provided to substantiate the new course or course changes? □ Does the justification demonstrate a continued commitment to rigor and quality? □ Do the credit hours and justification align with Catalog policy 2.4?
Course Details/Cross-Level Details	□ Is the grading structure appropriate to the course content? □ Is repeatability of the course appropriate and aligned with program requirements? □ Are the proposed resources appropriate and do any deficiencies prevent the course from being effectively taught in its proposed format?
Resources and Assessment	□ If a course is required in the program, there is clear alignment to the overall program outcomes, as presented through the course learning outcomes and assignments. □ Is the planned assessment cycle length appropriate for this course?
Department Chair Only	□ No check here – not required to be completed at this step.
Curriculum Support Office Only	□ No action needed.

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Header from Curriculog Form	PROGRAM PROPOSALS **Please note: not all proposal forms include all sections below.**
General Information	◻ Are the proposed changes in the purview of this department's curriculum committee? ◻ Does the proposed implementation date align with the program's needs? ◻ Are the indicated changes consistent with what is described in the rest of the proposal?
Catalog Information	◻ Does the program description accurately reflect the program? ◻ If the program description includes admission requirements, do they accurately reflect current practices? ◻ For graduate programs, does the coursework provide students with an opportunity to develop knowledge of the literature and engagement in research? ◻ Are the PSLOs aligned with the program requirements that all students will complete? ◻ Are the PSLOs written for the appropriate level of instruction and well aligned with in-demand workforce skills? ◻ Are the PSLOs differentiated from those PSLOs for other similar programs taught as different levels (Bachelor PLSOs vs Master PSLOs or EdS PLSOs vs EdD PSLOs)? ◻ Do the courses that are required for all students in the program provide strong and compelling evidence that the students will gain competency for skills aligned with professions in the field of study? ◻ Does the program of study limit the number of long change of prerequisites? ◻ Does the program of study align with the level of instruction (i.e. Bachelor's Masters, Ph.D. etc.) ◻ The accredited programs, do the changes to the program of study allow the program to remain compliant with accreditation requirements? ◻ Are there extra program of study requirements that do not serve to meet a PSLO? If yes, can the course be removed as a requirement? ◻ If a program has concentrations, does the concentration coursework support the advancement of content knowledge in the field? ◻ For undergraduate programs, does the program create alignment and utilize courses in the program of study with academic programs that students may be switching from? Or does the program of study include 15-21 free electives to accommodate students who may change their major?
Impact	◻ Have all potential impacts on students been explored and addressed?
Justification	◻ Do the changes identified in the justification align with the checkboxes at the start of the proposal? ◻ Is the justification for changes grounded in student success? ◻ Is the data presented to support the rationale for changes clear and convincing? ◻ Does the data present a convincing case to improve student retention, progression, and graduation in the program of study?
Program of Study (i.e.	◻ Do the changes to admission, retention, and graduation policies reflect current practices in the department?

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Degree, Minor, Certificate) Details	◻ Do the changes to admission, retention, and graduation policies encourage enrollment in the program and progression towards graduation?
Required Attachments	◻ Does the curriculum map depict the current set of PSLOs (consistent with the proposal) and demonstrate alignment with all required courses in the program of study? ◻ On the curriculum map, is each PSLO assessed? ◻ On the curriculum map, are the number of courses that introduce and reinforce a PSLO appropriate? Is there an excess of reinforcement? If so could a course be removed as a requirement? ◻ On the curriculum map, is there a course that does not meet any PSLOs? If so could it be removed as a requirement and made an elective instead? ◻ Does the side-by-side document all changes to the program of study? Are they consistent with the program schema in the proposal? ◻ Does the assessment plan document a plan to assess all PSLOs? ◻ Does the academic program map align with the semester that courses will be scheduled? ◻ Does the academic program map reflect changes to prerequisites and recommend courses in the correct semester?
Department Chair Only	◻ No check here – not required to be completed at this step.
Curriculum Support Office Only	◻ No action needed.

