



**Kennesaw State University**  
**Curriculum Proposal Review Guidelines**

Updated: August 2024



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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 Curriculum Form	<b>COURSE PROPOSALS</b> <b>**Please note: not all proposal forms include all sections below.</b>
<b>General Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the proposal on the correct form and complete?</li> <li><input type="checkbox"/> Is the proposal routed correctly?</li> <li><input type="checkbox"/> Does the implementation date align with the curriculum cycle deadlines?</li> <li><input type="checkbox"/> Are the indicated changes consistent with what is described in the rest of the proposal?</li> <li><input type="checkbox"/> Is all required supporting documentation included and consistent with the proposal content?</li> <li><input type="checkbox"/> Does the proposal qualify for abbreviated review?</li> </ul>
<b>Catalog Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the proposed number aligned with KSU and BOR policy?</li> <li><input type="checkbox"/> Are the prefix and title appropriate and understandable to a general audience?</li> <li><input type="checkbox"/> If this is a new course, has the prefix and course number combination been used previously?</li> <li><input type="checkbox"/> Do the prerequisites align with program requirements and maintain catalog accuracy?</li> <li><input type="checkbox"/> Is the course description grammatically correct, using present tense, and does not include a defined list of topics?</li> <li><input type="checkbox"/> Do the credit hours and justification align with Catalog policy 2.4?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If the Impact Report identifies outside departments, is communication attached?</li> </ul>
<b>Justification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do the changes identified in the justification align with the checkboxes at the start of the proposal?</li> <li><input type="checkbox"/> Has data been presented to justify the change?</li> <li><input type="checkbox"/> Does the justification for prerequisites discuss all listed prerequisites, concurrent, and corequisite courses?</li> </ul>
<b>Course Details/Cross-Level Details</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the course details section complete?</li> </ul>
<b>Resources and Assessment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are the required attachments complete and attached?</li> <li><input type="checkbox"/> Is all supporting documentation attached and consistent with the proposal?</li> </ul>
<b>Department Chair Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No check here – not required to be completed at this step.</li> </ul>
<b>Curriculum Support Office Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the course related to a larger curriculum package? Does it require a program change proposal?</li> <li><input type="checkbox"/> Does the proposal qualify for abbreviated review?</li> </ul>

Header from Curriculum Form	<p style="text-align: center;"><b>PROGRAM PROPOSALS</b></p> <p style="text-align: center;">**Please note: not all proposal forms include all sections below.**</p>
<b>General Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the proposal on the correct form and complete?</li> <li><input type="checkbox"/> Is the proposal routed correctly?</li> <li><input type="checkbox"/> Does the implementation date align with the curriculum cycle deadlines and within the approved Program Revision Cycle (most often aligned with APR)?</li> <li><input type="checkbox"/> Are the indicated changes consistent with what is described in the rest of the proposal?</li> <li><input type="checkbox"/> Is all required supporting documentation included and consistent with the proposal content?</li> <li><input type="checkbox"/> Does the proposal qualify for abbreviated review?</li> </ul>
<b>Catalog Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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?</li> <li><input type="checkbox"/> Is the catalog description written in present tense?</li> <li><input type="checkbox"/> Are the admission requirements, if applicable, clear and able to be evaluated?</li> <li><input type="checkbox"/> Do the program credit hours add up to the total stated in the proposal?</li> <li><input type="checkbox"/> 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?</li> <li><input type="checkbox"/> 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?</li> <li><input type="checkbox"/> For undergraduate programs, does the Core Field of Study total 18 credit hours?</li> <li><input type="checkbox"/> For undergraduate programs, are there 21 credit hours beyond the Core Field of Study that all majors will complete?</li> <li><input type="checkbox"/> For undergraduate programs, are there at least 39 upper-division credit hours in the program of study?</li> <li><input type="checkbox"/> Does the program schema reflect the program header conventions?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has documentation been attached for programs that impact departments outside of the department of ownership?</li> <li><input type="checkbox"/> Has a communication plan been attached for programs where the changes will impact current students?</li> </ul>
<b>Justification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do the changes identified in the justification align with the checkboxes at the start of the proposal?</li> <li><input type="checkbox"/> Has data been presented to justify the change?</li> </ul>
<b>Program of Study (i.e. Degree, Minor, Certificate) Details</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have the admission requirements also been included in the catalog description?</li> <li><input type="checkbox"/> For undergraduate programs when applicable, does the program of study meet the USG Core Field of Study requirements?</li> </ul>
<b>Required Attachments</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are the PSLOs included on the curriculum map the same as those included in the proposal?</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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?</li> <li><input type="checkbox"/> Do the changes present in the side-by-side document match what is entered into the “Program Schema” on the proposal?</li> <li><input type="checkbox"/> Does the side-by-side reflect the correct number of total credit hours?</li> <li><input type="checkbox"/> Has the assessment plan approval been signed by the appropriate person for that program?</li> <li><input type="checkbox"/> 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?</li> </ul>
<b>Department Chair Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No check here – not required to be completed at this step.</li> </ul>
<b>Curriculum Support Office Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are there other proposals that should be linked to include in the curriculum package?</li> </ul>

