New Course Checklist

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

		Proposal Questions:	Explanation:	Resources:
1.	☐	Implementation Term/Year:	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.	The deadlines are on the Master Curriculum calendar located on homepage of the Curriculum, Instruction, and Assessment website.
2.	☐	Type of Course:	Please consider the format of the course, such as lecture-based, directed study, field experience, etc. It is important to know what activities students will be doing in order to calculate the correct number of credit hours and determine the credit hour ratio.	
3.	☐	Classification of Course:	Please consider if the course is a lower-level or upper-level undergraduate, master, doctorate, or other postbaccalaureate course. This ensures the proper routing of the proposal.	Course levels are identified in the current catalog.
4.	☐	Department of Ownership:	This department will be responsible for offering the course.	
5.	☐	Departmental Contact:	This is often the faculty originator who entered the proposal into Curriculog. The person listed here will receive emails and updates about the proposal and needs to plan to attend curriculum meetings as a representative or ensure a substitute attend. There can be more than one person listed.	
6.	☐	Please identify all programs that will be impacted, and indicate where in the curriculum this course will be used:	Consider what programs may be impacted beyond the proposing department and college. *If this course is being added to a program or programs, then proposal form for each program using this course may also need to be	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

		Proposal Questions:	Explanation:	Resources:
			submitted. Failure to complete these additional forms will result in a delay in approval of this course.	catalog and generate the report. For questions email curriculog@kennesaw.edu.
7.	☐	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.	
8.	☐	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.	
9.	☐	Prefix, Number, Title:	If a new prefix is proposed, the originator can contact curriculog@kennesaw.edu to see if it has been used previously. To check for a previously used course number, contact the Registrar's Office at registrar@kennesaw.edu or 770.423.6200. 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. 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.	Check this USG website to ensure that the BOR does not require a common prefix, course number, or course title.
10.	☐	Lecture Hours, Laboratory Hours, Credit Hours:	Identify the credit hour distribution for the course.	The U.S. Department of Education defines a credit hour which SACSCOC uses. An example of credit hours distribution can be found in the Curriculum Development Resource's website.
11.	☐	Prerequisites:	Core curriculum courses in Areas A-E cannot be used as prerequisites with a few exceptions. A-E courses are for a general audience and not to prepare students for specific upper level courses. Pre-requisites should align the skills	For more on prerequisites, review section six of the Curriculum Guide located on homepage of the Curriculum, Instruction, and Assessment website.

		Proposal Questions:	Explanation:	Resources:
			and foundations students need in upper level courses to be successful. Prerequisites also need to be fair to be fair to all students, including transfer students, not require an undue burden on 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 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.	
12.	☐	Concurrent prerequisites/Corequisites:	A concurrent prerequisite is a course that must be completed before, or taken at the same time as, another course. 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) even if they are listed in a course required by the student's program of study.	These terms and corresponding examples can be found in the Curriculum Glossary of Terms located on homepage of the Curriculum, Instruction, and Assessment website.
13.	☐	Catalog Description:	The catalog 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.	☐	How often will this course be offered?	Identify the frequency: every fall, spring and summer, etc. This should reflect faculty availably, the role the course plays in the program's curriculum (i.e., a required course versus an elective)	
15.	☐	Type of Delivery:	The choices are: -Marietta or Kennesaw Campus: Face-to-Face	This article on "How to find the right course-delivery methods for your classroom" may

		Proposal Questions:	Explanation:	Resources:
			-Off-Campus Instructional Site: Face-to-Face -Fully at a distance: online -Hybrid (33%, 50%, 66%) 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 is recommended that the proposal indicate the amount of content delivered online.	assist the originator(s) in determining the appropriate delivery method.
16.	☐	Off-Campus Instructional Site (If Applicable).	If you clicked the Off-Campus instructional site as an additional type of delivery than enter in which site. Current off-campus instructional sites: -Cobb Galleria -Sandy Springs	
17.	☐	Course Title for Transcript Label:	This is how the course will appear on a student's transcript. This title has a 30-character limit, including spaces. Please ensure that the title represents the topic and does not cut off mid word, or a few characters in.	
18.	☐	Grading Structure:	Choices are S/U (Satisfactory/ Unsatisfactory) or regular (A, B, C, D, F)	S/U courses are not included in the calculation of GPAs and are approved for a limited number of course types. The catalog contains information on grading types.
19.	☐	Can a student take this course multiple times, each attempt counting separately toward graduation? If yes, indicate maximum number of credit hours counted toward graduation.	Often if a course's 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 and indicate the maximum number of credit hours a student can take it. List the total credit hour attempts, not numerical attempts.	"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.
20.	☐	Undergraduate Courses Only: Is this course used to satisfy Required High School Curriculum (RHSC) deficiencies, if so what areas? Science, Social Science or foreign language.	The USG's Required High School Curriculum (RHSC) is comprised of 17 units that freshman applicants must complete prior to admission. Students who have not met the RHSC requirements and are admitted to a USG institution on a Limited Admissions must satisfy these deficiencies by subject area. Students can use college credit courses to address deficiencies in science, social science and foreign language. Courses may be designated by the academic department to be used by students admitted with Required High School	Select yes and the appropriate subject area (Sciences, Social Science, Foreign Language), if the course meets the following description. The course will be added to the list of existing courses used to satisfy the deficiency: Science with at least one laboratory course, i.e. Biology I or Physical Science or Physics or Chemistry, Earth Systems, Environmental Science. Social science focusing on United States studies.

