

Changing a Course Checklist

This checklist contains all required questions for the Change Course Proposal in Curriculog along with resources to assist proposal originators and reviewers.

		Proposal Questions:	Explanation:	Resources:
1.	<input type="checkbox"/>	Proposed Changes:	<p>Choices include changes to the following:</p> <ul style="list-style-type: none"> Course Prefix Course Number Course Title Course Description Prerequisites/Corequisites Credit Hour Distribution Grade Mode Repeat for Credit Teaching Modality <p>You may select all that apply.</p>	<p>If this change in existing course will result in a change in a program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), a Change to Existing Program proposal will need to be submitted. A BOR Substantive Change form will be required for changing the total number of credit hours in a degree program. Resources can be found on the BOR site.</p>
2.	<input type="checkbox"/>	Implementation Term/Year:	<p>Implementation requires consideration of the curriculum cycle and process. In order to be implemented, a proposal must be completely approved through all levels of the curriculum process before the catalog deadline, including, when applicable, BOR notifications and approvals. These deadlines reflect the deadlines for setting the following semesters schedule and registration.</p>	<p>The deadlines are updated on the Master Curriculum calendar located on homepage of the Curriculum, Instruction, and Assessment website.</p>
3.	<input type="checkbox"/>	I have completed and attached an impact report for this course.	<p>Impact reports will note if there are other programs using this course. If they are other programs using this course, documentation needs to be uploaded in the proposal</p>	<p>Impact reports are generated within the Curriculog system. With a proposal open, select the "Import Report" icon on the left pane. From the pop-up, select the most recent catalog and generate the report. For questions email curriculog@kennesaw.edu.</p>
4.	<input type="checkbox"/>	Impact of Changes:	<p>Choose the correct answer from:</p>	

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			I have conferred with other departments that might be impacted by these changes. Documentation of those discussions is attached. Or The changes identified in this proposal do not impact offerings in other departments.	
5.	<input type="checkbox"/>	Check to confirm that you have uploaded a syllabus to the proposal.	Please attach a complete syllabus representative of the course. Syllabi must include all components listed within the checklist. Proposals without complete syllabi will be rejected.	Syllabi components can be found in the syllabus checklist located on homepage of the Curriculum, Instruction, and Assessment website . This checklist includes all requirements of syllabi required. There is a page of policies required to be on each syllabus. Faculty may use Kennesaw State University's syllabus template located on homepage of the Curriculum, Instruction, and Assessment website .
6.	<input type="checkbox"/>	Why are you making the change(s) to this course? Please include any assessment data and supporting documentation.	Consider student needs and any data collected to support these needs, scope of the program or department, and employment opportunities. The course may be part of a mandate or accreditation requirement.	You can attach additional documentation from students, advisory bodies, etc. If course is created due to a mandate outside of KSU such as external accreditation or USG regulation note this and include attachments as necessary.
7.	<input type="checkbox"/>	What content/skills of each prerequisite commands its inclusion as a prerequisite for this course?	This needs to be answered even if you are not changing the prerequisites/corequisites. Indicate why any prerequisite courses must be completed before enrolling in this course (or any course that must be taken concurrently.) Check the prerequisites for all prerequisite courses, as those will be hidden prerequisites, add credit hours, and impede students' progress. The proposal must identify specific skills that must be found in the prerequisite course. If the prerequisite is "permission of Instructor or Program Chair," indicate why. If using limitations based on student standing, major, etc. explain why.	Here is a document discussing " Good Practice for the Implementation of Prerequisites " that may be useful. To search for the prerequisite courses, use the most recent version of the catalog .
8.	<input type="checkbox"/>	How often (each semester, every other spring, etc.) are the required prerequisites offered?	This is important to ensure that students can make progress through the curriculum and to make sure that program maps are updated accordingly.	To search for the prerequisite courses, use the most recent version of the catalog . Ensure the course is being offered by contacting the program coordinator or chair.
9.	<input type="checkbox"/>	Prefix, Number, Title:	If a new prefix is proposed, the originator can contact curriculog@kennesaw.edu . To check for previously used course	Check this USG website to ensure that the BOR does not require a common prefix, course number,

