CAROLINAS COLLEGE OF HEALTH SCIENCES
POLICY AND PROCEDURE

SUBJECT: CURRICULUM AND ACADEMIC PROGRAM APPROVAL

REVIEWERS: Provost*
Chair, Academic and Curriculum committee
Dean, Student Affairs & Enrollment Management

POLICY

Carolinas College of Health Sciences (Carolinas College) has the responsibility to design, administer and deliver rigorous and coherent academic programs and curricula to meet the mission of the college. This policy establishes a comprehensive college-wide process of curriculum and academic program development and review at Carolinas College. The academic and curriculum committee and the provost are responsible for implementation and management of the process.

The purpose of this policy is to institutionalize procedures for course and program curriculum development, review and action, to identify related administrative functions and to provide guidance to administrators, faculty and staff regarding review and approval of curricular issues. Program development and curriculum review and approval is a collaborative process of faculty and academic administration designed to ensure that all courses and programs are based upon fields of study appropriate to higher education, aligned with the college mission and strategic goals, consistent with institutional standards of quality, and in compliance with regional and program accreditation standards.

Primary responsibility for curricular content, rigor, quality and effectiveness rests with the faculty in partnership with the provost who serves as the chief academic officer of the college. The provost and academic and curriculum committee review all proposed new academic programs and curriculum changes. Course and program proposals, reviews and evaluations must adhere to the format described in this policy. All curriculum actions must be submitted for review and approval at all appropriate levels. The college provost and curriculum committee facilitate and monitor the institutional approval, review and evaluation processes.

This policy addresses three key curricular elements:
- Curriculum essentials
- Curriculum review
- New curriculum development

PROCEDURE

A. Curriculum Essentials

A program of study revolves around its curriculum – its content, length and outcomes. When developing a new curriculum or when reviewing an existing curriculum, the following elements and college expectations should be incorporated:

1. Program Definitions
    a) A certificate is awarded for credit or non-credit programs designed to provide skills necessary for specific employment. The courses may range in completion time from hours up to one academic year. Typically, general education courses are not a component of a certificate program.
    b) A diploma is awarded for a career-oriented program of study that is generally at least one academic year in length.
    c) Degree programs must be designed so that upon completion, graduates are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers, in addition to program-specific content. In some degree programs, students may enroll in tracks, which indicate a structured set of course-work within a more comprehensive degree program. In addition, some academic programs provide the opportunity for students

who have completed a diploma or associate degree program to bridge to a bachelor's degree by completing specific upper-level general studies and applied courses.

2. Program Length
The recommended <u>minimum</u> number of credit hours for a Carolinas College program of study is:

	Certificates	Associate Degrees	Baccalaureate Degrees
General Education Hours	0	15	30
Total Program Hours	12	60	120

3. Program Content
Program content should be developed and updated by referencing multiple resources including but not limited to program-specific accreditation standards, professional practice acts, a comparison of similar programs, and feedback from relevant stakeholders, including faculty, staff and an advisory committee comprised of community partners with a vested interest in the program.

It is important for content developers and revisionists to focus initially on the knowledge, skills, competencies and behaviors students will be expected to demonstrate upon graduation, as these items underlay the program student learning outcomes. Attention then should be directed toward the activities in which students will engage and when the material will be learned. This will help guide definition of the program's scope, sequencing of the curriculum thread components, and determining which delivery formats best suit the students' learning needs (on-campus versus online courses, clinicals, fieldwork experiences, or labs).

4. General Education
Degree programs must include applied courses as well as courses in the area of general education. Although the minimum number of general education credits varies by degree, undergraduate degree programs must include at least one course in each of the following areas: natural science/quantitative reasoning, humanities/fine arts, and social/behavioral sciences. Undergraduate programs need to include a clearly articulated and coherent rationale for the courses selected to meet the general education requirements, as well as provide justification that students will attain both breadth and depth in their general education studies. Additionally, the master curriculum plan for each program identifies those courses that fulfill general education requirements.

5. Program-Level Student Learning Outcomes
Academic programs must establish program-level outcomes that tie to both the college's, and program's mission statements. Program-level outcomes should also address relevant discipline-specific accreditation standards.