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Header from Curriculog Form	CORE IMPACTS PROPOSALS **Please note: not all proposal forms include all sections below.
Routing Information	□ Are the proposed changes in the purview of this department's curriculum committee? □ Does the proposed implementation date align with the program's needs? □ Are the proposed changes in the best interest for student success?
Catalog Information	□ No action needed.
Course Details	□ Content matter experts will ensure that the course is broadly focused and appropriate for general education audience
Adding to Core Requirements	□ Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies? □ Confirm in the 'Files' that the attached syllabus includes IMPACTS template language and that syllabus content provides evidence of course learning activities related to the IMPACTS area outcome.
Moving a Current Core Course to a New Area	□ Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies? □ Confirm in the 'Files' that the attached syllabus includes IMPACTS template language and that syllabus content provides evidence of course learning activities related to the IMPACTS area outcome.
Removing from Core	□ How does removing the course impact the campus community's ability to adequately cover Core IMPACTS orienting questions, learning outcomes, and career competencies?
Curriculum Support Office Only	□ No action needed.

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Department Chair
Curriculum Proposal Review Guidelines

These tables detail guiding questions to be considered at the Department Chair step of the Curriculum Cycle for course, program, and general education curriculum proposals.

Header from Curriculog Form	COURSE PROPOSALS **Please note: not all proposal forms include all sections below.
General Information	□ Can the proposed changes be implemented with consideration for budget impacts? □ Does the proposed timeline reflect the department's needs? □ Are the indication of changes comprehensive of all changes needed for the course?
Catalog Information	□ Does the course description accurately reflect the course content? □ Do the proposed prerequisites align with the course content? □ Are the proposed prerequisites consistent within the college? □ Are the credit hours assigned for the proposed coursework in alignment within the department?
Impact	□ Have all possible impacts on students been explored and addressed? □ If appropriate, has a communication plan been developed to convey the changes to those students who may be negatively impacted for the program changes?
Justification	□ Is the purpose of the course proposal justified and appropriate for the program? □ Does the justification demonstrate a continued commitment to rigor and quality?
Course Details/Cross-Level Details	□ Are there any resource concerns or space requirements that might affect the department's ability to offer the course? □ Does the course content reflect the course classification?
Resources and Assessment	□ Is the planned assessment cycle length appropriate for this course? □ Is the list of required equipment appropriate? (May explain how intended purchases will be paid for, and how any needed acquisitions from the library will be addressed.)
Department Chair Only	□ Complete this section.
Curriculum Support Office Only	□ No action needed.

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Header from Curriculog Form	PROGRAM PROPOSALS **Please note: not all proposal forms include all sections below.**
General Information	◻ Does the proposed implementation timeline align with the department's needs and resources? ◻ Are the indicated changes consistent with what is described in the rest of the proposal? ◻ Can the proposed changes be implemented within the constraints of the departmental budget?
Catalog Information	◻ Does the catalog description accurately reflect the outcomes of the program of study? ◻ Does the catalog description provide a description of what the academic program will help a student to do upon program completion? ◻ If the program has admission requirements or a gate to complete the program, are they clear, evidence-based, and consistent with later program requirements? ◻ If concentrations exist, does the department have resources to consistently offer the requirements in each concentration? ◻ Can the required courses be consistently scheduled so as not to hinder progression? ◻ Does the program of study reduce scheduling bottlenecks? ◻ Does the program of study offer adequate structure to ensure all students can develop competency for the PSLOs? ◻ Using the METRIC dashboard for undergraduate programs, does the proposed program of study accommodate students who may change into this major from other majors? ◻ Are the PSLOs written for the appropriate level of instruction and well aligned with in-demand workforce skills? ◻ For accredited programs, are the accreditation requirements still met by the changes proposed?
Impact	◻ Have all potential impacts on students been explored and addressed? ◻ If appropriate, has a communication plan been developed to convey the changes to those students who may be negatively impacted by the program changes?
Justification	◻ Is the justification for changes grounded in student success? ◻ Is the justification for changes aligned with KSU strategic plan and mission? ◻ Is the data presented to support the rationale for changes clear and convincing?
Program of Study (i.e. Degree, Minor, Certificate) Details	◻ Do the changes to admission, retention, and graduation policies reflect current practices in the department? ◻ Do the changes to admission, retention, and graduation policies encourage enrollment in the program and progression towards graduation? ◻ Have changes to admission requirements been considered with regard to available resources?
Required Attachments	◻ Does the information in the attachments remain consistent with the information in the proposal? ◻ Does the curriculum map demonstrate how students can build competency for each PSLO without excess coursework? ◻ Does the assessment plan offer an efficient method to assess each PSLO?