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			<p>number contact the Registrar's Office registrar@kennesaw.edu or 770.423.6200.</p> <p>The USG has common course prefixes, numbers, and descriptions that all institutions shall use for their programs of study. These are NOT just for core courses but are generally for 1000 and 2000 level courses.</p> <p>Course numbers indicate course level and complexity. At KSU, 1000 and 2000-level courses are lower division, 3000 and 4000-level are upper division courses, and 5000-level courses are foundational or prerequisite graduate courses or the most advanced courses in five-year undergraduate programs. Master-level graduate courses are numbered 6000-7999 and doctoral-level courses are numbered 8000-9999.</p>	<p>or course title. Course levels are identified in the current catalog.</p>
10.	<input type="checkbox"/>	Lecture Hours, Laboratory Hours, Credit Hours:	Identify the credit hour distribution for the course.	<p>The U.S. Department of Education defines a credit hour which SACSCOC uses.</p> <p>An example of credit hours distribution can be found in the Curriculum Development Resource's website.</p>
11.		Prerequisites:	<p>Core curriculum courses in Areas A-F cannot be used as prerequisites with a few exceptions. It is not best practice to use Area A-E courses, as those are for a general audience and not to prepare students for specific upper level courses. Pre-requisites should align the skills and foundations students need in upper level courses to be successful. Prerequisites also need to be fair to transfer students, not require an undue burden on students, and be fair to all students. Prerequisites can include limitations by status, program entrance, or credit hours, not just by courses. Prerequisites should only be used when students are highly unlikely to succeed without a previous requirement. Prerequisites can be recommended. Generally, prerequisites should be within one level of the course. For example, a 1000 level course should not be the prerequisite of a 4000-level course.</p>	
12.	<input type="checkbox"/>	Concurrent prerequisites/Corequisites:	<p>A concurrent prerequisite is a course that must be completed before, or taken at the same time as, another course.</p> <p>A corequisite is a course that must be taken at the same time as other courses and/or requirements. Be aware that corequisite requirements are not covered by CPOS (federal financial aid)</p>	<p>These terms and corresponding examples can be found in the Curriculum Glossary of Terms located on homepage of the Curriculum, Instruction, and Assessment website.</p>

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			even if they are listed in a course required by the student's program of study.	
13.	<input type="checkbox"/>	Course Description:	The course description must include all required prerequisites, corequisites and concurrent requirements, and should not exceed 100 words. The USG has common course catalog descriptions all institutions shall use for their programs of study. These are NOT just for core courses but are generally for 1000 and 2000 level courses. Be sure that the description does not date the course. Be careful of listing topics in too specific of a manner. If the description includes a list of topics, all topics then must be covered. An alternative would be to phrase it as topics that may be covered or may include the following.	Check this USG website to ensure that the BOR does not require a common prefix, course number, or course title.
14.	<input type="checkbox"/>	Is this course on the University System of Georgia list of common course prefixes, numbers, and descriptions. (USG Academic Affairs Handbook, 2.4.10)	This should be checked in the previous step and affirmed here.	Check this USG website to ensure that the BOR does not require a common prefix, course number, or course title.
15.	<input type="checkbox"/>	If yes, is this course in compliance?	Note that if a course is in compliance, if does not it needs to be corrected in order for the proposal to be approved.	If a course is not in compliance, an additional form needs to be completed and sent downtown for BOR approval. This form is password protected and can be obtained from the Director of General Education by emailing U.
16.	<input type="checkbox"/>	How often will this course be offered?	Identify the frequency: every fall, spring and summer, etc. This should reflect faculty availability, the role the course plays in the program's curriculum (i.e., a required course versus an elective). If a frequency is not listed in the drop-down menu, please check "other" and state the frequency.	
17.	<input type="checkbox"/>	Type of Delivery:	The choices are: -Marietta or Kennesaw Campus: Face-to-Face -Off-Campus Instructional Site: Face-to-Face -Fully at a distance: online If a course will be taught in multiple modalities, consider including the differences in course content and/or instruction for each modality. If the course will be taught in a hybrid modality, it	This article on " How to find the right course-delivery methods for your classroom " may assist the originator(s) in determining the appropriate delivery method.