Header from Curriculog Form	<b>CORE IMPACTS PROPOSALS</b> <b>**Please note: not all proposal forms include all sections below.</b>
<b>Routing Information</b>	<input type="checkbox"/> Is the proposal on the correct form and complete? <input type="checkbox"/> Is the proposal packaged with a new course or a change in course form if needed? <input type="checkbox"/> Does the implementation date align with the curriculum cycle deadlines? <input type="checkbox"/> Is this part of a package? Is a course modification form also needed?
<b>Catalog Information</b>	<input type="checkbox"/> Does the course information align to BOR 2.4.8 if a common course? <input type="checkbox"/> Do the prerequisites comply with BOR 2.4.5? <input type="checkbox"/> Do the credit hours and justification align with KSU Catalog policy 2.4?
<b>Course Details</b>	<input type="checkbox"/> Is the correct section complete and are required additional Curriculog proposal forms linked?
<b>Adding to Core Requirements</b>	<input type="checkbox"/> Is the correct section complete and are required additional Curriculog proposal forms linked?
<b>Moving a Current Core Course to a New Area</b>	<input type="checkbox"/> Is the correct section complete and are required additional Curriculog proposal forms linked?
<b>Removing from Core</b>	<input type="checkbox"/> Is the correct section complete and are required additional Curriculog proposal forms linked?
<b>Curriculum Support Office Only</b>	<input type="checkbox"/> Are there other proposals that should be linked to include in the curriculum package?

## 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	<p style="text-align: center;"><b>COURSE PROPOSALS</b></p> <p style="text-align: center;"><b>**Please note: not all proposal forms include all sections below.</b></p>
<b>General Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are the proposed changes in the purview of this department's curriculum committee?</li> <li><input type="checkbox"/> Does the proposed implementation date align with the program's needs?</li> <li><input type="checkbox"/> Are the indication of changes comprehensive of all changes needed for the course?</li> </ul>
<b>Catalog Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does course content align with the course number and is this course in alignment with other program courses in this numbering range?</li> <li><input type="checkbox"/> Does the course name reflect the content of the course?</li> <li><input type="checkbox"/> 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?</li> <li><input type="checkbox"/> Does the catalog description accurately capture the proposed content of the course?</li> <li><input type="checkbox"/> Is the course content appropriate for the number of credit hours assigned?</li> <li><input type="checkbox"/> Do the prerequisites introduce any barriers to student progressions?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have all possible impacts on students been explored and addressed?</li> </ul>
<b>Justification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is appropriate justification and data provided to substantiate the new course or course changes?</li> <li><input type="checkbox"/> Does the justification demonstrate a continued commitment to rigor and quality?</li> <li><input type="checkbox"/> Do the credit hours and justification align with Catalog policy 2.4?</li> </ul>
<b>Course Details/Cross-Level Details</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the grading structure appropriate to the course content?</li> <li><input type="checkbox"/> Is repeatability of the course appropriate and aligned with program requirements?</li> <li><input type="checkbox"/> Are the proposed resources appropriate and do any deficiencies prevent the course from being effectively taught in its proposed format?</li> </ul>
<b>Resources and Assessment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Is the planned assessment cycle length appropriate for this course?</li> </ul>
<b>Department Chair Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No check here – not required to be completed at this step.</li> </ul>
<b>Curriculum Support Office Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No action needed.</li> </ul>