B. Course and Curriculum Review and Revision
1. Program faculty members, under the direction of the program chair, are expected to engage in ongoing curriculum assessment and review to ensure appropriate program rigor, coherence, scope, and sequencing. Many resources should be examined and reflected upon as part of the curriculum review process, including but not limited to:
   a) College mission and vision
   b) Institutional and community needs
   c) Formative and summative course assessments, including end-of-course student evaluations
   d) Strategic plan for institutional effectiveness reports
   e) Alumni surveys
   f) Employer surveys

g) Advisory committee recommendations
h) Updated practice acts and accreditation standards
i) Scholarly literature and research.

C. Course and Curriculum Change Approval
1. The course and curriculum change approval process for credit or non-credit courses follows a well-defined sequence of actions between the initiation of a change and its final approval at the college level. All such proposals for changes, not being of the same importance, may not follow the same steps for approval. There will be an information flow process in place so that all stakeholders including faculty members, the concerned administrators, students, alumni, business community, etc., can participate in the curriculum development and approval process.
   a) Proposals to initiate curricular revisions may originate at any level within the college. Proposals are presented to the appropriate program chair and considered by faculty at the program/departmental level. Proposals should include a completed Recommended Change Form that includes that rationale and need for the change as well as a detailed summary of the proposed change. Completed course summary forms that include information such as course title, prefix, number, description, pre- or co-requisites, and credit or contact hours should accompany proposed changes to courses. Depending on the nature of the change, additional documentation (e.g., course syllabi, master curriculum plans) should also accompany the proposal.
   b) Program chairs should discuss proposed new degree programs or program changes with the provost before developing a new program proposal or proposing major program changes.
   c) Significant alterations to the curriculum may be considered substantive changes according to program-specific and/or college accreditation status, requiring either notification or prior approval. The SACSCOC liaison or provost should be consulted to make this decision.
   d) Other academic departments affected by a proposed change must be consulted before the approval process is initiated. Reactions of these units to the proposed change should accompany the proposal as it proceeds through approval channels.
   e) Originating departments should submit related changes as a package (i.e., does a credit hour change in a course affect the program? If so, a program revision must accompany the course modification). Proposals that are not complete, clear, consistent or accurate will be returned to the originating unit with proper remarks so that the department can suitably modify the proposal and resubmit.
   f) In order to ensure broad-based discussion of academic changes, involvement of all involved departments must be documented. When applicable and available, student feedback and involvement should be included.
   g) If approved at the program/department level, the proposal transmittal form (Recommended Change Form) is forwarded with the proposal to the academic and curriculum committee chair for review and action (approval/denial) by the academic and curriculum committee.
   h) Proposals are reviewed by the academic and curriculum committee at scheduled meetings each month. Proposals should be submitted to the committee at least two weeks in advance of the meeting date for proposal consideration.
   i) If approved by the academic and curriculum committee, the recommendation and the Recommended Change Form are forwarded to the provost and program chair for implementation, to the dean of student affairs and enrollment management to inform catalog, scheduling and other publication changes, and to the dean of administrative and financial services to inform program and course budget decisions. If the course includes a web component (i.e., web-enhanced, hybrid, online), the approval process outlined in the distance education policy will then be completed.
   j) Recommendations not approved by the academic and curriculum committee are sent back to the program/department with suggested revisions as appropriate and the faculty sponsor and program dean or director are notified. The originating department will receive the following feedback if a proposed curriculum change is not approved: (a) notification that the change

was not approved; (b) specific feedback as to why it was not approved; and, (c) suggestions for modifications, if applicable.

k) At each step of the review and approval process comments and recommendations may be added to a proposal.

l) Departments and approval groups should monitor all changes in programs that, accumulated over time, might change the scope of programs in ways that are not congruent with the role and mission of the department or the college.

m) Approved course/program changes are reflected in college publications and schedules.

n) Minutes of all meetings where curricular changes are proposed, and actions are taken at the department/program, teaching and learning committee, and academic and curriculum committee levels are completed, recorded, and disseminated to appropriate college groups and committees and posted appropriately on the college data drive.