		Proposal Questions:	Explanation:	Resources:
			Curriculum (RHSC) deficiencies. Successful completion (C or better) of a three-credit collegiate course in the appropriate subject area will demonstrate collegiate-level preparedness and is sufficient to satisfy the deficiency.	Foreign language emphasizing speaking, listening and writing, American Sign Language, computer science emphasizing coding and programming.
21.	☐	The institution has reviewed the University System of Georgia list of common course prefixes, numbers, and descriptions. (USG Academic Affairs Handbook, 2.4.10). Is this course in compliance?	Confirm that responses for steps 9 and 13 address this item.	Check this USG website to ensure that the BOR does not require a common prefix, course number, or course title.
22.	☐	CIP Course Code:	This code will be entered by the Curriculum Support Office.	
23.	☐	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.
24.	☐	I have attached an updated syllabus with all required KSU policies included.	All new courses need a complete syllabus representative of the course. Syllabi must include all components listed within the checklist. Proposals without complete syllabi will be rejected.	There is a Syllabus Template and Syllabus Checklist to assist with this process located on homepage of the Curriculum, Instruction, and Assessment website.
25.	☐	What is the justification for this course and what data do you have to support it?	Consider student needs and any data collected to support these needs, the 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.
26.	☐	What content/skills of each prerequisite commands its inclusion as a prerequisite for this course?	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 perquisite is "permission of Instructor or Program Chair," indicate why. If using limitations based on student standing, major, etc. explain	Here is a document discussing "Good Practice for the Implementation of Prerequisites" that may be useful. To ensure any course prerequisites are active courses, use the most recent version of the catalog.

		Proposal Questions:	Explanation:	Resources:
			why. If there are no prerequisites answer "Prerequisites: None."	
27.	☐	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. If there are no prerequisites answer "Prerequisites: None."	To ensure any course prerequisites are active courses, use the most recent version of the catalog. It is also recommended that you contact the department that house the course to ensure the course is being offered.
28.	☐	Outline the plan for continuous assessment of the course.	Key elements of an assessment plan include student learning outcomes (SLOs) that are specific, measurable, student-oriented, and related to the unit's mission. Methods and measures that are aligned with the objectives of the curriculum and it should be clear what type of performance would indicate that students are meeting the stated objectives. Results should be clearly described and related to the objectives and stated criteria for success. Use of the results should consider how the assessment results will be used and disseminated.	For assistance with outcomes contact the assessment office at assessment@kennesaw.edu or visit the Assessment website.
29.	☐	Please list all of the faculty-approved degree(s) required to teach this course (e.g. PhD in American History, MA in Art, EdD in..., etc.)	Please provide the level, and subject for each faculty degree that are affirmed by the program 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. The Curriculum Support Office will add the CIP's code(s) to the proposal later.	
30.	☐	Are special fees or tuition required for this course? If yes, I have attached a copy of the Student Elective Fees and Special Charges Proposal Form.	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.	Please discuss course fee viability with the Academic Fiscal Affairs Officer prior to Curriculog submission. Here is the Student Elective Fees and Special Charges Proposal form.
31.	☐	Explain who will be teaching this course and how that impacts faculty	Adding a new course will require faculty to teach it. Please explain how faculty will be reallocated, if another course is	

		Proposal Questions:	Explanation:	Resources:
		workload. Include requests for hiring additional faculty and use of external/part-time faculty, if appropriate.	being removed and faculty will be teaching this one, if there are current lines or empty lines, GTA's etc. "N/A" or "Use of Existing" are not enough to answer to this question. Approval will not be given if this question is not answered.	
32.	☐	List any specific software, labs, and/or any additional use of technology required to effectively teach this course. Please provide an estimated cost for any new purchase requests.	Consider all technology required, including online library resources, D2L, online journal databases, software packages, clicker software, computer classrooms, etc. "N/A" or "Use of Existing" are not enough to answer to this question. Approval will not be given if this question is not answered.	
33.	☐	Does this course require library resources to support specific class assignments or supplemental readings? If not, so state.	Library resources include the physical library, staff, as well as online databases, journal holdings, and subscription services. Please be aware that if the course syllabus includes a "library research assignment" and the proposal does not note that the need for library resources, the proposal will be returned until an accurate answer is received. "N/A" or "Use of Existing" are not enough to answer to this question. Approval will not be given if this question is not answered.	The library has research guides by topic, a list of journal holdings, and database list that can assist with this question.
34.	☐	Do the library services and resources presently available meet the student needs for the course? If not, what library acquisitions are being proposed to meet essential needs?	It is important to identify resources needed even if they are currently available and sufficient. If the course necessitates additional acquisitions, explain how they will be funded and/or supplied. "N/A" or "Use of Existing" are not enough to answer to this question. Approval will not be given if this question is not answered.	
35.	☐	What specific equipment is required to teach this course successfully?	Please be specific. For example, does the course require a nursing dummy, 3-D printer, or a band saw? This should reflect the assignments and activities listed in the syllabus. "N/A" or "Use of Existing" are not enough to answer to this question. Approval will not be given if this question is not answered.	
36.	☐	What physical space is required to teach this course successfully? Please be specific.	Consider needs for classroom seating for 25 people, dance rehearsal space, manufacturing lab 2 days a week, computer lab 2 times a semester? The answer should reflect the requirements of the course and syllabus. "N/A" or "Use of Existing" are not enough to answer to this	

		Proposal Questions:	Explanation:	Resources:
			question. Approval will not be given if this question is not answered.	
37.	☐	Please state any additional required resources not addressed in the previous questions essential to the instruction of this course.	If there are none, then write: "No additional resources are needed." "N/A" or "Use of Existing" are not enough to answer to this question. Approval will not be given if this question is not answered.	