Header from Curriculum Form	<p style="text-align: center;"><b>PROGRAM PROPOSALS</b></p> <p style="text-align: center;">**Please note: not all proposal forms include all sections below.**</p>
<p style="text-align: center;"><b>General Information</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are the proposed changes in the purview of this department's curriculum committee?</li> <li><input type="checkbox"/> Does the proposed implementation date align with the program's needs?</li> <li><input type="checkbox"/> Are the indicated changes consistent with what is described in the rest of the proposal?</li> </ul>
<p style="text-align: center;"><b>Catalog Information</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the program description accurately reflect the program?</li> <li><input type="checkbox"/> If the program description includes admission requirements, do they accurately reflect current practices?</li> <li><input type="checkbox"/> For graduate programs, does the coursework provide students with an opportunity to develop knowledge of the literature and engagement in research?</li> <li><input type="checkbox"/> Are the PSLOs aligned with the program requirements that all students will complete?</li> <li><input type="checkbox"/> Are the PSLOs written for the appropriate level of instruction and well aligned with in-demand workforce skills?</li> <li><input type="checkbox"/> 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)?</li> <li><input type="checkbox"/> 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?</li> <li><input type="checkbox"/> Does the program of study limit the number of long change of prerequisites?</li> <li><input type="checkbox"/> Does the program of study align with the level of instruction (i.e. Bachelor's Masters, Ph.D. etc.)</li> <li><input type="checkbox"/> The accredited programs, do the changes to the program of study allow the program to remain compliant with accreditation requirements?</li> <li><input type="checkbox"/> 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?</li> <li><input type="checkbox"/> If a program has concentrations, does the concentration coursework support the advancement of content knowledge in the field?</li> <li><input type="checkbox"/> 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?</li> </ul>
<p style="text-align: center;"><b>Impact</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have all potential impacts on students been explored and addressed?</li> </ul>
<p style="text-align: center;"><b>Justification</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do the changes identified in the justification align with the checkboxes at the start of the proposal?</li> <li><input type="checkbox"/> Is the justification for changes grounded in student success?</li> <li><input type="checkbox"/> Is the data presented to support the rationale for changes clear and convincing?</li> <li><input type="checkbox"/> Does the data present a convincing case to improve student retention, progression, and graduation in the program of study?</li> </ul>
<p style="text-align: center;"><b>Program of Study (i.e.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do the changes to admission, retention, and graduation policies reflect current practices in the department?</li> </ul>



<b>Degree, Minor, Certificate) Details</b>	<input type="checkbox"/> Do the changes to admission, retention, and graduation policies encourage enrollment in the program and progression towards graduation?
<b>Required Attachments</b>	<input type="checkbox"/> 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? <input type="checkbox"/> On the curriculum map, is each PSLO assessed? <input type="checkbox"/> 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? <input type="checkbox"/> 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? <input type="checkbox"/> Does the side-by-side document all changes to the program of study? Are they consistent with the program schema in the proposal? <input type="checkbox"/> Does the assessment plan document a plan to assess all PSLOs? <input type="checkbox"/> Does the academic program map align with the semester that courses will be scheduled? <input type="checkbox"/> Does the academic program map reflect changes to prerequisites and recommend courses in the correct semester?
<b>Department Chair Only</b>	<input type="checkbox"/> No check here – not required to be completed at this step.
<b>Curriculum Support Office Only</b>	<input type="checkbox"/> No action needed.

Header from Curriculum Form	<p style="text-align: center;"><b>CORE IMPACTS PROPOSALS</b></p> <p style="text-align: center;"><b>**Please note: not all proposal forms include all sections below.</b></p>
<p style="text-align: center;"><b>Routing Information</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are the proposed changes in the purview of this department's curriculum committee?</li> <li><input type="checkbox"/> Does the proposed implementation date align with the program's needs?</li> <li><input type="checkbox"/> Are the proposed changes in the best interest for student success?</li> </ul>
<p style="text-align: center;"><b>Catalog Information</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No action needed.</li> </ul>
<p style="text-align: center;"><b>Course Details</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Content matter experts will ensure that the course is broadly focused and appropriate for general education audience</li> </ul>
<p style="text-align: center;"><b>Adding to Core Requirements</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies?</li> </ul>
<p style="text-align: center;"><b>Moving a Current Core Course to a New Area</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies?</li> </ul>
<p style="text-align: center;"><b>Removing from Core</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How does removing the course impact the campus community's ability to adequately cover Core IMPACTS orienting questions, learning outcomes, and career competencies?</li> </ul>
<p style="text-align: center;"><b>Curriculum Support Office Only</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No action needed.</li> </ul>

## 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 Curriculum Form	<b>COURSE PROPOSALS</b> <b>**Please note: not all proposal forms include all sections below.</b>
<b>General Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can the proposed changes be implemented with consideration for budget impacts?</li> <li><input type="checkbox"/> Does the proposed timeline reflect the department's needs?</li> <li><input type="checkbox"/> Are the indication of changes comprehensive of all changes needed for the course?</li> </ul>
<b>Catalog Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the course description accurately reflect the course content?</li> <li><input type="checkbox"/> Do the proposed prerequisites align with the course content?</li> <li><input type="checkbox"/> Are the proposed prerequisites consistent within the college?</li> <li><input type="checkbox"/> Are the credit hours assigned for the proposed coursework in alignment within the department?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have all possible impacts on students been explored and addressed?</li> <li><input type="checkbox"/> If appropriate, has a communication plan been developed to convey the changes to those students who may be negatively impacted for the program changes?</li> </ul>
<b>Justification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the purpose of the course proposal justified and appropriate for the program?</li> <li><input type="checkbox"/> Does the justification demonstrate a continued commitment to rigor and quality?</li> </ul>
<b>Course Details/Cross-Level Details</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are there any resource concerns or space requirements that might affect the department's ability to offer the course?</li> <li><input type="checkbox"/> Does the course content reflect the course classification?</li> </ul>
<b>Resources and Assessment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the planned assessment cycle length appropriate for this course?</li> <li><input type="checkbox"/> 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.)</li> </ul>
<b>Department Chair Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete this section.</li> </ul>
<b>Curriculum Support Office Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No action needed.</li> </ul>

