



**FORT HAYS STATE
UNIVERSITY**

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Academic Affairs Course Approval Explainer for New Members and Applicants

This document provides guidance and explanation for course approvals of either **new** or **significant** course changes. This explainer was written for applicants, new committee members, and returning committee members. Please feel free to reach out to the Chair of the Academic Affairs committee if you have any additional questions.

General Explanations

Course Justification and Details: The start of both forms verifies contact information and basic details about the course. After that, the committee will consider whether the course is well-thought-out, that its place in the curriculum is justified, and that it has all the relevant information. Generally, the committee wants to ensure all new courses are deliberately designed to fit into the curriculum and program they're proposed under. It helps to understand the various goals of the course and their place in the departmental or university curriculum. If this course is being offered for the General Education CORE, that should be explained in in the same area that asks why the course or change is being proposed. For new courses, the committee also wants to confirm that the department has enough resources to offer the course, how often it will be offered, and the general level of student interest in the course.

Departmental Overlaps: If a course change is being proposed, the committee will also want to know whether the change may affect other departments who cross-list the course. If the course is new, the committee wants to ensure the course does not duplicate anything already being offered. In both situations, please check with other members of your department, the majors of students frequently in a course (for a course change), and the course offerings of other departments that may offer a similar course. It is *very* important to ensure that departments work together on cross-listed courses or courses that have some overlap with a currently offered course. Please explain how a course change or new course approval may impact another department in any way and confirm that that department's chair has no concerns about the change.

Additional Information: The Academic Affairs Committee is made up of competent, committed teachers and scholars. Because of this, some faculty may request minor changes related to best practices in pedagogy as they understand them (e.g., a schedule of topics included in the syllabus, instructor contact information, questions about outcome language and Bloom's taxonomy, etc.) If so, these committee members will discuss this with you during your presentation or email you to request additional information. Committee members are asked to use their experience and best judgment in making such requests (e.g., committee members should not make a judgment simply on the basis of how something is done in their discipline, as

disciplinary standards vary). Generally, when reviewing course materials, the committee's goal is to ensure any student taking the course has a clear understanding of what to expect and how the course can help them on their educational journey. This is why it's important to have General Education Outcomes clearly identified and differentiated from other course outcomes. CORE outcomes should also read exactly as written in the official [CORE documentation](#). The committee will also want to ensure that grading practices and grading distributions are clear in the syllabus and that university policies and other required syllabi material are included and clearly labeled.

Additionally, the committee strongly recommends that syllabi follow the format provided via TILT's [Syllabus Template](#). This is because all of the University's policies and contact information for all students are provided in hyperlinks that are regularly updated with the most recent information. It also ensures all information on the syllabus adheres to HLC standards and best practices.

Specific Item Explanations (selected items from approval forms; items not included are self-explanatory).

4. *Explain why this course is being proposed including its relationship to the overall curriculum. Is this course part of a broader curricular initiative? If so, explain.*
5. *Is this course for major/program in the department?*
6. *Is this course a service course for a major in another department?*
9. *What is the course rotation? (every semester, fall only, spring only, other)*

Q 4, 5, 6 & 9 ensure the course is well-thought out, that it's place in the curriculum is justified, and that academic affairs has all the relevant information to make judgments about the course. Generally, the committee wants to make sure that all new courses are deliberately designed to fit into the curriculum and program they're proposed under, and that serious effort has gone into the new course proposal.

7. *Requisites (co or pre)*

This question helps us understand the new course's place in the program, as well as the course's overall place for a degree seeking student. Generally, it is important to be clear about which, if any, other courses are co- or prerequisites for any new course, and for that information to be communicated to the committee as a basis for judgment about the course. In addition, the reason here is similar to the reason given in 4.