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	□ Does the academic program map list courses the semesters that courses can be scheduled to use resources efficiently? □ Has documentation been attached providing evidence that program changes (i.e. adding courses and removing required courses) have been communicated with other impacted departments or colleges?
Department Chair Only	□ Is there clear evidence for how the changes align with the APR action plan? □ Has evidence been provided for how departmental resources will be redirected to sustain the changes proposed? □ Do the changes clearly align with the KSU strategic plan? □ For graduate programs, is there clear evidence of how students will engage in research or professional practice? □ For graduate programs, is there clear evidence of how students will gain knowledge of literature in the discipline?
Curriculum Support Office Only	□ No action needed.

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Header from Curriculog Form	CORE IMPACTS PROPOSALS **Please note: not all proposal forms include all sections below.
Routing Information	□ Does the proposed timeline reflect the department's needs?
Catalog Information	□ No action needed.
Course Details	□ Content matter experts will ensure that the course is broadly focused and appropriate for general education audience
Adding to Core Requirements	□ Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies? □ Confirm in the 'Files' that the attached syllabus includes IMPACTS template language and that syllabus content provides evidence of course learning activities related to the IMPACTS area outcome.
Moving a Current Core Course to a New Area	□ Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies? □ Confirm in the 'Files' that the attached syllabus includes IMPACTS template language and that syllabus content provides evidence of course learning activities related to the IMPACTS area outcome.
Removing from Core	□ How does removing the course impact the campus community's ability to adequately cover Core IMPACTS orienting questions, learning outcomes, and career competencies?
Curriculum Support Office Only	□ No action needed.

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College Curriculum Committee
Curriculum Proposal Review Guidelines

These tables detail guiding questions to be considered at the College Curriculum Committee step of the Curriculum Cycle for course, program, and general education curriculum proposals.

Header from Curriculog Form	COURSE PROPOSALS **Please note: not all proposal forms include all sections below.
General Information	□ Does the proposed timeline reflect the college's needs? □ Do the proposed changes impact any additional department or resources within the college? □ Are the indicated changes consistent with what is described in the rest of the proposal?
Catalog Information	□ Does course content align with the course number and is this course in alignment with other college courses in this numbering range? □ Do the proposed prerequisites align with the course content? □ Are the proposed prerequisites consistent within the college? □ Are the credit hours assigned for the proposed coursework in alignment within the college?
Impact	□ Has the impact on other departments in the college been fully considered and documented? □ Have the impacts on students who may be on a different catalog year been fully considered and documented?
Justification	□ Does the quality of the proposed changes meet the college's expectations? □ Is a justification present for all the changes that are being made? □ Is the justification, grounded in empirical evidence, clear and convincing? □ Is the justification for the changes ground in student success (increase enrollment, retention in the major, enhance progression, ensure timely graduation)?
Course Details/Cross-Level Details	□ Is there content overlap within the college? □ Are there any deficiencies that prevent the course from being effectively taught in its proposed format?
Resources and Assessment	□ Is the planned assessment cycle length appropriate for this course? □ Is the list of required equipment appropriate and an effective use of college resources?
Department Chair Only	□ Has the department chair presented a clear and convincing case for how the changes promote college-wide initiatives and the KSU strategic plan and mission? □ For graduate programs, is there clear evidence of how students will engage in research or professional practice? □ For graduate programs, is there clear evidence of how students will gain knowledge of literature in the discipline?
Curriculum Support Office Only	□ No action needed.