Header from Curriculum Form	<p style="text-align: center;"><b>PROGRAM PROPOSALS</b></p> <p style="text-align: center;">**Please note: not all proposal forms include all sections below.**</p>
<b>General Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the proposed implementation timeline align with the department's needs and resources?</li> <li><input type="checkbox"/> Are the indicated changes consistent with what is described in the rest of the proposal?</li> <li><input type="checkbox"/> Can the proposed changes be implemented within the constraints of the departmental budget?</li> </ul>
<b>Catalog Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the catalog description accurately reflect the outcomes of the program of study?</li> <li><input type="checkbox"/> Does the catalog description provide a description of what the academic program will help a student to do upon program completion?</li> <li><input type="checkbox"/> If the program has admission requirements or a gate to complete the program, are they clear, evidence-based, and consistent with later program requirements?</li> <li><input type="checkbox"/> If concentrations exist, does the department have resources to consistently offer the requirements in each concentration?</li> <li><input type="checkbox"/> Can the required courses be consistently scheduled so as not to hinder progression?</li> <li><input type="checkbox"/> Does the program of study reduce scheduling bottlenecks?</li> <li><input type="checkbox"/> Does the program of study offer adequate structure to ensure all students can develop competency for the PSLOs?</li> <li><input type="checkbox"/> Using the METRIC dashboard for undergraduate programs, does the proposed program of study accommodate students who may change into this major from other majors?</li> <li><input type="checkbox"/> Are the PSLOs written for the appropriate level of instruction and well aligned with in-demand workforce skills?</li> <li><input type="checkbox"/> For accredited programs, are the accreditation requirements still met by the changes proposed?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have all potential impacts on students been explored and addressed?</li> <li><input type="checkbox"/> If appropriate, has a communication plan been developed to convey the changes to those students who may be negatively impacted by the program changes?</li> </ul>
<b>Justification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the justification for changes grounded in student success?</li> <li><input type="checkbox"/> Is the justification for changes aligned with KSU strategic plan and mission?</li> <li><input type="checkbox"/> Is the data presented to support the rationale for changes clear and convincing?</li> </ul>
<b>Program of Study (i.e. Degree, Minor, Certificate) Details</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do the changes to admission, retention, and graduation policies reflect current practices in the department?</li> <li><input type="checkbox"/> Do the changes to admission, retention, and graduation policies encourage enrollment in the program and progression towards graduation?</li> <li><input type="checkbox"/> Have changes to admission requirements been considered with regard to available resources?</li> </ul>
<b>Required Attachments</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the information in the attachments remain consistent with the information in the proposal?</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the curriculum map demonstrate how students can build competency for each PSLO without excess coursework?</li> <li><input type="checkbox"/> Does the assessment plan offer an efficient method to assess each PSLO?</li> <li><input type="checkbox"/> Does the academic program map list courses the semesters that courses can be scheduled to use resources efficiently?</li> <li><input type="checkbox"/> 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?</li> </ul>
<b>Department Chair Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is there clear evidence for how the changes align with the APR action plan?</li> <li><input type="checkbox"/> Has evidence been provided for how departmental resources will be redirected to sustain the changes proposed?</li> <li><input type="checkbox"/> Do the changes clearly align with the KSU strategic plan?</li> <li><input type="checkbox"/> For graduate programs, is there clear evidence of how students will engage in research or professional practice?</li> <li><input type="checkbox"/> For graduate programs, is there clear evidence of how students will gain knowledge of literature in the discipline?</li> </ul>
<b>Curriculum Support Office Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No action needed.</li> </ul>

Header from Curriculum Form	<p align="center"><b>CORE IMPACTS PROPOSALS</b></p> <p align="center"><b>**Please note: not all proposal forms include all sections below.</b></p>
Routing Information	<input type="checkbox"/> Does the proposed timeline reflect the department's needs?
Catalog Information	<input type="checkbox"/> No action needed.
Course Details	<input type="checkbox"/> Content matter experts will ensure that the course is broadly focused and appropriate for general education audience
Adding to Core Requirements	<input type="checkbox"/> 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	<input type="checkbox"/> Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies?
Removing from Core	<input type="checkbox"/> 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	<input type="checkbox"/> No action needed.

