



Medaille College

Undergraduate Curriculum Committee Policies and Procedures Manual

TABLE OF CONTENTS

I. Committee Composition and Procedures	1
A. Membership	1
1. Appointed	1
2. Voting versus Non-Voting Members	1
3. Alternates	1
4. Guests	1
B. Chairperson.....	1
1. Election	1
2. Duties	1
C. Protocol for Communicating Curricular Decisions	1
1. Committee and VPAA	2
2. Notification of Campus Community	2
D. Common Process for the Undergraduate Standing Faculty Committees.....	2
E. Specific Committee Procedures	3
1. Materials Submission	3
2. Minutes.....	3
3. Sub- or Ad-Hoc Committees.....	3
 II. Purpose and Responsibilities.....	 3
A. General Statement of Purpose.....	3
B. Roles and Areas of Responsibility.....	3
 III. Definitions of Substantive versus Minor Changes	 4
A. Substantive Change.....	4
B. Minor Changes.....	4
 IV. New Degree Program Approval Process	 4
Step 1 Identify Market Need	4
Step 2 Present a preliminary new degree-program proposal for review by department.....	4
Step 3 Submit a preliminary departmental approved proposal to the Undergraduate Curriculum Committee	5
Step 4 Submit preliminary proposal, including budget projections for revenues and expenses, to the Academic Program Administrative Review Team (president and members of the Cabinet) for analysis and comments.....	5
Step 5 Develop a comprehensive formal proposal for departmental approval.....	5
Step 6 Submit a full department-approved proposal to Undergraduate Curriculum Committee.....	5
Step 7 Undergraduate Curriculum Committee approved proposals are forwarded to the Dean of the Undergraduate College and the VPAA.....	5
Step 8 VPAA-approved proposal forwarded to Cabinet for final internal approval	5
Step 9: College approved proposals proceed, through the Office of Institutional Research and Planning.....	5
Step 10 Office of Academic Affairs communicates final approval of proposals to the chairs of the Faculty Council.....	5
 V. Appendices	 6
Appendix I: Forms A-K	
Appendix II: NYSED Guidelines for Changes	
Appendix III: New Program Assessment	

Committee Composition and Procedures

Membership

Appointed

The Undergraduate Curriculum Committee consists of the department chairpersons, the registrar, the vice president for enrollment management, the director of academic research and planning, the library director, the dean of the undergraduate college, and the vice president for academic affairs.

Alternates

Any member unable to attend a meeting may send an official alternate. These delegates retain the same rights and duties as the member.

Members should notify the committee chair of their absence and identify their delegate with as much advanced notice as is reasonably possible.

Voting versus non-voting members

The department chairpersons (or their officially designated departmental alternate) are voting members, with one vote each. The other committee members serve as resources in a consultative capacity. They do not have voting privileges.

Guests

Guests may be invited to particular meetings with the approval of the committee chairperson.

Chairperson

Election

During its first meeting each fall, called by the VPAA or Undergraduate Dean, the faculty voting members of the committee will nominate and elect a chair by majority vote from their own ranks to serve for one academic year. The chair election process is repeated annually.

Duties

The chairperson has primary responsibility for:

1. scheduling and calling meetings on a regular basis sufficient to meet the needs of the college;
2. determining agenda items and priorities;
3. distributing the agenda and accompanying documents one week prior to the next scheduled meeting;
4. leading meetings using appropriate rules of order;
5. insuring that accurate minutes are recorded and approved;
6. communicating the committee's recommendations to the VPAA, the Dean of the Undergraduate College, and the Chair of Faculty Council;
7. insuring that the committee functions effectively and in accordance with the Faculty Handbook;
8. submitting a cumulative year-end report of the Committee's activities to the Faculty Council and the full-time faculty; and
9. sending a copy of approved minutes to the Library where it shall be available for reviewing.

Protocol for Communicating Curricular Decisions

The chairperson will communicate the committee's approved minutes, an Action Cover Sheet, and appended proposals to the Vice President for Academic Affairs in a timely manner after each meeting. (See Appendix I, Undergraduate Curriculum Committee Action Cover Sheet [Form A]).