8. *Is this course being proposed for the General Education program?*

This is helpful for us, as Gen. Ed. courses have additional requirements related to the new CORE learning outcomes, provided CORE rubrics, etc. Any course that is intended to be a Gen. Ed. course will be judged based on incorporation of these CORE learning outcomes into the syllabus, and whether the rubric is fitting for the CORE outcomes.

10. What will the impact of this course be on departmental faculty and resources? For example, will it be taught on an overload basis, will another course be dropped or taught less frequently?

In the past, courses have been approved despite the fact that the department in question did not have sufficient faculty to teach it with the regularity specified in question 9. The committee wants to ensure that any new course approved will be able to be offered by the department that offers to teach it, or that some reasonable plan to do so has been developed.

11. If the course has been offered under a topics title, please provide enrollment data.

This is to ensure that the course is likely to meet necessary enrollment targets, which vary by course and department. Before submitting the course for approval, please determine the threshold with your department chair and explain here.

12. What qualifications are required to teach this course? Are there faculty available to teach this course?

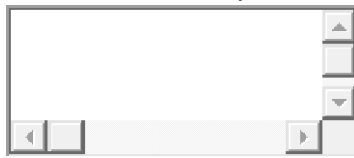
Again, this is something to be discussed with the department chair/Dean as confirmed by a short statement to the committee in the answer to this question.

13. The Academic Affairs Committee seeks to prevent significant duplication of existing courses. If the course being proposed might duplicate some of the subject matter of courses in other departments. Please provide justification for this duplication. Memos or letters from relevant department chairs should be included.

Duplicated courses can pose a serious problem for the University, if not properly monitored, especially when undergoing KBOR's Program Review process. Ideally, chairs and deans of the relevant departments will make sure that any new course doesn't duplicate an existing course in the [University's course catalog](#). If you think there might be even a small chance of this, please make sure to contact the relevant stakeholders about this possibility. The committee, with its variety of members from different departments and colleges, will work together to pool knowledge and ascertain whether any duplication is taking place. If it is, this is a strong reason to reject a new course absent other information.

Application for New Course-Academic Affairs Committee

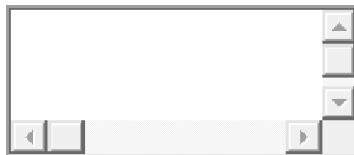
1.Course Name/Number



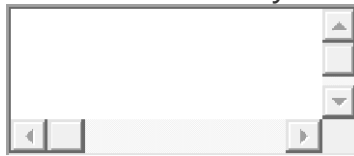
2.Department & Chair



3.Course Point of Contact



4. Explain why this course is being proposed including its relationship to the overall curriculum. Is this course part of a broader curricular initiative? If so, explain. Is it being proposed for the General Education CORE? If so, what part of the CORE and why?



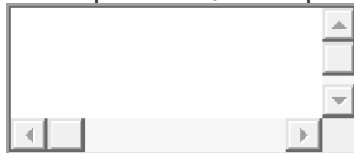
5. Is this course for major/program in the department?

- Yes
- No

6. Is this course a service course for a major in another department?

- Yes
- No

7. Requisites (co or pre)

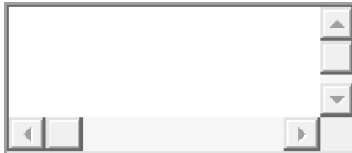


8. Is this course being proposed for the General Education program?

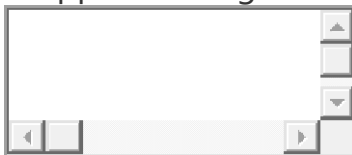
- Yes

No

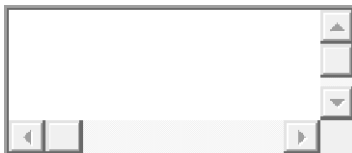
9. What is the course rotation? (every semester, fall only, spring only, other)



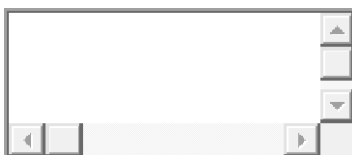
10. What will the impact of this course be on departmental faculty and resources? For example, will it be taught on an overload basis, will another course be dropped or taught less frequently?