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			is recommended that the proposal indicate the amount of content delivered online.	
18.	<input type="checkbox"/>	If hybrid, please indicate amount of content will be delivered online.	The choices for a Hybrid course are if 33%, 50%, 66% will be online.	
19.	<input type="checkbox"/>	Off-Campus Instructional Site (If Applicable)	Current off-campus instructional sites: Cobb Galleria Sandy Springs	
20.	<input type="checkbox"/>	Can a student take this course multiple times, each attempt counting separately toward graduation?	Often if a courses content is variable, a student could retake the course again and have it count as a separate course attempt and earn additional credit. If this is the case, then check yes. Usually this applies to internships/co-ops, directed study courses or special topics. This is not the same as the grade replacement policy for students who repeat a course for a higher grade but only earn credit once.	“Yes” should only be selected if the course has varying topics, meaning a student could take the course multiple times, each time learning something new and earning credit. This does not refer to allowing a student to repeat a course for a better grade.
21.	<input type="checkbox"/>	If yes, indicate maximum number of credit hours counted toward graduation:	Indicate the maximum number of credit hours a student can earn by repeating this course. List the total credit hour attempts, not numerical attempts.	
22.	<input type="checkbox"/>	Does this course require special fees or tuition?	If you are requesting a new, or change, to a fee please ensure that the Request for New or Change in Course Fee is signed by the Dean and attached to this proposal for review by Academic Affairs. Please note that there is a separate process required to have this approved. Implementation of course changes may be delayed pending final approval of course fees. Special course fees are not retroactive. Please follow-up with each special course fee request in a timely manner.	
23.	<input type="checkbox"/>	Are you requesting a new fee, a modification to fees, or special tuition for this course?	If faculty request a new fee, they must ensure that the “Student Elective Fees and Special Charges Proposal Form” form is signed by the Dean and attached to the proposal for review by Academic Affairs. Implementation of the requested course changes may be delayed pending final approval of course fees. Please note that there is a separate process required to have this approved. Approval of the proposal does not constitute approval to levy special fees or tuition. Final approval will come from the Academic Fiscal Affairs Officer.	
24.	<input type="checkbox"/>	CIP course code:	This code will be entered by the Curriculum Support Office.	

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25.	<input type="checkbox"/>	Please indicate all faculty approved degrees required to teach this course (e.g. PhD in American History, MA Art, EdD in ... etc.)	Please provide the level and subject for each faculty degree that are affirmed by the program faculty to qualify a faculty member to teach the course without any additional qualifications. In other words, the program faculty affirm that a faculty member became qualified to teach the course as soon as that individual received the degree listed and with no other qualifications. If there are not qualifying degrees, please provide a brief description for the curriculum review process of what the program faculty consider appropriate qualifications for the course.	Example: PHD Computer Software Engineering
26.	<input type="checkbox"/>	Department of Ownership:	This department that was responsible for offering the course. This answer will also route the proposal to the correct department and college curriculum committees. Selecting undergraduate or graduate department is important to route to the correct committee.	
27.	<input type="checkbox"/>	Departmental Contact:	This should be the faculty originator who entered the proposal into Curriculog. This contact will receive emails and updates about the proposal and attend curriculum meetings as a representative or ensure a substitute attend. There can be more than one person listed.	
28.	<input type="checkbox"/>	Level of Course:	Identify if the course is graduate or undergraduate level. This routes the proposal to the correct university level curriculum committee, either the GPCC or UPCC.	
29.	<input type="checkbox"/>	Is this a teacher education proposal originating from outside the Bagwell College of Education? Yes/No	If a course is being proposed by an education program not residing in the Bagwell College of Education, it must be reviewed by the Education Preparation Curriculum Committee (EPCC) and Education Dean for approval. This answer assists in creating the correct routing for the proposal.	
30.	<input type="checkbox"/>	Will this course be included in the General Education Core Curriculum (A-E)? If yes, I have completed and attached the USG Core Course Proposal Form.	If so, contact the Faculty Director of General Education for assistance completing the USG Core Course Proposal Form. The proposal will be routed to the General Education Council for review.	Faculty Director of General Education can be reached at gened@kennesaw.edu . There are older forms on the USG site but the latest one is password protected. Please do not use an older form.
31.	<input type="checkbox"/>	I have completed and attached the USG Core Course Proposal form.	Please contact the Faculty Director for General Education for a copy of the USG Core Course Proposal.	