2. Approval of Special Topics Courses: Special topics courses provide the opportunities for faculty to develop courses not currently covered within program curricula. Typically, these courses will be new and under development and will be offered because of either a special need to cover the content or to determine the need or feasibility for making the course a permanent part of the college's course catalog. Course may be designed to promote a unique educational opportunity for students and/or provide more in-depth study of selected topics within healthcare. Special topics courses will follow the following approval process.

a) A course syllabus is completed by the faculty member proposing the course and reviewed by the respective program chair and the provost in time for the course to be included on the registration bulletin for the selected semester.

b) The program chair and provost review the syllabus for appropriate content and teaching methodologies, as well as the possible impact on faculty workload, prior to approving the course.

c) If the course includes any online components, the Online Course Proposal form is submitted to the teaching and learning committee for review and approval.

d) The specific course topic is noted on the student transcript.

e) The course may be repeated for credit with a topic or instructor change.

f) The instructor of note must possess a master's degree and have completed 18 graduate credit hours in a discipline related to the course content.

g) Approval for a course is made for no more than three offerings with the expectation that the fate of the course is determined within that time frame.

h) If, within the first three times the course is offered, the course is deemed necessary and feasible, then the curriculum change approval process outlined in C1 is completed.

3. During each summer semester, all program chairs will be prompted by the dean of student affairs and enrollment management to carefully review and revise as needed the catalog and website listing of the program's mission statement, curriculum plan, admission requirements, course descriptions, course pre-requisites and co-requisites, course credit hours, program length, and published program goals and/or outcomes.

D. New Curriculum Development

As a department of Atrium Health, Carolinas College strives to stay abreast of national healthcare trends and respond to changing needs of the system and surrounding community by developing and tailoring new curricula to fit emergent needs.

Proposals for new academic initiatives may be submitted by any administrator, faculty member, or staff member. To streamline the amount of work entailed in processing a proposal and to ensure its proper vetting, a two-phase submission and approval process is required:

1. Phase I: A two- to four-page concept paper (Appendix A) must be developed by the proposers to provide initial information regarding the planned initiative, its need and potential feasibility. The concept paper is a succinctly written document that provides key information about the proposed

initiative and enables faculty and administration to engage in meaningful conceptual discussions regarding the need for and feasibility of the initiative. The proposal will be presented by the authors to the academic and curriculum committee for consideration. The New Academic Initiative Evaluation Rubric Phase I (Appendix B) will be used to assess the viability of the new initiative. Once approved by the academic and curriculum committee, the proposal is forwarded to the college board of directors for review and approval. Conceptual approval from the board of directors is required in order to advance to Phase II: prospectus development phase.

2. Phase II: A comprehensive prospectus must be collaboratively written with detailed information regarding the proposed curriculum, its benefit and need, admissions requirements and resources (financial, personnel, equipment and materials) needed to start and sustain the initiative.

   The prospectus is an expanded, more detailed version of the concept paper and is designed to:
   - Enlighten the proposer as to the entire scope of the proposed initiative.
   - Engage key stakeholders in the development of the project.
   - Provide evidence to the college, Atrium Health community and accrediting bodies as to the initiative's viability and inform decision making.

   The depth of detail and analysis to be included in the prospectus will vary dependent upon the nature of the particular initiative. For example, a new campus-based degree program that is a significant departure from existing programs may require substantially more resources than the addition of a certificate program that builds off of existing courses, thus differentially impacting the level of detail needed in the prospectus.

   Persons proposing the initiative and developing the prospectus should refer to and utilize the Curriculum Essentials previously listed and the Academic Initiatives Resource Guide (Appendix C) in crafting the document. The Academic Initiatives Resource Guide outlines the major topics to be addressed, required information and criteria, resource persons and materials, relevant SACSCOC standards, and key persons responsible for assisting with development of the prospectus.

   Authors of a new curriculum prospectus should work closely with the provost to receive appropriate guidance and direction. Once complete, the authors should submit the prospectus to the academic and curriculum committee, thus beginning the process of approvals. Approvers should utilize the New Academic Initiative Phase II Evaluation Rubric (Appendix D) will be used to evaluate the merits and viability of the prospectus. The prospectus should be accompanied by a completed recommended change form, as described in section C1 above.

   Any prospectus approved by the academic and curriculum committee are forwarded to the college board of directors for review. Upon board approval, the new program proposal is sent back to the program for implementation.