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Header from Curriculog Form	PROGRAM PROPOSALS **Please note: not all proposal forms include all sections below.**
General Information	◻ Are all appropriate departments reviewing the proposal? ◻ Does the proposed timeline reflect the college's needs? ◻ Are the indicated changes consistent with what is described in the rest of the proposal? ◻ Do the proposed changes impact any additional department or resources within the college?
Catalog Information	◻ Do the proposed changes align with broader college-wide initiative? ◻ Is the catalog description written in present tense to provide a concise description of the program of study and offer compelling evidence for possible career paths? ◻ Do the credit hours total correctly? ◻ Does the program of study reduce long strings of prerequisites? ◻ Does the program of study provide flexibility to allow students to change majors? ◻ For graduate programs, does the coursework provide students with an opportunity to develop knowledge of the literature and engagement in research? ◻ Do the PSLOs describe outcomes appropriate for the level of instruction? ◻ Are the PSLOs differentiated from those PSLOs for other similar programs taught as different levels (Bachelor PLSOs vs Master PSLOs or EdS PLSOs vs EdD PSLOs)?
Impact	◻ Has the impact on other departments in the college been fully considered and documented? ◻ Have the impacts on students who may be in a different catalog year been fully considered and documented?
Justification	◻ Is a justification present for all the changes that are being made? ◻ Is the justification, grounded in empirical evidence, clean and convincing? ◻ Is the justification for the changes grounded in student success (increase enrollment, retention in the major, enhance progression, ensure timely graduation)? ◻ Is the data presented to support the rationale for changes clear and convincing?
Program of Study (i.e. Degree, Minor, Certificate) Details	◻ Do the changes to admission, retention, and graduation policies reflect current practices in the department? ◻ Do the changes to admission, retention, and graduation policies encourage enrollment in the program and progression towards graduation?
Required Attachments	◻ Does the information in the attachments remain consistent with the information in the proposal? ◻ Does the curriculum map demonstrate how students can build competency for each PSLO without excess coursework? ◻ Does the assessment plan offer an efficient method to assess each PSLO?
Department Chair Only	◻ Has the department chair presented a clear and convincing case for how the changes promote college-wide initiatives and the KSU strategic plan and mission? ◻ For graduate programs, is there clear evidence of how students will engage in research or professional practice?

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	□ For graduate programs, is there clear evidence of how students will gain knowledge of literature in the discipline?
Curriculum Support Office Only	□ No action needed.

Header from Curriculog Form	CORE IMPACTS PROPOSALS **Please note: not all proposal forms include all sections below.
Routing Information	□ Does the proposed timeline reflect the department's needs?
Catalog Information	□ No action needed.
Course Details	□ Content matter experts will ensure that the course is broadly focused and appropriate for general education audience
Adding to Core Requirements	□ Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies?
Moving a Current Core Course to a New Area	□ Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies?
Removing from Core	□ How does removing the course impact the campus community's ability to adequately cover Core IMPACTS orienting questions, learning outcomes, and career competencies?
Curriculum Support Office Only	□ No action needed.

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College Dean

Curriculum Proposal Review Guidelines

These tables detail guiding questions to be considered at the College Dean step of the Curriculum Cycle for course, program, and general education curriculum proposals.

Header from Curriculog Form	COURSE PROPOSALS **Please note: not all proposal forms include all sections below.
General Information	□ Does the proposed timeline reflect the college's needs? □ Do the proposed changes align with the college's mission and goals?
Catalog Information	□ Does course content align with the course number and is this course in alignment with other college courses in this numbering range? □ Do the proposed prerequisites align with the course content? □ Are the proposed prerequisites consistent within the college? □ Are the credit hours assigned for the proposed coursework in alignment within the college?
Impact	□ Are instructional and other resources needed to implement the proposed changes available?
Justification	□ Is the justification, grounded in empirical evidence, clear and convincing? □ Is the justification aligned with the programs APR action plan, college-wide initiatives, and KSU's strategic plan?
Course Details/Cross-Level Details	□ Are there any deficiencies that prevent the course from being effectively taught in its proposed format?
Resources and Assessment	□ Is this course an effective use of college resources?
Department Chair Only	□ Has the department chair presented a clear and convincing case for how the changes promote college-wide initiatives and the KSU strategic plan and mission?
Curriculum Support Office Only	□ No action needed.