## 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	<b>COURSE PROPOSALS</b>  <b>**Please note: not all proposal forms include all sections below.</b>
<b>General Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the proposed timeline reflect the college's needs?</li> <li><input type="checkbox"/> Do the proposed changes impact any additional department or resources within the college?</li> <li><input type="checkbox"/> Are the indicated changes consistent with what is described in the rest of the proposal?</li> </ul>
<b>Catalog Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does course content align with the course number and is this course in alignment with other college courses in this numbering range?</li> <li><input type="checkbox"/> Do the proposed prerequisites align with the course content?</li> <li><input type="checkbox"/> Are the proposed prerequisites consistent within the college?</li> <li><input type="checkbox"/> Are the credit hours assigned for the proposed coursework in alignment within the college?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has the impact on other departments in the college been fully considered and documented?</li> <li><input type="checkbox"/> Have the impacts on students who may be on a different catalog year been fully considered and documented?</li> </ul>
<b>Justification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the quality of the proposed changes meet the college's expectations?</li> <li><input type="checkbox"/> Is a justification present for all the changes that are being made?</li> <li><input type="checkbox"/> Is the justification, grounded in empirical evidence, clear and convincing?</li> <li><input type="checkbox"/> Is the justification for the changes ground in student success (increase enrollment, retention in the major, enhance progression, ensure timely graduation)?</li> </ul>
<b>Course Details/Cross-Level Details</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is there content overlap within the college?</li> <li><input type="checkbox"/> Are there any deficiencies that prevent the course from being effectively taught in its proposed format?</li> </ul>
<b>Resources and Assessment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the planned assessment cycle length appropriate for this course?</li> <li><input type="checkbox"/> Is the list of required equipment appropriate and an effective use of college resources?</li> </ul>
<b>Department Chair Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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?</li> <li><input type="checkbox"/> For graduate programs, is there clear evidence of how students will engage in research or professional practice?</li> <li><input type="checkbox"/> For graduate programs, is there clear evidence of how students will gain knowledge of literature in the discipline?</li> </ul>

<b>Curriculum Support Office Only</b>	<input type="checkbox"/> No action needed.
<b>Header from Curriculum Form</b>	<b>PROGRAM PROPOSALS</b> <b>**Please note: not all proposal forms include all sections below.**</b>
<b>General Information</b>	<input type="checkbox"/> Are all appropriate departments reviewing the proposal? <input type="checkbox"/> Does the proposed timeline reflect the college's needs? <input type="checkbox"/> Are the indicated changes consistent with what is described in the rest of the proposal? <input type="checkbox"/> Do the proposed changes impact any additional department or resources within the college?
<b>Catalog Information</b>	<input type="checkbox"/> Do the proposed changes align with broader college-wide initiative? <input type="checkbox"/> 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? <input type="checkbox"/> Do the credit hours total correctly? <input type="checkbox"/> Does the program of study reduce long strings of prerequisites? <input type="checkbox"/> Does the program of study provide flexibility to allow students to change majors? <input type="checkbox"/> For graduate programs, does the coursework provide students with an opportunity to develop knowledge of the literature and engagement in research? <input type="checkbox"/> Do the PSLOs describe outcomes appropriate for the level of instruction? <input type="checkbox"/> 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)?
<b>Impact</b>	<input type="checkbox"/> Has the impact on other departments in the college been fully considered and documented? <input type="checkbox"/> Have the impacts on students who may be in a different catalog year been fully considered and documented?
<b>Justification</b>	<input type="checkbox"/> Is a justification present for all the changes that are being made? <input type="checkbox"/> Is the justification, grounded in empirical evidence, clean and convincing? <input type="checkbox"/> Is the justification for the changes grounded in student success (increase enrollment, retention in the major, enhance progression, ensure timely graduation)? <input type="checkbox"/> Is the data presented to support the rationale for changes clear and convincing?
<b>Program of Study (i.e. Degree, Minor, Certificate) Details</b>	<input type="checkbox"/> Do the changes to admission, retention, and graduation policies reflect current practices in the department? <input type="checkbox"/> Do the changes to admission, retention, and graduation policies encourage enrollment in the program and progression towards graduation?
<b>Required Attachments</b>	<input type="checkbox"/> Does the information in the attachments remain consistent with the information in the proposal?



	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the curriculum map demonstrate how students can build competency for each PSLO without excess coursework?</li> <li><input type="checkbox"/> Does the assessment plan offer an efficient method to assess each PSLO?</li> </ul>
<b>Department Chair Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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?</li> <li><input type="checkbox"/> For graduate programs, is there clear evidence of how students will engage in research or professional practice?</li> <li><input type="checkbox"/> For graduate programs, is there clear evidence of how students will gain knowledge of literature in the discipline?</li> </ul>
<b>Curriculum Support Office Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No action needed.</li> </ul>

Header from Curriculum Form	<p align="center"><b>CORE IMPACTS PROPOSALS</b></p> <p align="center"><b>**Please note: not all proposal forms include all sections below.</b></p>
Routing Information	<input type="checkbox"/> Does the proposed timeline reflect the department's needs?
Catalog Information	<input type="checkbox"/> No action needed.
Course Details	<input type="checkbox"/> Content matter experts will ensure that the course is broadly focused and appropriate for general education audience
Adding to Core Requirements	<input type="checkbox"/> 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	<input type="checkbox"/> Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies?
Removing from Core	<input type="checkbox"/> 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	<input type="checkbox"/> No action needed.