   Depending upon the nature of the prospectus, it may require SACSCOC notification or approval. The accreditation liaison or provost ensures that all appropriate steps are taken to satisfy SACSCOC substantive change requirements.

E. The Academic Program and Curriculum Development policy and procedure will be reviewed bi-annually.

REFERENCES

Related Policies to Consult
Carolinas College of Health Sciences:
ACADEMIC - Academic Calendar; Application and Admission Criteria; Course Credit Hours and Numbering; Distance Education; Graduation Requirements; Minor and Substantive Change

ADMINISTRATIVE - Planning and Assessment; Shared Governance

Related Form(s)
Recommended Change Form
Online Course Proposal Form
Course Summary Form

Related 2018 SACSCOC Standard(s)
6.1   Full-time faculty
6.2b   Program faculty
8.2a   Student outcomes: educational programs
8.2b   Student outcomes: general education
9.1   Program content
9.2   Program length
9.3   General education requirements
9.7   Program requirements
10.4   Academic governance
10.7   Policies for awarding credit

Additional Policy References:
Alabama Commission on Higher Education – Criteria for the Evaluation of Proposals for New Programs of Instruction (See below)
Ashland University – Process for Developing New Academic Programs
Becker College – Academic Program Development Policy
Cabarrus College of Health Sciences – Curriculum Development and Review
City University of New York – New Program Feasibility Criteria
Kettering College of Medical Arts - Academic Initiatives Proposal Development and Approval Process
Thompson Rivers University – New Graduate Program Assessment Criteria

Appendices: A, B, C & D

Appendix A
Academic Initiative Concept Paper

After vetting the proposed program with key internal and external stakeholders, forward the completed information to the chair of the academic and curriculum committee for review.

1. What is the name of your proposed program?

2. What department will have primary responsibility for the program?

3. What credential(s) will result from completion of this program?

4.
   Based on a needs assessment, internal/external data, market analysis, etc. describe how the programs aligns with:
   a. The college mission and vision
   b. Atrium Health
   c. The community
   d. Employment opportunities

5. Who, if any, are the competitors within the market?

6. What is the administrative structure necessary to support the proposed program in the following areas?
   a. Faculty
   b. Staff support
   c. Leadership
   d. Governance

7. What academic support resources are necessary to support the proposed program:
   a. Technology
   b. Instructional Design
   c. Library and other learning resources and equipment
   d. Student support

8. What facility needs are there for the proposed program:
   a. Offices
   b. Workspaces
   c. Lab
   d. Clinical

9. What is the accreditation status and approval requirements for this program?

10. What are the scheduling parameters for the program?
    a. Semester length
    b. Delivery method
    c. Program length
    d. Credit hours

11. What is the proposed start date for students?

12. Describe the plan for admitting students:
    a. Number of students
    b. Start dates
    c. Rolling or fixed admissions
    d. Preliminary admissions criteria and requirements (e.g., clinical access)

13. What is the marketing/recruitment plan, in terms of:
    a. Timeline
    b. Needed resources
    c. Specific student populations/locations
    d. Potential for integration into current marketing materials

14. What will be the student costs for the program?
    a. Tuition structure
    b. Fees
    c. Uniforms/books/supplies

15. Will this proposed program require financial aid resources (e.g., scholarships, loans, loan forgiveness)?

16. Are there any opportunities for shared resources with existing programs?

17. Provide a tentative pro forma for the first four years of the program to permit a preliminary review of the expenses and revenue associated with the program.

Appendix B
New Academic Initiative Phase I (Concept Paper) Evaluation Rubric

Please examine the submitted concept paper. List the title and your name and completion date in the box to the right. This rubric is to help you assess the program proposal. For each criteria, indicate a score in the far-right column. Total your scores at the bottom and check your overall opinion. You may also add comments at the end.

