# checklist for proposal packets(To be used by both committee members and submitters)\*adopted from ULM UCC content

**To Reviewers and Submitters**: please use this checklist to assure relevant components and descriptions are contained in the proposal. While this checklist is not exhaustive, this general checklist can serve as a sound guide when reviewing and submitting various proposals. These questions will also assist submitters in preparing their oral presentation of their proposals to the CCC and UCC should this be required.

**CREATION OF A NEW MAJOR**

* Why is the department creating a new major?
* How does the new program align strategically with the college and ULM?
* Are the program objectives and content clear, sound?
* Will this program of study affect other departments on campus?
* Is the curriculum sound and does it flow appropriately?
* Will new resources be needed?

**CREATION OF A NEW COURSE**

* Why is the department creating that new class? Does it add to or update the body of knowledge in that field?
* Is the course an elective or required? What is the impact on the total number of hours in program?
* What is anticipated demand for the course?
* Is the course duplicating another one already existing at ULM? If so, why not recommend that students take the already-existing course?
* Will the creation of the new class negatively impact enrollment in the already-existing class?
* Is the proposed new course rigorous and challenging enough for the level of course? To answer this question, please examine the syllabus. Are the assignments, readings, and texts chosen appropriate for that level (first-year, sophomore, etc.)?
* If the class is approved by the UCC, does that department have an adequate number of qualified faculty to teach it?

**ADDING/REMOVING A CLASS**

* If the department is adding a particular class, what knowledge and which skills will the students gain which they currently are not receiving?
* If the department is dropping a particular class, what knowledge and which skills will the student lose?
* Has the department notified the other departments who offer the class being added or dropped about the change?
* Will the change cause that department to need to add faculty and add sections (in the case of the addition of a class) or reduce faculty or sections (in the case of the dropping of a class)?

**CLOSING A COURSE AND REMOVING IT**

* Why is the department removing this course? Is the material no longer relevant in that discipline? Is there a lack of student demand for the course?
* Does the department lack the faculty to teach it?
* Do other departments’ curricula require that course, and will the closure negatively affect their programs of study?

**CHANGING A COURSE**

* Why is the department changing the course’s prerequisites, description, etc.?
* How will these changes affect other departments who require this course?

 **ADD, CHANGING, REMOVING A MINOR, OPTION, OR CONCENTRATION**

* If a department is adding a minor or concentration, how will this offering enhance the academic offerings of ULM?
* Will the proposed new minor, option, or concentration duplicate other already-existing minors or other programs of study?
* If a department is removing or changing a minor, option, or concentration, what will ULM and ULM’s students lose? Will the action negatively affect other programs? How will this improve the program?