## 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	<b>COURSE PROPOSALS</b> <b>**Please note: not all proposal forms include all sections below.</b>
<b>General Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the proposed timeline reflect the college's needs?</li> <li><input type="checkbox"/> Do the proposed changes align with the college's mission and goals?</li> </ul>
<b>Catalog Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does course content align with the course number and is this course in alignment with other college courses in this numbering range?</li> <li><input type="checkbox"/> Do the proposed prerequisites align with the course content?</li> <li><input type="checkbox"/> Are the proposed prerequisites consistent within the college?</li> <li><input type="checkbox"/> Are the credit hours assigned for the proposed coursework in alignment within the college?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are instructional and other resources needed to implement the proposed changes available?</li> </ul>
<b>Justification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the justification, grounded in empirical evidence, clear and convincing?</li> <li><input type="checkbox"/> Is the justification aligned with the programs APR action plan, college-wide initiatives, and KSU's strategic plan?</li> </ul>
<b>Course Details/Cross-Level Details</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are there any deficiencies that prevent the course from being effectively taught in its proposed format?</li> </ul>
<b>Resources and Assessment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is this course an effective use of college resources?</li> </ul>
<b>Department Chair Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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?</li> </ul>
<b>Curriculum Support Office Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No action needed.</li> </ul>

Header from Curriculum Form	<p style="text-align: center;"><b>PROGRAM PROPOSALS</b></p> <p style="text-align: center;">**Please note: not all proposal forms include all sections below.**</p>
<b>General Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the proposed timeline reflect the college's needs?</li> <li><input type="checkbox"/> Do the proposed changes align with the college's mission and goals?</li> <li><input type="checkbox"/> Does the implementation term align with other activities, such as recruitment marketing and resource allocation, necessary to sustain the proposed changes?</li> </ul>
<b>Catalog Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do the proposed changes align with broader college-wide initiative?</li> <li><input type="checkbox"/> Does the college have instruction and other resources to support the proposed changes to the program of study?</li> <li><input type="checkbox"/> Does the program of study offer flexibility for students to change majors or enroll in a closely aligned certificate or minor program?</li> <li><input type="checkbox"/> Are the PSLOs written at the appropriate level of rigor?</li> <li><input type="checkbox"/> Is there a clear distinction between the PSLOs for similar programs offered at different levels of instruction?</li> <li><input type="checkbox"/> Do program changes avoid overlapping with programs offered in other colleges?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has the impact on other departments and college been fully considered and documented?</li> <li><input type="checkbox"/> Have the impacts on students who may be in a different catalog year been fully considered and documented?</li> </ul>
<b>Justification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the justification for changes clear and convincing?</li> <li><input type="checkbox"/> Is the justification aligned with the programs APR action plan, college-wide initiatives, and KSU's strategic plan?</li> </ul>
<b>Program of Study (i.e. Degree, Minor, Certificate) Details</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have changes to admission requirements been considered regarding available resources?</li> </ul>
<b>Required Attachments</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the information in the attachments remain consistent with the information in the proposal?</li> <li><input type="checkbox"/> Does the curriculum map demonstrate how students can build competency for each PSLO without excess coursework?</li> <li><input type="checkbox"/> Does the assessment plan offer an efficient method to assess each PSLO?</li> </ul>
<b>Department Chair Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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?</li> </ul>
<b>Curriculum Support Office Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No action needed.</li> </ul>

Header from Curriculum Form	<p align="center"><b>CORE IMPACTS PROPOSALS</b></p> <p align="center"><b>**Please note: not all proposal forms include all sections below.</b></p>
Routing Information	<input type="checkbox"/> Does the proposed timeline reflect the department's needs?
Catalog Information	<input type="checkbox"/> No action needed.
Course Details	<input type="checkbox"/> Content matter experts will ensure that the course is broadly focused and appropriate for general education audience
Adding to Core Requirements	<input type="checkbox"/> 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	<input type="checkbox"/> Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies?
Removing from Core	<input type="checkbox"/> 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	<input type="checkbox"/> No action needed.