Program Title: _____

Evaluated By: _____

Date: _____   Score: _____

Criteria	Needs Work - 1	Satisfactory - 2	Excellent - 3	Score
Fit with College Mission and Vision	No connection is made between the project and college mission and vision.	The proposal connects the project to the College's mission and vision, but benefits are questionable.	The proposal clearly identifies how the project will impact the college and advance the mission and vision.	
Benefit to Atrium Health	No benefits to Atrium Health are listed.	Benefits are listed but are questionable in nature.	Identified benefits are reasonable and align with the Atrium Health vision.	
Benefit to the Community	No benefits to the Community are listed.	Benefits are listed but are questionable in nature.	Identified benefits are reasonable and are supported by evidence (surveys, data, letters of support, etc.)	
Employment Prospects	No data is supplied to indicate employability prospects for program graduates.	Atrium Health and US Labor Bureau data for NC is supplied but employment opportunities are limited.	Atrium Health and US Labor Bureau data for NC indicate strong employment opportunities for program graduates.	
Market Competition	Competing programs not identified.	Competing programs listed but minimal discussion of potential impact.	Proximity of competitors clearly identified, along with their strengths and weaknesses in offering a similar program.	
Impact on Faculty, Support Staff, and Leadership	Staffing considerations not included.	Staffing needs listed but additional information is required.	Staffing needs clearly anticipated and projected.	
Impact on Technological Resources	Technology considerations not included.	Technology needs listed but additional information is required.	Technology needs clearly identified and/or projected.	
Equipment Needs	Equipment needs not identified.	Equipment needs listed but additional information is required.	Equipment needs clearly anticipated and projected.	
Impact on Library Resources	Library resources considerations not included.	Library resources needs listed but additional information is required.	Library resources needs clearly identified and/or projected.	
Impact on Physical Facility	Facility considerations not included.	Facility needs listed but additional information is required.	Facility needs clearly identified and/or projected.	
Impact on Student Affairs Processes	Process considerations not included.	Process needs listed but additional information is required.	Process needs clearly anticipated and projected.	

Criteria	Needs Work - 1	Satisfactory - 2	Excellent - 3	Score
Impact on Student Affairs Staff/Resources	Staffing/resource considerations not included.	Staffing/resource needs listed but additional information is required.	Staffing/resource needs clearly anticipated and projected.	
Impact on Marketing Resources	Marketing considerations not included.	Marketing needs listed but additional information is required.	Marketing needs clearly identified and/or projected.	
Financial Viability	Funds are not available to support prospectus development.	Funding sources to support development of a prospectus are questionable.	Funding sources are available to support development of a prospectus.	
Impact on Existing Academic Programs	Impact on existing academic programs not specified.	Impact on existing academic programs identified but additional information is required.	Impact on existing academic programs clearly identified and/or projected.	
			Total	

Overall Opinion:

___ Does not appear viable (generally 20 or fewer points)

___ Appears to show promise but could benefit from early development as a specialization, minor, or certificate (20-29)

___ Analysis supports transition to Prospectus Development Phase (30-39)

___ Analysis supports rapid transition to Prospectus Development Phase as a priority initiative (generally 40-45 pts.)

General Comments:

Appendix C
ACADEMIC INITIATIVES RESOURCE GUIDE

Major Topics to Address in the Prospectus	Required Information and Criteria	Resource Persons or Materials	Relevant SACS Standards	Key Role Responsibility
1. **Rationale for New Program**	**Academic Rationale** – Case is made for how the program builds on existing strengths in the College or system and for why the initiative should be an institutional priority	Provost	2.1 Institutional Mission [CR] 9.1 Program content [CR]	Dept. or person(s) proposing the initiative
	Target Population – Is clearly identified and survey evidence of potential students indicates sufficient demand for the program	Dean of Student Services and Enrollment Management Director of Admissions and Recruitment		Dept. or person(s) proposing the initiative Dean of Student Affairs and Enrollment Management
	Job Placement Data – Sufficient jobs are available as evidenced by vacancy rates, time-to-fill data, employment projections, and employer surveys. Types of employers, their geographic location, and salary information	CHS Workforce Management and Administration Bureau of Labor Statistics		Dept. or person(s) proposing the initiative Dean of Student Affairs and Enrollment Management
	Educational and Certification/ Licensure Requirements for Job Placement – Degree program is indicated as a requirement for certification or licensure.	Certification and Licensing Boards		Dept. or person(s) proposing the initiative
	Market Competition – Other local or regional competitors are identified. Justification provided for starting a program that is the same as or closely resembles a nearby program.	Discipline-specific Accrediting Bodies		Director of Recruitment and Retention Dept. or person(s) proposing the initiative
	Institutional and Community Support – Evidence that the initiative is supported by faculty, staff, administration, governing and advisory boards, CHS, and community	Meeting Minutes Substantive Change Policy	10.4 Academic governance 9.7 Program requirements	Dept. or person(s) proposing the initiative Provost