Committee and VPAA

1. The chairperson completes the appropriate section of the Undergraduate Curriculum Committee Action Cover Sheet and forwards the form and appended proposals to the dean of the undergraduate college and the VPAA for action along with approved meeting minutes. Approved proposals are also sent by the VPAA to the Academic Quality Program Council (AQPC) for review and comment. Within ten working days, the VPAA forwards approved proposals to the AQPC. Within fifteen working days of receipt of proposals, the AQPC provides its comments and recommendations to the dean of the undergraduate college and the VPAA.
2. The VPAA communicates his/her decisions to the Undergraduate Curriculum Committee by returning signed Action Cover Sheet to the chairperson within 25 working days of receipt from the Curriculum Committee chairperson.
3. The Office of Academic Affairs will annually maintain hard copies of meeting minutes and the action cover sheets.

Notification of Campus Community

1. The Office of Academic Affairs distributes the approved minutes to the faculty and the library electronically.
2. The Office of Academic Affairs communicates approval of substantive curricular decisions to the president and the entire college community as appropriate. Substantive changes include items 1, 3, 4 (program-level only) and 8 in the list below (p. 4).
3. The Office of Academic Affairs is responsible for updating the undergraduate catalog each spring to reflect curricular changes. Chairs and Dean of the Undergraduate College shall assist by reviewing for accuracy prior to final publication.

Common Processes for the Undergraduate Standing Faculty Committees

The following text is taken from section 4.12.4.2.1 of the *Faculty Handbook*:

Matters may be submitted to each Undergraduate Standing Committee for proposed action by the Vice President for Academic Affairs, the appropriate College or School Dean, the Department Chairs, any member of the Undergraduate Standing Committee, or any member of the Faculty Assembly.

Each Undergraduate Standing Committee shall meet at least twice a semester, but more frequently as needed. The first meeting of each academic year shall be called by the existing Chair of the Undergraduate Standing Committee.

A quorum is required for an Undergraduate Standing Committee to conduct business. A quorum shall be fifty percent of the voting members, or their official alternates, plus one.

The voting members of each Undergraduate Standing Committee shall elect a Chair at its first official meeting of a new academic year.

Each Undergraduate Standing Committee shall decide on the processes it deems best to adopt for its meetings.

The majority will of the Undergraduate Standing Committee shall prevail in its proceedings on matters of either substance or process.

The Undergraduate Standing Committee Chair shall promptly present any suggested matters that the Chair receives to the members of the Undergraduate Standing Committee for its consideration.

Each Undergraduate Standing Committee shall give an annual report to the full-time faculty, by presentation to the Faculty Council, or as otherwise directed by the Faculty Council Chair. Each Undergraduate Standing Committee shall decide, in conjunction with the Faculty Council, which of its recommendations will be submitted to the Faculty Assembly for discussion and/or approval before submission to the Vice President for Academic Affairs or designee. Such recommendations shall be acted upon by the full faculty within 30 calendar days, with the following exception: no Committee business is required to be acted upon between June 15 and August 15.

Each Undergraduate Standing Committee shall submit to the Chair of the Faculty Council a copy of its written recommendations to the Vice President for Academic Affairs.

Note: The Curriculum Committee will forward copies of its action sheets.

Each Undergraduate Standing Committee shall take minutes at every meeting. A copy of these minutes shall be sent to the Library where it shall be available for viewing.

Specific Committee Procedures

Materials Submission

Only materials submitted to the committee chairperson one full week before a subsequent meeting are eligible for review and appropriate action. Departments must provide sufficient copies of all materials for distribution to Committee members.

Minutes

On a rotating basis, members of the committee will take minutes, and within ten working days send them to the committee chairperson. The chairperson will distribute them to all voting members for approval at the next meeting. Amendments to minutes from a previous meeting will be duly noted in the current minutes.

