

The University of North Carolina at Greensboro

Evaluation Checklist for New Course Proposals

A syllabus or course outline is required for all new course proposals.

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 ? 				
<ul style="list-style-type: none"> Does the course number clearly convey appropriate rigor? 				
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"> Is the title distinct from other course titles offered within the University? 				
<i>If Long Title is more than 30 characters, a short title is required (be mindful of short title on academic transcript and course schedule).</i>				
Rationale				
<ul style="list-style-type: none"> Does the rationale describe concisely what is being proposed? Does the rationale avoid disciplinary jargon? 				
<ul style="list-style-type: none"> Does the rationale clearly explain why this is being proposed and how this supports the mission of the program? 				
<ul style="list-style-type: none"> Does the rationale clearly indicate the relationship to department/unit curriculum, i.e., required, elective, etc.? <p>Example: <i>This course provides an opportunity for students to discover the discipline and gain a thorough understanding of issues...</i></p>				
<ul style="list-style-type: none"> If the new course is required in a program, is the program specified? Has the course been added to the program and a program revision submitted? 				

Criterion	Yes	No	NA	Comments
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 CIP? <i>Select CIP to best identify faculty qualifications.</i> 				
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 Schedule/Course 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"> Are all applicable campuses selected based on the rationale? 				
<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 a complete address? 				
Grading Method				
<ul style="list-style-type: none"> Have they selected Pass/Fail or Standard Letter? 				
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>				
Credit Hours				
<ul style="list-style-type: none"> Are credit hours appropriate for course content? 				
<ul style="list-style-type: none"> Does the credit structure align with schedule type? 				
<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. 				

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Repeat for Credit				
<ul style="list-style-type: none"> Can course be repeated for credit? Should 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? 				
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 description align with all other aspects of the course (i.e., title, SLOs, assignments, 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"> Will 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"> 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 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 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.? 				
Consultations				
<ul style="list-style-type: none"> Does another department, program, or unit have expertise in a connected area? 				
<p><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 course duplication.</i></p>				
Syllabus				
<ul style="list-style-type: none"> Is a course syllabus attached? 				
General Education				
<ul style="list-style-type: none"> If undergraduate, is the course level appropriate for MAC (100-200)? 				
<ul style="list-style-type: none"> Is there a clear connection between listed activities/assignments and MAC SLO? 				