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Header from Curriculog Form	PROGRAM PROPOSALS **Please note: not all proposal forms include all sections below.**
General Information	□ Does the proposed timeline reflect the college's needs? □ Do the proposed changes align with the college's mission and goals? □ Does the implementation term align with other activities, such as recruitment marketing and resource allocation, necessary to sustain the proposed changes?
Catalog Information	□ Do the proposed changes align with broader college-wide initiative? □ Does the college have instruction and other resources to support the proposed changes to the program of study? □ Does the program of study offer flexibility for students to change majors or enroll in a closely aligned certificate or minor program? □ Are the PSLOs written at the appropriate level of rigor? □ Is there a clear distinction between the PSLOs for similar programs offered at different levels of instruction? □ Do program changes avoid overlapping with programs offered in other colleges?
Impact	□ Has the impact on other departments and college been fully considered and documented? □ Have the impacts on students who may be in a different catalog year been fully considered and documented?
Justification	□ Is the justification for changes clear and convincing? □ Is the justification aligned with the programs APR action plan, college-wide initiatives, and KSU's strategic plan?
Program of Study (i.e. Degree, Minor, Certificate) Details	□ Have changes to admission requirements been considered regarding available resources?
Required Attachments	□ Does the information in the attachments remain consistent with the information in the proposal? □ Does the curriculum map demonstrate how students can build competency for each PSLO without excess coursework? □ Does the assessment plan offer an efficient method to assess each PSLO?
Department Chair Only	□ Has the department chair presented a clear and convincing case for how the changes promote college-wide initiatives and the KSU strategic plan and mission?
Curriculum Support Office Only	□ No action needed.

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Header from Curriculog Form	**CORE IMPACTS PROPOSALS** ****Please note: not all proposal forms include all sections below.**
Routing Information	□ Does the proposed timeline reflect the department's needs?
Catalog Information	□ No action needed.
Course Details	□ Content matter experts will ensure that the course is broadly focused and appropriate for general education audience
Adding to Core Requirements	□ Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies?
Moving a Current Core Course to a New Area	□ Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies?
Removing from Core	□ How does removing the course impact the campus community's ability to adequately cover Core IMPACTS orienting questions, learning outcomes, and career competencies?
Curriculum Support Office Only	□ No action needed.

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Curriculum Support Office
Curriculum Proposal Review Guidelines

These tables detail guiding questions to be considered at the Curriculum Support Office step of the Curriculum Cycle for course, program, and general education curriculum proposals.

Header from Curriculog Form	COURSE PROPOSALS **Please note: not all proposal forms include all sections below.
General Information	□ Is the proposal routed correctly? □ Does the implementation date align with the curriculum cycle deadlines? □ Do the proposed changes align with BOR and/or KSU policy? □ Is all required supporting documentation included and consistent with the proposal content?
Catalog Information	□ Can the proposed course requirements be functionally implemented and programmed? □ Does the use of these requirements follow BOR and KSU policy? □ Are there any "hidden" prerequisites or proposed changes that add to program credit hours?
Impact	□ Have all points of impact have been considered and is appropriate documentation attached?
Justification	□ Is all required documentation attached?
Course Details/Cross-Level Details	□ Is this section complete?
Resources and Assessment	□ Does the information in the attachments remain consistent with the information in the proposal? □ Does the curriculum map demonstrate how students can build competency for each PSLO without excess coursework?
Department Chair Only	□ Has this section been completed by the Department Chair?
Curriculum Support Office Only	□ Are links to all proposals included in the curriculum package included? □ Before placing on the docket, the Registrar's Office and the graduate college have had a chance to review the proposal and offer feedback. □ For undergraduate proposals, if identified as a HB 801 course has it been checked on the tracker?