Minutes should reflect the following format:

- Date of meeting
- Names of members in attendance
- Name of recorder
- Notation of approval of previous minutes
- Brief summary of relevant discussion points (for historical record)
- Notation of each full motion proposed for a vote
- Notation of outcome of each vote
- Approved changes should be described in sufficient detail so that the nature/extent of revisions/additions is clear and understandable
- Notation of specific date approved changes are effective, pending VPAA approval
- Notation of deadline for submission of Curriculum Committee-mandated revisions to proposal documents to the chairperson by the appropriate department(s)

Note: A draft of the minutes must be submitted to the chairperson for review and distribution within ten (10) working days of the meeting to insure a timely flow of the communication and approval processes.

Sub- or Ad Hoc Committees

As deemed appropriate, members may be assigned to subcommittees to work on committee business. Subcommittees will draw on the various resources of the institution as needed.

Purpose and Responsibilities

General Statement of Purpose

As faculty have primary responsibility for the curriculum, the Undergraduate Curriculum Committee plays a critical role in the governance of the college and the fulfillment of its educational mission. In cooperation with the academic administration, the president, and Board of Trustees, it assumes responsibility for ensuring academic quality, integrity, and the continuous improvement of the college's educational programs.

Roles and Areas of Responsibility

The primary responsibilities of the Undergraduate Curriculum Committee are to

1. Make recommendations to the vice president for academic affairs and the faculty regarding the addition, revision, and deletion of main campus and traditional day program undergraduate courses and programs, including the college's general education curriculum, certificates, and minors.
2. Implement an appropriate set of evaluation criteria for reviewing and approving the curricular content, structure, and quality of proposed new programs and courses as well as substantive changes to existing curricula. These criteria should be congruent with national benchmark standards, regional accreditation quality standards, and State Education Department program registration and quality assurance standards.
3. Establish timelines, policies, procedures, and forms for the submission of proposed substantive and/or minor curricular changes.

4. Design and implement an effective quality program review template and process as part of the college's ongoing institutional effectiveness assessment plan, in collaboration with the administration and the AQPC.
5. Establish course outline and syllabus guidelines.
6. Approve transfer articulation agreements.

Definitions of Substantive versus Minor Changes

Substantive Change

Substantive changes to the Buffalo campus, traditional day program curriculum **must** be presented to the Undergraduate Curriculum Committee by the appropriate chairperson, the undergraduate academic dean or the VPAA as a formal proposal for review and approval. (See Appendix I, Program Change Form [Form B], Course Outline Review Report of Changes [Form E], and New or Existing Course Change forms [Form F and G]).

Substantive changes include:

1. any proposed addition or deletion or suspension of academic majors, minors, or certificate programs;
2. any proposed addition or deletion of individual courses in any existing major, minor, or certificate program;
3. any proposed change to a current program that triggers the requirement for New York State Education Department approval (see Appendix II for NYSED regulations);
4. any proposed significant changes to the content, structure, or delivery format of an existing course or program (e.g., format change from traditional semester length courses to an accelerated format or from any class-based format to online, etc.);
5. changing the level of a course (e.g., ENG 105 to ENG 230);
6. a change in course credits (e.g., from 3 to 4 or 3 to 2);
7. the piloting of special topic courses on short-term basis; and
8. the introduction of new programs or initiatives involving the curriculum (e.g., learning communities, service learning).

No substantive change shall be approved without a formal recommendation from the affected academic department(s).

Minor Changes

Departments only need to report minor changes to the Undergraduate Curriculum Committee and the Registrar's Office. Minor changes include:

1. renumbering a course within current number field (101 to 120);
2. course title;
3. editorial changes to catalog descriptions;
4. prerequisites within a department; and
5. course prerequisite changes

Academic departments should consult with the Registrar's Office on proposed changes to course numbers, titles, and cross listing.