Major Topics to Address in the Prospectus	Required Information and Criteria	Resource Persons or Materials	Relevant SACS Standards	Key Role Responsibility
2. Program Description	**Program Name** – Is appropriate and conveys the meaning and content of the degree	Meeting Minutes		Dept. or person(s) proposing the initiative
	Mission, Goals, and Outcomes – Are clearly articulated, are appropriate, and a clear connection is made to the College mission and goals	College Strategic Plan for Institutional Effectiveness Faculty and Advisory committee meeting minutes	2.1 Institutional Mission [CR] 9.7 Program requirements 9.1 Program content [CR]	Dept. or person(s) proposing the initiative Institutional Research Coordinator
	Program Length – Number of credit hours, including breakdown of major, electives, and where applicable, general education and clinical hours	Discipline-specific Accrediting Body Guidelines Similar Programs at Other Institutions Degree, Diploma and Certificate Requirements policy	9.2 Program length [CR]	Dept. or person(s) proposing the initiative Director of Student Records and Information Management
	Curriculum Outline – At a minimum, includes course titles, prerequisites, and credit hours; draft catalog descriptions preferred. Existing courses and new courses are clearly differentiated.	Discipline-specific Accrediting Body Guidelines Similar Programs at Other Institutions	9.1 Program content [CR] 9.7 Program requirements	Dept. or person(s) proposing the initiative
	Discipline-Specific Accreditation – Requirements for discipline-specific accreditation are identified	Accrediting Body Guidelines		Dept. or person(s) proposing the initiative
	Admission Requirements – College admission requirements as well as program requirements (test scores, previous coursework or degrees, GPA's, observation hours, essays, references, licenses/certifications)	Similar College Program Requirements Similar Programs at Other Institutions	10.5 Admissions policies and practices	Dept. or person(s) proposing the initiative Director of Recruitment and Retention
	Program Content: **Major Hours** – Coherent rationale for scope and sequencing of major coursework and other required hours	Accrediting Body Guidelines	9.1 Program content [CR]	Dept. or person(s) proposing the initiative

Major Topics to Address in the Prospectus	Required Information and Criteria	Resource Persons or Materials	Relevant SACS Standards	Key Role Responsibility
		Similar Programs at Other Institutions	9.7 Program requirements 10.4 Academic governance	
	Program Content: **General Education** – Coherent rationale for course choices and discussion of how choices provide for both breadth and depth of knowledge (undergraduate only) Appropriate number of Humanities, Social Sciences, Math and Physical Sciences credit hours	Similar College Program Requirements Similar Programs at Other Institutions SACS requirements	9.3 General education requirements [CR] 10.4 Academic governance 8.2b Student outcomes: general education 9.7 Program requirements	Dept. or person(s) proposing the initiative General Studies Program Chair
	Program Content: **Literature and Research** – Clearly articulated plans and outcomes for student research and scholarship (graduate only). Potential thesis supervisors identified, if applicable.	Similar College Program Requirements Similar Programs at Other Institutions	10.4 Academic governance	Dept. or person(s) proposing the initiative
	Program Content: Appropriate Rigor – Basis for curriculum design that ensures completion requirements are sufficiently rigorous to produce graduates who can compete in the marketplace (e.g., curriculum plans from accrediting bodies, comparisons to other established programs)	Similar College Program Requirements Similar Programs at Other Institutions	10.4 Academic governance 9.6 Post-baccalaureate rigor and curriculum	Dept. or person(s) proposing the initiative
	Clinical/Fieldwork Sites - Sufficient number and listing of tentatively committed sites. Number and type of new affiliation agreements that may be needed Geographic locations of intended sites	Discipline-Specific Accrediting Body's Guidelines	10.4 Academic governance	Dept. or person(s) proposing the initiative