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Header from Curriculog Form	PROGRAM PROPOSALS **Please note: not all proposal forms include all sections below.**
General Information	◻ Is the proposal routed correctly? ◻ Does the implementation date align with the curriculum cycle deadlines? ◻ Do the proposed changes align with BOR and/or KSU policy? ◻ Is all required supporting documentation included and consistent with the proposal content?
Catalog Information	◻ Does the program name follow catalog naming conventions and match exactly as it appears on the internal ILAO document and USG Degrees and Majors Authorized list? ◻ Is the catalog description written in present tense? ◻ Are the admission requirements, if applicable, clear and able to be evaluated? ◻ Do the program credit hours add up to the total stated in the proposal? ◻ Are the program student learning outcomes the same as those posted in the current catalog? If not, is there an additional Program Student Learning Outcomes (PSLOs) proposal to be packaged together? ◻ For undergraduate programs with specific Core Field of Study Guidelines, do the courses that compose this portion of the degree program align with the USG requirements? ◻ For undergraduate programs, does the Core Field of Study total 18 credit hours? ◻ For undergraduate programs, are there 21 credit hours beyond the Core Field of Study that all majors will complete? ◻ For undergraduate programs, are there at least 39 upper-division credit hours in the program of study? ◻ Does the program schema reflect the program header conventions?
Impact	◻ Has the impact on other departments and college been fully considered and documented? ◻ Have the impacts on students who may be in a different catalog year been fully considered and documented?
Justification	◻ Is the justification consistent with other information included in the proposal?
Program of Study (i.e. Degree, Minor, Certificate) Details	◻ Have the changes in admission, retention, and graduation policies also included in the catalog description?
Required Attachments	◻ Are all necessary attachments present? ◻ Does the information in the attachments remain consistent with the information in the proposal?
Department Chair Only	◻ Has this section been completed by the Department Chair?
Curriculum Support Office Only	◻ Are links to all proposals included in the curriculum package included? ◻ Before placing on the docket, the Registrar's Office and the graduate college have had a chance to review the proposal and offer feedback.

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	☐ For undergraduate proposals, if identified as a HB 801 course has it been checked on the tracker? ☐ Do the program changes require an update to the ILAO?

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Header from Curriculog Form	CORE IMPACTS PROPOSALS **Please note: not all proposal forms include all sections below.
Routing Information	□ Is the proposal routed correctly? □ Is this part of a package?
Catalog Information	□ Does the course information align to BOR 2.4.8 if a common course? □ Do the prerequisites comply with BOR 2.4.5? □ Do the credit hours and justification align with KSU Catalog policy 2.4?
Course Details	□ Is the correct section complete and are required additional Curriculog proposal forms linked?
Adding to Core Requirements	□ Is the correct section complete and are required additional Curriculog proposal forms linked?
Moving a Current Core Course to a New Area	□ Is the correct section complete and are required additional Curriculog proposal forms linked?
Removing from Core	□ Is the correct section complete and are required additional Curriculog proposal forms linked?
Curriculum Support Office Only	□ What forms are needed for BOR final approval?

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KENNESAW STATE UNIVERSITY

Undergraduate/Graduate Policies and Curriculum Committee
Curriculum Proposal Review Guidelines

These tables detail guiding questions to be considered at the Undergraduate/Graduate Policies and Curriculum Committee step of the Curriculum Cycle for course, program, and general education curriculum proposals.

Header from Curriculog Form	COURSE PROPOSALS **Please note: not all proposal forms include all sections below.
General Information	□ Does the proposed timeline reflect the university's needs? □ Do the proposed changes align with the university's mission and goals?
Catalog Information	□ Are the prerequisites justified and in alignment with similar courses across the university? □ Is the level of instruction appropriate for the content described? □ Are the proposed requirements reasonable and justified?
Impact	□ How does this course affect other departments that may interact with this course?
Justification	□ Does the course align with the mission and vision of the institution? □ Is there is a conflict with other programs? □ Do the proposed changes follow all policies and requirements? □ Does the justification, grounded in empirical evidence (i.e. enrollment data, workforce reports, accreditation review, etc.), present a clear and convincing case for the need for the proposed changes?
Course Details/Cross-Level Details	□ Are the course details appropriate for the course level and description provided? □ Is there duplication with other course offerings at the University? □ Is the rigor of the course, as presented through the course content and assignments, appropriate for the course level (i.e. course number)? □ When courses are proposed to be cross-listed, is there a clear distinction of the learning outcomes and/or assignments among the two levels of courses being considered?
Resources and Assessment	□ Is this course an effective use of university resources?
Department Chair Only	□ Has the department chair presented a clear and convincing case for how the changes promote college-wide initiatives and the KSU strategic plan and mission? □ For graduate programs, is there clear evidence of how students will engage in research or professional practice? □ For graduate programs, is there clear evidence of how students will gain knowledge of literature in the discipline?
Curriculum Support Office Only	□ Confirm CIP Code aligns with the course content (https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55)