New Degree Program Approval Process

Individuals and departments are required to complete each of the following steps in the institutional review and approval process (all subsequent steps presume successful completion of prior ones):

- | | |
|--------|--|
| Step 1 | Identify market need and student/employer demand through research and gather supporting data to make persuasive case |
| Step 2 | Present a preliminary new degree-program proposal for review by department.
Essential proposal elements: <ul style="list-style-type: none"> • evidence of need/demand in WNY region and/or elsewhere • rationale (e.g., distinctiveness, no marketplace competition, complement to existing programs) |

- congruence with college's mission and aspiration, educational goals, strategic direction
 - congruence with national and professional standards and those of pertinent accrediting bodies
 - learning goals and objectives, courses, structure, and assessment plan (in sufficient detail)
- Step 3 Submit preliminary departmental approved proposal to the Undergraduate Curriculum Committee for review and tentative approval.
- Step 4 Submit preliminary proposal, including budget projections for revenues and expenses, to the Academic Program Administrative Review Team (president and members of the Cabinet) for analysis and comments.
- Proposal advocates are required to complete a New Program Assessment form that addresses four critical, non-academic institutional standards for final college approval, including evidence of program demand, marketing and resource feasibility, and financial risk. (See Appendix III .)
 - The Administrative Review Team will offer comments and guidance and will indicate in writing its initial judgment regarding the ultimate success of the proposal on non-academic grounds should the new program be approved by the Undergraduate Curriculum Committee.
- Step 5 Develop a comprehensive formal proposal for department approval
- Step 6 Submit full department-approved proposal to the Undergraduate Curriculum Committee
Required items:
- Evidence of program demand/need
 - Rationale (based on departmental and college goals and mission)
 - Educational goals and objectives for program and for each individual course
 - Program assessment plan (must show alignment of courses with outcomes)
 - Overview of program structure (required courses, major electives, free electives, etc)
 - Course descriptions and complete outlines for each course
 - Statement on proposed delivery modes and sites (traditional, accelerated, online, out-of-state, overseas)
 - Statement on congruence with national, professional, and appropriate accreditation quality standards, learning outcomes, and expectations for pedagogy and assessment
 - Sample 2 or 4 year plans for rotation of courses each fall and spring and for typical student progression through the overall program and college matriculation requirement
 - list of program courses and a matrix matching faculty with classes they are qualified to teach
 - budget identifying program revenues and expenditures, including additional instructional needs (e.g., faculty, technology, library resources, supplies, special equipment, space [classroom, offices, storage], admissions standards or other specific matriculation requirements)
- Step 7 Undergraduate Curriculum Committee approved proposals are forwarded to the Dean of the Undergraduate college and the VPAA. The VPAA, prior to approval, shall submit to the AQPC for review. Final approval shall be made the VPAA.
- Step 8 VPAA-approved proposal forwarded to Cabinet for final internal approval.
- Step 9 College-approved proposals proceed, through the Office of Institutional Research and Planning, to the New York State Education Department for external approval and registration. As needed (if they involve substantive change as defined by our regional accrediting association), they will also be forward to the Middle States Commission on Higher Education for approval.
- Step 10 Office of Academic Affairs communicates final approval of proposals to the chairs of the Faculty Council and the Undergraduate Curriculum Committee and to the entire college community.

UNDERGRADUATE CURRICULUM COMMITTEE MANUAL APPENDICES

Appendix I. Forms A through K
Appendix II. NYSED Guidelines for Changes
Appendix III. New Program Assessment

Undergraduate Curriculum Committee (FORM A)

UCC Action Cover Sheet

To: Vice President for Academic Affairs

CC: Academic Program Quality Council

From: Name of Chair, Undergraduate Curriculum Committee

Date:

At its meeting of _____, the voting members of the Undergraduate Curriculum Committee approved the motion(s) for curricular action summarized below. The motions are reflected in the official meeting minutes, which are appended. Supporting materials for each approved motion are attached.

On behalf of the committee, I forward these recommendations for your review and approval. Please signify your approval or denial of each motion by initialing the appropriate response line provided. Then sign, date, and return to me the completed form in a timely manner.

If any motion is denied, please provide an explanation.