## 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 Curriculum Form	<b>COURSE PROPOSALS</b> <b>**Please note: not all proposal forms include all sections below.</b>
<b>General Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the proposal routed correctly?</li> <li><input type="checkbox"/> Does the implementation date align with the curriculum cycle deadlines?</li> <li><input type="checkbox"/> Do the proposed changes align with BOR and/or KSU policy?</li> <li><input type="checkbox"/> Is all required supporting documentation included and consistent with the proposal content?</li> </ul>
<b>Catalog Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can the proposed course requirements be functionally implemented and programmed?</li> <li><input type="checkbox"/> Does the use of these requirements follow BOR and KSU policy?</li> <li><input type="checkbox"/> Are there any “hidden” prerequisites or proposed changes that add to program credit hours?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have all points of impact have been considered and is appropriate documentation attached?</li> </ul>
<b>Justification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is all required documentation attached?</li> </ul>
<b>Course Details/Cross-Level Details</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is this section complete?</li> </ul>
<b>Resources and Assessment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the information in the attachments remain consistent with the information in the proposal?</li> <li><input type="checkbox"/> Does the curriculum map demonstrate how students can build competency for each PSLO without excess coursework?</li> </ul>
<b>Department Chair Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has this section been completed by the Department Chair?</li> </ul>
<b>Curriculum Support Office Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are links to all proposals included in the curriculum package included?</li> <li><input type="checkbox"/> Before placing on the docket, the Registrar’s Office and the graduate college have had a chance to review the proposal and offer feedback.</li> <li><input type="checkbox"/> For undergraduate proposals, if identified as a HB 801 course has it been checked on the tracker?</li> </ul>

Header from Curriculog Form	<b>PROGRAM PROPOSALS</b>  **Please note: not all proposal forms include all sections below.**
<b>General Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the proposal routed correctly?</li> <li><input type="checkbox"/> Does the implementation date align with the curriculum cycle deadlines?</li> <li><input type="checkbox"/> Do the proposed changes align with BOR and/or KSU policy?</li> <li><input type="checkbox"/> Is all required supporting documentation included and consistent with the proposal content?</li> </ul>
<b>Catalog Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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?</li> <li><input type="checkbox"/> Is the catalog description written in present tense?</li> <li><input type="checkbox"/> Are the admission requirements, if applicable, clear and able to be evaluated?</li> <li><input type="checkbox"/> Do the program credit hours add up to the total stated in the proposal?</li> <li><input type="checkbox"/> 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?</li> <li><input type="checkbox"/> 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?</li> <li><input type="checkbox"/> For undergraduate programs, does the Core Field of Study total 18 credit hours?</li> <li><input type="checkbox"/> For undergraduate programs, are there 21 credit hours beyond the Core Field of Study that all majors will complete?</li> <li><input type="checkbox"/> For undergraduate programs, are there at least 39 upper-division credit hours in the program of study?</li> <li><input type="checkbox"/> Does the program schema reflect the program header conventions?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has the impact on other departments and college been fully considered and documented?</li> <li><input type="checkbox"/> Have the impacts on students who may be in a different catalog year been fully considered and documented?</li> </ul>
<b>Justification</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the justification consistent with other information included in the proposal?</li> </ul>
<b>Program of Study (i.e. Degree, Minor, Certificate) Details</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have the changes in admission, retention, and graduation policies also included in the catalog description?</li> </ul>
<b>Required Attachments</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are all necessary attachments present?</li> <li><input type="checkbox"/> Does the information in the attachments remain consistent with the information in the proposal?</li> </ul>
<b>Department Chair Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has this section been completed by the Department Chair?</li> </ul>
<b>Curriculum Support Office Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are links to all proposals included in the curriculum package included?</li> <li><input type="checkbox"/> Before placing on the docket, the Registrar's Office and the graduate college have had a chance to review the proposal and offer feedback.</li> </ul>

	<ul style="list-style-type: none"><li><input type="checkbox"/> For undergraduate proposals, if identified as a HB 801 course has it been checked on the tracker?</li><li><input type="checkbox"/> Do the program changes require an update to the ILAO?</li></ul>
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Header from Curriculog Form	<p align="center"><b>CORE IMPACTS PROPOSALS</b></p> <p align="center"><b>**Please note: not all proposal forms include all sections below.</b></p>
<p align="center"><b>Routing Information</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the proposal routed correctly?</li> <li><input type="checkbox"/> Is this part of a package?</li> </ul>
<p align="center"><b>Catalog Information</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the course information align to BOR 2.4.8 if a common course?</li> <li><input type="checkbox"/> Do the prerequisites comply with BOR 2.4.5?</li> <li><input type="checkbox"/> Do the credit hours and justification align with KSU Catalog policy 2.4?</li> </ul>
<p align="center"><b>Course Details</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the correct section complete and are required additional Curriculog proposal forms linked?</li> </ul>
<p align="center"><b>Adding to Core Requirements</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the correct section complete and are required additional Curriculog proposal forms linked?</li> </ul>
<p align="center"><b>Moving a Current Core Course to a New Area</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the correct section complete and are required additional Curriculog proposal forms linked?</li> </ul>
<p align="center"><b>Removing from Core</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the correct section complete and are required additional Curriculog proposal forms linked?</li> </ul>
<p align="center"><b>Curriculum Support Office Only</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What forms are needed for BOR final approval?</li> </ul>

