

The University of North Carolina at Greensboro

Evaluation Checklist for Course Revision Proposals

NOTE: Course revisions do not require edits to all course components. Committees should review only the applicable fields related to the proposed revision.

Criterion	Yes	No	NA	Comments
Course Prefix				
<ul style="list-style-type: none"> ● Did the department consult with the University Registrar’s Office to request a new prefix? 				
Course Number				
<ul style="list-style-type: none"> ● Does the course number align with Department, Unit and University policy on course levels? 				
<ul style="list-style-type: none"> ● Does the course level clearly convey appropriate rigor? 				
<ul style="list-style-type: none"> ● Does the revision necessitate a change to other aspects of the course (i.e., title, description, SLOs, etc.)? 				
Course Title				
<ul style="list-style-type: none"> ● Does the title clearly reflect course content and level? 				
<ul style="list-style-type: none"> ● Does the title align with the program? 				
<ul style="list-style-type: none"> ● Does the revision necessitate a change to other aspects of the course (i.e., Description, SLOs, schedule type, etc.)? 				
<ul style="list-style-type: none"> ● Is the title distinct from other course titles offered in the University? 				
Rationale				
<ul style="list-style-type: none"> ● Does the rationale describe concisely what is being proposed and include ALL revisions? Does the rationale avoid disciplinary jargon? 				
<ul style="list-style-type: none"> ● Does the rationale clearly indicate the need for revision(s)? 				
<ul style="list-style-type: none"> ● Does the rationale clearly explain how this supports the mission of the program? 				
Level				
Is the correct level selected? <ul style="list-style-type: none"> ● Undergraduate: 100, 200, 300, 400 ● Graduate: 500, 600, 700, 800 				
CIP Code				
<ul style="list-style-type: none"> ● Does the course CIP align with program? <i>Select CIP to best align with faculty credentials.</i> 				

Criterion	Yes	No	NA	Comments
Schedule Type				
<ul style="list-style-type: none"> Is ONE course/schedule type selected? 				
<ul style="list-style-type: none"> Does schedule type align with credit hours? Refer to updated Course/Schedule Type Definitions 				
<ul style="list-style-type: none"> Does schedule type align with course title and description? 				
Campus of Delivery				
<ul style="list-style-type: none"> Select all that apply. 				
<ul style="list-style-type: none"> If Online is selected, are completed QM & C-RAC forms uploaded with proposal? 				
<ul style="list-style-type: none"> If Off-Campus is selected, have they indicated an approved site? If “other”, have they included complete address? 				
Grading Method				
<ul style="list-style-type: none"> Have they selected Pass/Fail or Standard Letter? 				
Credit Hours				
<ul style="list-style-type: none"> Does the change in credit hours address a change in content delivery? 				
<ul style="list-style-type: none"> Does the revision necessitate a change to other aspects of the course (i.e., title, description, SLOs, etc.)? 				
<ul style="list-style-type: none"> Is the credit hour structure in line with University policy? Refer to UNCG Course Credit Structure Guide for additional information. 				
Repeat for Credit				
<ul style="list-style-type: none"> Should and/or can course be repeated for credit? 				
<ul style="list-style-type: none"> Are the number of hours and/or times course may be repeated appropriate? <p><i>Note: The maximum credits available should include the initial offering</i></p>				
<ul style="list-style-type: none"> Is course a topics shell? Is “if topic varies” appropriate? 				

Criterion	Yes	No	NA	Comments
Course Description				
<ul style="list-style-type: none"> Does the description concisely communicate the basic content of the course? 				
<ul style="list-style-type: none"> Does the revised description convey change that aligns more with a new course? 				
<ul style="list-style-type: none"> Does description align with all other aspects of the course (i.e., title, SLOs, assignments, etc.)? 				
<ul style="list-style-type: none"> Does the revision necessitate a change to other aspects of the course (i.e., title, schedule type, SLOs, etc.)? 				
<ul style="list-style-type: none"> Is the description succinct, following recommendations of 30 – 50 words? 				
Pre-Requisites/Co-Requisites				
<ul style="list-style-type: none"> Are prerequisites/corequisites clearly stated with appropriate sequence indicated? <i>Indicate “permission of instructor” if this is the only way a student can enroll in the course.</i> 				
<ul style="list-style-type: none"> Are specific course numbers listed? 				
<ul style="list-style-type: none"> Does department ensure alignment of course pre/corequisites and overall program requirements? 				
Registration Restriction				
<ul style="list-style-type: none"> Does restriction indicate certain populations to include or exclude from enrollment, i.e., major, student level, program, etc.? 				
Student Learning Outcomes				
<ul style="list-style-type: none"> Does the revision necessitate a change to other aspects of the course (i.e., title, description, etc.)? 				
<ul style="list-style-type: none"> Are SLOs clearly stated? Do they communicate what students should be able to do by the end of the course? 				
<ul style="list-style-type: none"> Are SLOs expressed in terms of knowledge and skills that can be measured? 				
<ul style="list-style-type: none"> Do the SLOs align with course content and level? 				
<ul style="list-style-type: none"> Were SLOs evaluated based on the Rubric for Evaluating Student Learning Outcomes? 				

Criterion	Yes	No	NA	Comments
Activities / Assignments				
<ul style="list-style-type: none"> Does the revision necessitate a change to other aspects of the course (i.e., title, description, SLOs, etc.)? 				
<ul style="list-style-type: none"> Does the course provide a description of course assignments & activities that convey that students can demonstrate the SLOs? 				
<ul style="list-style-type: none"> Are assignments appropriate for course level? Do they indicate an accurate amount of work for credit structure indicated? 				
<ul style="list-style-type: none"> Are assignments linked to SLOs? Do they indicate how faculty will assess SLOs? 				
<ul style="list-style-type: none"> Are evaluation methods appropriate for measuring achievement of course student learning outcomes? 				
Texts				
<ul style="list-style-type: none"> Are required texts appropriate for content area and level? 				
Principal Topics				
<ul style="list-style-type: none"> Are topics clearly stated and aligned with course title, description, etc.? 				
Grading Scale				
<ul style="list-style-type: none"> Does the grading information align with Undergraduate or Graduate Grading system? <i>Consult with department to determine if a departmental grading scale exists.</i> 				
<i>Note - The Grading Scale field in CIM refers to the course grading scale.</i>				
Consultations				
<ul style="list-style-type: none"> Does another department, program, or unit have expertise in a connected area? 				
<i>Note: Consultation is meant to explore the landscape of the subject area/program, etc. It is not meant to be an obstacle to your successful proposal but rather to enhance your understanding of how the change will impact our students and the University. It is an opportunity to engage in interdisciplinary conversations. Consultations provide information as a courtesy and avoid duplication.</i>				
General Education?				
<ul style="list-style-type: none"> If undergraduate, is the course level appropriate for MAC? 				
<ul style="list-style-type: none"> Is there a clear connection between listed activities/assignments and MAC SLO? 				