Undergraduate Curriculum Committee

Motion:

VPAA

Approved: ____

Denied: ____

VPAA Comments:

Motion:

Approved: ____

Denied: ____

VPAA Comments:

Vice President for Academic Affairs

Date

[Type text]

Undergraduate Curriculum Committee (FORM B) Program Change Form for Undergraduate Catalog

PROGRAM CHANGE FORM FOR UNDERGRADUATE CATALOG

Program Name _____ Submitted By _____
 Catalog Page Number _____ Copies to _____
 Date _____

CATEGORY OF CHANGE	PRESENT CATALOG INFORMATION	NEW CATALOG INFORMATION
<p><input type="checkbox"/> Program Description</p> <p><input type="checkbox"/> Credit Distribution</p> <p><input type="checkbox"/> Concentration</p> <p><input type="checkbox"/> Minor</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Delivery Method</p> <p><input type="checkbox"/> Program Addition</p> <p><input type="checkbox"/> Program Deletion</p> <p><input type="checkbox"/> Articulation agreements</p>		

[Type text]

Undergraduate Curriculum Committee (FORM C) Course Outline

Medaille College
18 Agassiz Circle
Buffalo, New York 14214

Course Outline

Program: _____

Course Number: _____

Course Title: _____

Number of Credits: _____

Prerequisites and/or Special Considerations: _____

A. Catalog Description of Course:

B. Course Goals:

C. Student Learning Objectives:

D. Outline of Course Content:

E. Suggested Texts:

F. Suggested Modes, Media, and Techniques of Instructions (Be specific*)

G. Suggested Methods for Evaluating Student Learning

H. Instructor References

*Whenever possible identify learning activities and pedagogies that support Goal 2, Objective 3 of the 2008-2011 Strategic Plan (Objective 2.3. Link the curriculum and the co-curriculum in order to promote active, collaborative, problem-based, and experiential learning).

[Type text]

Undergraduate Curriculum Committee (FORM D) Course Syllabus Form

Medaille College
18 Agassiz Circle
Buffalo, New York 14214

COURSE SYLLABUS

Course Number: _____ Course Title: _____
Section: _____ Semester: _____
No. of Credits: _____
Prerequisites: _____
Instructor: _____
Instructor Availability: _____

Please note: Grading of student papers will reflect standard English usage. The MLA and APA bibliographic styles are generally used at Medaille.

Statement on Disabilities: Any student with a disability who believes he/she needs accommodation(s) in order to complete this course should contact the Academic Support Center as soon as possible. The staff in the Academic Support Center will determine what accommodations are appropriate and reasonable under the Americans with Disabilities Act. The Academic Support Center is located at the Main Building, Room M314, and can be reached by phone at (716) 880-2338.

Academic Integrity: Medaille College expects students to fulfill academic assignments independently and honestly. Any cheating, plagiarism or other forms of academic dishonesty at Medaille College will be penalized, with sanctions ranging from an "F" on a specific assignment to expulsion from the College.

Campus Emergency Closure: In the event of a campus emergency closure, please log on to your Bb Vista course link at <http://learning.medaille.edu> to continue with your course requirements and to communicate with your instructor. You should access this course link early in the semester to familiarize yourself with it. Report any access or usage problems to the course instructor.

A. Catalog Description of Course:

B. Student Learning Objectives:

C. Outline of Course Content (to include, but not limited to, content from the Course Outline):

D. Means of Assessing Student Learning:

E. Course Attendance Policy:

F. Textbooks:

G. Suggested Reading List:

H. Other Specifications, Requirements or Arrangements Appropriate to the Course

[Type text]

Undergraduate Curriculum Committee (FORM E) Cover sheet for all courses submitted to UCC

MEDAILLE COLLEGE
18 AGASSIZ CIRCLE
BUFFALO, NEW YORK 14214

Program Name: _____ Submitted by: _____ Date: _____

COURSE OUTLINE REVIEW REPORT OF CATALOG AND OTHER CHANGES FOR NEW AND EXISTING COURSES*

Catalog Course No. & Title	Changes Indicated by an "X"												
	No.	Title	Descr.	Credit Hours	Prereq.	Semester Offered	Goals	Object.	Content	Texts	Materials/ media	Eval. Student Learning	Instructor references

*Indicate above by * any new course not in current academic catalog (20__-20__)

[Type text]