## 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	<b>COURSE PROPOSALS</b> <b>**Please note: not all proposal forms include all sections below.</b>
<b>General Information</b>	<input type="checkbox"/> Does the proposed timeline reflect the university's needs? <input type="checkbox"/> Do the proposed changes align with the university's mission and goals?
<b>Catalog Information</b>	<input type="checkbox"/> Are the prerequisites justified and in alignment with similar courses across the university? <input type="checkbox"/> Is the level of instruction appropriate for the content described? <input type="checkbox"/> Are the proposed requirements reasonable and justified?
<b>Impact</b>	<input type="checkbox"/> How does this course affect other departments that may interact with this course?
<b>Justification</b>	<input type="checkbox"/> Does the course align with the mission and vision of the institution? <input type="checkbox"/> Is there a conflict with other programs? <input type="checkbox"/> Do the proposed changes follow all policies and requirements? <input type="checkbox"/> 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?
<b>Course Details/Cross-Level Details</b>	<input type="checkbox"/> Are the course details appropriate for the course level and description provided? <input type="checkbox"/> Is there duplication with other course offerings at the University? <input type="checkbox"/> Is the rigor of the course, as presented through the course content and assignments, appropriate for the course level (i.e. course number)? <input type="checkbox"/> 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?
<b>Resources and Assessment</b>	<input type="checkbox"/> Is this course an effective use of university resources?
<b>Department Chair Only</b>	<input type="checkbox"/> 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? <input type="checkbox"/> For graduate programs, is there clear evidence of how students will engage in research or professional practice? <input type="checkbox"/> For graduate programs, is there clear evidence of how students will gain knowledge of literature in the discipline?

<b>Curriculum Support Office Only</b>	<input type="checkbox"/> No action needed.
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<b>Header from Curriculog Form</b>	<b>PROGRAM PROPOSALS</b>
	<b>**Please note: not all proposal forms include all sections below.**</b>
<b>General Information</b>	<input type="checkbox"/> Does the proposed timeline reflect the university's needs? <input type="checkbox"/> Do the proposed changes align with the university's mission and goals?
<b>Catalog Information</b>	<input type="checkbox"/> Are the prerequisite pathways limited in length? <input type="checkbox"/> Has the program avoided using one course that may block enrollment in other upper-division coursework? <input type="checkbox"/> Does the program of study offer flexibility for students to change majors or enroll in a closely aligned certificate or minor program? <input type="checkbox"/> Are the PSLOs written at the appropriate level of rigor? <input type="checkbox"/> Is there a clear distinction between the PSLOs for similar programs offered at different levels of instruction? <input type="checkbox"/> Do program changes avoid overlapping with programs offered in other colleges? <input type="checkbox"/> Do the admission requirements encourage enrollment in the program and aligned with the program of study?
<b>Impact</b>	<input type="checkbox"/> Have all potential impacts on students been explored and addressed? <input type="checkbox"/> Has the impact on other departments and college been fully considered and documented?
<b>Justification</b>	<input type="checkbox"/> Is the justification for the changes grounded in student success (increase enrollment, retention in the major, enhance progression, ensure timely graduation)? <input type="checkbox"/> Is the data presented to support the rationale for changes clear and convincing? <input type="checkbox"/> Alignment between the in-demand workforce skills and the program of study requirements is compelling and complete.
<b>Program of Study (i.e. Degree, Minor, Certificate) Details</b>	<input type="checkbox"/> 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? <input type="checkbox"/> Do the program changes overlap with existing programs?
<b>Required Attachments</b>	<input type="checkbox"/> 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?
<b>Department Chair Only</b>	<input type="checkbox"/> 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?

	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> For graduate programs, is there clear evidence of how students will engage in research or professional practice?</li> <li><input type="checkbox"/> For graduate programs, is there clear evidence of how students will gain knowledge of literature in the discipline?</li> </ul>
<b>Curriculum Support Office Only</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No action needed.</li> </ul>

Header from Curriculum Form	<p align="center"><b>CORE IMPACTS PROPOSALS</b></p> <p align="center"><b>**Please note: not all proposal forms include all sections below.</b></p>
Routing Information	<input type="checkbox"/> Does the proposed timeline reflect the department's needs?
Catalog Information	<input type="checkbox"/> Is the proposed number aligned with KSU and BOR policy? <input type="checkbox"/> Are the prefix and title appropriate and understandable to a general audience?
Course Details	<input type="checkbox"/> Content matter experts will ensure that the course is broadly focused and appropriate for general education audience
Adding to Core Requirements	<input type="checkbox"/> 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	<input type="checkbox"/> Are there clear connections between the course and the Core IMPACTS orienting questions, learning outcomes, and career competencies?
Removing from Core	<input type="checkbox"/> 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	<input type="checkbox"/> No action needed.

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