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Header from Curriculog Form	PROGRAM PROPOSALS **Please note: not all proposal forms include all sections below.**
General Information	◻ Does the proposed timeline reflect the university's needs? ◻ Do the proposed changes align with the university's mission and goals?
Catalog Information	◻ Are the prerequisite pathways limited in length? ◻ Has the program avoided using one course that may block enrollment in other upper-division coursework? ◻ Does the program of study offer flexibility for students to change majors or enroll in a closely aligned certificate or minor program? ◻ Are the PSLOs written at the appropriate level of rigor? ◻ Is there a clear distinction between the PSLOs for similar programs offered at different levels of instruction? ◻ Do program changes avoid overlapping with programs offered in other colleges? ◻ Do the admission requirements encourage enrollment in the program and aligned with the program of study?
Impact	◻ Have all potential impacts on students been explored and addressed? ◻ Has the impact on other departments and college been fully considered and documented?
Justification	◻ Is the justification for the changes grounded in student success (increase enrollment, retention in the major, enhance progression, ensure timely graduation)? ◻ Is the data presented to support the rationale for changes clear and convincing? ◻ If applicable, is there data to justify the presence of specialized admission criteria or gate? ◻ Alignment between the in-demand workforce skills and the program of study requirements is compelling and complete.
Program of Study (i.e. Degree, Minor, Certificate) Details	◻ Has the impact of changes to admission, retention, and graduate policies been fully explored to ensure that they will continue to encourage enrollment and progression in the program of study? ◻ Do the program changes overlap with existing programs?
Required Attachments	◻ Does the curriculum map demonstrate how each required course aligns to the PSLOs? Are there excess courses that could be moved from the program requirements?
Department Chair Only	◻ Has the department chair presented a clear and convincing case for how the changes promote college-wide initiatives and the KSU strategic plan and mission? ◻ The level of rigor expected of the degree programs is at the appropriate level. When similar programs are offered at the institution, there is a clear distinction in the level of rigor between the programs. ◻ For graduate programs, is there clear evidence of how students will engage in research or professional practice? ◻ For graduate programs, is there clear evidence of how students will gain knowledge of literature in the discipline?

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Curriculum Support Office Only	□ No action needed.

Header from Curriculog Form	CORE IMPACTS PROPOSALS **Please note: not all proposal forms include all sections below.
Routing Information	□ Does the proposed timeline reflect the department's needs?
Catalog Information	□ Is the proposed number aligned with KSU and BOR policy? □ Are the prefix and title appropriate and understandable to a general audience?
Course Details	□ Content matter experts will ensure that the course is broadly focused and appropriate for general education audience
Adding to Core Requirements	□ Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies?
Moving a Current Core Course to a New Area	□ Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies?
Removing from Core	□ How does removing the course impact the campus community's ability to adequately cover Core IMPACTS orienting questions, learning outcomes, and career competencies?
Curriculum Support Office Only	□ No action needed.

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General Education Council
Curriculum Proposal Review Guidelines

These tables detail guiding questions to be considered at the General Education Council step of the Curriculum Cycle for general education curriculum proposals.

Header from Curriculog Form	CORE IMPACTS PROPOSALS **Please note: not all proposal forms include all sections below.
Routing Information	□ Does the proposed timeline reflect the department's needs?
Catalog Information	□ Is the proposed number aligned with KSU and BOR policy? □ Are the prefix and title appropriate and understandable to a general audience?
Course Details	□ Content matter experts will ensure that the course is broadly focused and appropriate for general education audience
Adding to Core Requirements	□ Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies? □ Confirm in the 'Files' that the attached syllabus includes IMPACTS template language and that syllabus content provides evidence of course learning activities related to the IMPACTS area outcome.
Moving a Current Core Course to a New Area	□ Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies? □ Confirm in the 'Files' that the attached syllabus includes IMPACTS template language and that syllabus content provides evidence of course learning activities related to the IMPACTS area outcome.
Removing from Core	□ How does removing the course impact the campus community's ability to adequately cover Core IMPACTS orienting questions, learning outcomes, and career competencies?
Curriculum Support Office Only	□ No action needed.

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