Undergraduate Curriculum Committee (FORM F) Undergraduate Catalog Revision New Course or Existing Course Change Form

**UNDERGRADUATE CATALOG REVISION
NEW COURSE or EXISTING COURSE CHANGE FORM***

Program Name: _____ Submitted By: _____
 Catalog Page Number(s): _____ Copies to: _____
 Fee for course, if any: _____ Date: _____

	PRESENT CATALOG INFORMATION	NEW CATALOG INFORMATION
COURSE NUMBER		
COURSE TITLE		
COURSE DESCRIPTION		
CREDIT HOURS		
PREREQUISITES		
SEMESTER(S) OFFERED		

*If the course change necessitates a change in credit distribution or typical program(s), Program Change Forms (Form B) must be submitted for each program affected.

[Type text]

Undergraduate Curriculum Committee (FORM G) Existing Course Change Form: Content Revisions

EXISTING COURSE CHANGE FORM: CONTENT REVISIONS

Program Name: _____ Submitted By: _____ Date: _____

	Present Outline Information	New Outline Information
Course Number		
Course Title		
Course Goals		
Student Learning Objectives		
Course Content		

[Type text]

**Undergraduate Curriculum Committee (FORM H) Comprehensive
Curriculum Revision and New Proposal Cover Sheet and Checklist**

COMPREHENSIVE CURRICULUM PROPOSAL COVER SHEET & CHECKLIST

Title of Program/Degree/Certificate: _____

Contact Person: _____ Date: _____

Checklist:

1. Narrative (use New Degree Program Approval Process Steps 1 and 2 as guidelines)
2. Supporting Documentation
3. Catalog Information Program Change (Form B and attach form)
4. Course Outlines (Form C; attach Form E)
5. Comprehensive Student Degree-Program Completion Schedule (Form I)
6. 4-Year Program Sheet for Graduation Audit (Form J)
7. Faculty Qualifications-Course Matrix (Form K)

[Type text]

Undergraduate Curriculum Committee (FORM I) Comprehensive Student Degree-Program Completion Schedule

Comprehensive Student Degree-Program Completion Schedule

Program Name: _____ **Submitted by:** _____ **Date:** _____

Using the table below, show semester by semester, the recommended, standard sequencing of all degree-program courses a student should follow as a guideline in order to complete all required coursework for graduation in a timely and educationally appropriate order. For each semester, indicate not only mandatory and elective courses in the academic major but all other courses, including required general education course and any other elective course. Students should be able to use the schedule as a tool with their academic advisor to engage in two to four year planning and as a reliable (but unofficial) self-graduation audit form.

FALL 1		SPRING 1		FALL 2		SPRING 2	
COURSE TITLE	CREDITS						
TOTAL CREDITS		TOTAL CREDITS		TOTAL CREDITS		TOTAL CREDITS	
FALL 3		SPRING 3		FALL 4		SPRING 4	
COURSE TITLE	CREDITS						
TOTAL CREDITS		TOTAL CREDITS		TOTAL CREDITS		TOTAL CREDITS	

[insert month/year here]

cc: Advisement Center, Registrar, Student

[Type text]

Undergraduate Curriculum Committee (FORM K) Medaille College Four-Year Program Sheet

FACULTY QUALIFICATIONS-COURSE MATRIX (FORM K)

FACULTY NAMES	DEGREE	AREA OF EXPERTISE	COURSES IN PROGRAM											

[Type text]

APPENDIX II

NEW YORK STATE EDUCATION DEPARTMENT Office of College and University Evaluation

Changes in a Currently Registered Program

Approval must be sought from the Office of College and University Evaluation for a proposed change in a currently registered program as indicated in the table below. For changes not requiring approval, please notify the Office as soon as possible, but no later than December 31 each year, of any changes in a program since the last official registration of curricular changes for the program. Use the **Request for Change in a Currently Registered Program** form on page 22: (1) to request approval or (2) to notify the Office of changes that do not require approval. If you have any questions about a proposed change, please call (518) 474-1551.