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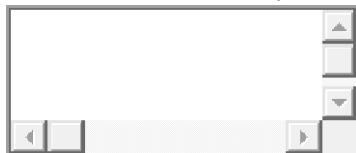


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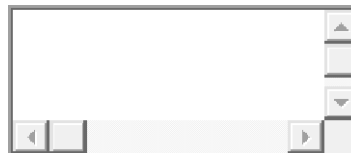


Application for Significant Course Change-Academic Affairs

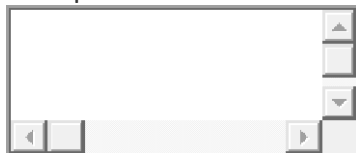
1. Course Name/Number

A rectangular text input field with a light gray border. On the right side, there are three small square buttons: a triangle pointing up, a square, and a triangle pointing down. On the bottom side, there are four small square buttons: a triangle pointing left, a square, a square, and a triangle pointing right.

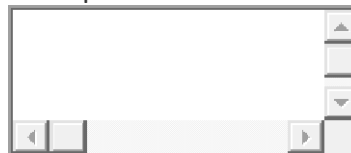
3. Course Point of Contact

A rectangular text input field with a light gray border. On the right side, there are three small square buttons: a triangle pointing up, a square, and a triangle pointing down. On the bottom side, there are four small square buttons: a triangle pointing left, a square, a square, and a triangle pointing right.

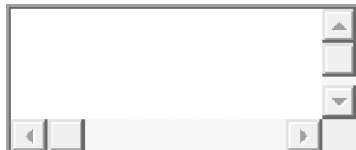
2. Department & Chair

A rectangular text input field with a light gray border. On the right side, there are three small square buttons: a triangle pointing up, a square, and a triangle pointing down. On the bottom side, there are four small square buttons: a triangle pointing left, a square, a square, and a triangle pointing right.

4. Requested Effective Semester/Term:

A rectangular text input field with a light gray border. On the right side, there are three small square buttons: a triangle pointing up, a square, and a triangle pointing down. On the bottom side, there are four small square buttons: a triangle pointing left, a square, a square, and a triangle pointing right.

5. Is this a cross listed course (yes/no)? If yes, please specify other department and program

A rectangular text input field with a light gray border. On the right side, there are three small square buttons: a triangle pointing up, a square, and a triangle pointing down. On the bottom side, there are four small square buttons: a triangle pointing left, a square, a square, and a triangle pointing right.

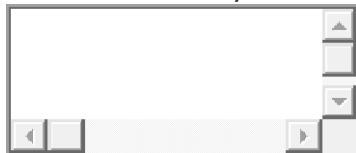
6.Type of Change

- Course Number
- Course Outcomes
- Course Type
- Course Description
- Credit Hour
- Variable Title
- Propose for CORE

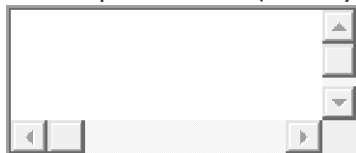
7. Is this course used in the teacher education program in your department?

- Yes
- No

9. Reason for Change. Is it being proposed for the General Education CORE? If so, what part of the CORE and why?

A rectangular text input field with a light gray border. On the right side, there are three small square buttons: a triangle pointing up, a square, and a triangle pointing down. On the bottom side, there are four small square buttons: a triangle pointing left, a square, a square, and a triangle pointing right.

10. Proposed form (Exactly as it should appear in the next University Catalog)

A rectangular text input field with a light gray border. On the right side, there are three small square buttons: a triangle pointing up, a square, and a triangle pointing down. On the bottom side, there are four small square buttons: a triangle pointing left, a square, a square, and a triangle pointing right.