NOTE:

	TYPE OF CHANGE	APPROVAL REQUIRED
1.	A change of 15 or more required (non-elective) credits in an undergraduate degree program (e.g., adding a track or option). NOTE: deleting a track or option does NOT require approval.	Yes
2.	A change in curriculum that substantially alters the focus of the program, regardless of the number of credits. For example, from Business Administration to Finance.	Yes
3.	A change of fewer than 15 required (non-elective) credits in a baccalaureate degree program that does not alter the focus of the program.	No
4.	A change in a graduate program that does not alter the focus of the program.	Yes
5.	A change in the major disciplinary area in which the program falls. (See Appendix F) Some examples are: from Criminalistics (Social Sciences) to Forensic Chemistry (Physical Sciences) from Health Sciences (Biological Sciences) to Health Promotion and Science (Health Professions).	Yes
6.	A change in the location at which a complete program is offered.	Yes
8.	Any change in the courses required for a program as registered that leads to, or is proposed to lead to, <u>teacher certification</u> .	Yes
9.	A program title change.	Yes
10.	Discontinuance of a program in which no students are enrolled. *For joint programs, both institutions need to notify the Office.	No*
11.	Discontinuance of a program in which there are students still enrolled. Indicate a date when all students are expected to complete the program.	Yes
12.	A change in award (degree title) to which program leads (e.g., from a BS to a BBA).	Yes
13.	A format change that may result in a change in the program's financial aid eligibility (e.g., from day to evening, from full-time to part-time).	Yes
14.	A proposal to change a non-licensure-qualifying program to one that is licensure qualifying.	Yes
15.	A proposal to offer two registered programs as a time-shortened dual program (e.g., a BS and a 2-year MS combined as a five-year BS/MS).	Yes
16.	A proposal to change any certificate, diploma, or advanced certificate program.	Yes

PLEASE NOTE: If the requested changes result in the reclassification of the program into a different major subject area and if this represents the first program offered by your institution in that major subject area, approval of the changes may also require application for a **master plan amendment (MPA)**, since this is a significant change in the institution's academic mission. Please consult Appendix D for a listing of the ten major subject areas and instructions for requesting an MPA, if appropriate.

If you are requesting a **change in degree award** to a degree title which is not authorized in your institution's charter, approval of this change may also require application for a **charter amendment**. If this condition applies, see Appendix E for details on applying for a charter amendment.

**APPENDIX III
NEW PROGRAM ASSESSMENT**

DATE: _____

PROGRAM: _____

Directions: For each performance domain select a value from 1 to 5 that best reflects your assessment. Please provide comments in the space after the numbered items. If you feel you cannot respond to a query, please do not mark a box and indicate why under "comments".

CODE	
1	Strongly Disagree
2	Disagree
3	Neither Disagree nor Agree
4	Agree
5	Strongly Agree

Performance Domain	Mark appropriate box with an X					Comments
	1	2	3	4	5	
Standard 1: Relation to Mission and Strategic Goals						
1. The program is congruent with the College's mission, aspiration, and goals.						
2. The program is significantly different from existing programs and local competition. (Would enhance or complement existing programs).						
3. This program would provide a strategic competitive advantage for the College.						
Standard 2: Program Demand						
4. There is evidence of a regional need for this program. (Indicate demographics, surveys, or data on which your assessment is based.)						
5. There is a local market of appropriate students. (Indicate basis of assessment)						
6. Local competition for this program is minimal and/or reasonable						
7. There is evidence of long- and short-term employment prospects for graduates of this program. (Indicate evidence)						
Standard 3: Student Learning, Curricula, and Faculty						
8. The College will be able to attract students with the necessary qualifications to succeed.						
9. The curriculum will attract students with the necessary qualifications to succeed.						
10. We have the necessary faculty expertise to review, write, and deliver this curriculum/						
11. This program would not over-extend faculty and faculty resources that are required for core student needs.						
Standard 4: Opportunity and Risk Analysis						
12. This program provides a significant opportunity to increase net new revenue						
13. Program start-up costs are adequately thought out.						
14. Potential net new revenue is enough to justify the risks.						