Major Topics to Address in the Prospectus	Required Information and Criteria	Resource Persons or Materials	Relevant SACS Standards	Key Role Responsibility
	Content Delivery Methods – on-campus, online, hybrid, weekend, evening, accelerated delivery, multiple delivery modes	Instructional Designer	10.4 Academic governance	Dept. or person(s) proposing the initiative
3. **Enrollment**	**Timeline** – Projected dates for enrolling first cohort and graduating first class			Dept. or person(s) proposing the initiative Dean of Student Affairs and Enrollment Management Provost
	Enrollment Targets – Full-time and part-time FTE projections for first five years			Dept. or person(s) proposing the initiative Dean of Student Affairs and Enrollment Management
	New Admits – Fall only, fall and spring, spring only			Dept. or person(s) proposing the initiative
	Recruiting – Plans for marketing the initiative and recruiting students		9.7 Program requirements 10.5 Admissions policies and practices	Dean of Student Affairs and Enrollment Management
	Financial Aid – Relationship of total student costs to earning potential for completers Types of financial aid students will need	Department of Education Guidelines	13.6 Federal and state responsibilities	Director of Financial Aid
	Awarding of Credit – College policies regarding the awarding of credit discussed along with any pre-enrollment credit requirements		10.7 Policies for awarding credit 10.8 Evaluating and awarding academic credit 9.4 Institutional credits for an undergraduate degree	Dept. or person(s) proposing the initiative Director of Student Records and Information Management

Major Topics to Address in the Prospectus	Required Information and Criteria	Resource Persons or Materials	Relevant SACS Standards	Key Role Responsibility
			9.5 Institutional credits for a graduate/professional degree	
4. **Institutional Impact**	**Curriculum and Program Oversight** – Job title and qualifications of position responsible for program oversight. Brief description of primary responsibilities, whether new or existing personnel will be used, projected hire date, and impact on current workloads, if any.	Program Chair and Provost Job Descriptions Discipline-specific and SACS accreditation requirements for leadership	5.4 Qualified administrative/ academic officers 10.4 Academic governance 6.2c Program coordination	Dept. or person(s) proposing the initiative
	Faculty – Number and qualifications of full-time, part-time, and adjunct faculty required to teach major and other required courses, projected hire dates and salaries/benefits, impact on current workloads if existing personnel will be used. Make case for a critical mass of faculty available and qualified to initiate the program, along with a commitment to hire additional faculty in later years if needed. (Describe existing faculty strengths)	Faculty rosters Discipline-specific and SACS accreditation requirements	6.1 Full-time faculty [CR] 6.2a Faculty qualifications 6.2b Program faculty 10.4 Academic governance	Dept. or person(s) proposing the initiative Provost
	Impact on Other Academic Programs – Positive, negative, or no impact on other programs' students and faculty (including general education). Evidence of support from other programs and plans to address negative impacts.	Meeting minutes	10.4 Academic governance	Provost
	Support Services – Description of support services and evidence that support staff is adequate, available, and sufficient to support the initiative (including off-campus support such as EAP). Hire dates and rationale for any projected new hires.	Student Handbook Catalog Relevant policies	12.1 Student Support Services [CR] 11.2 Library and learning/information staff	Dean of Student Affairs and Enrollment Management

Major Topics to Address in the Prospectus	Required Information and Criteria	Resource Persons or Materials	Relevant SACS Standards	Key Role Responsibility
			12.3 Student Rights 12.5 Student Records 12.2 Qualified Staff	
	Library and Learning Resources – Existing library resources and services. Case is made that library resources are sufficient to initiate the program. Financial plan for expansion of resources to support new initiative.	Relevant policies AHEC agreement	11.1 Learning and learning/information resources [CR] CS 3.8.1 11.3 Library and learning/information access	Teaching and Learning Committee chair Provost
	Distance Education – Extent to which distance education resources will be utilized and strategies planned for validating identities and work of online students. Intended and existing state authorizations, and projected costs Education and training for faculty and students in use of technology Procedure for protecting privacy of distance education students and for notifying at registration of any additional projected charges	Relevant Policies	11.3 Library and learning/information access 10.6a-c Distance and correspondence education	Dept. or person(s) proposing the initiative Instructional Designer/Manager, Institutional Technology
	Physical Resources – Short-term and long-term educational facility needs (classrooms, labs, faculty offices, etc.) with costs projected for any new spaces	Floor plans of existing and projected spaces Photos of existing spaces	13.7 Physical Resources 11.1 Library and learning/Information Resources	Dept. or person(s) proposing the initiative Dean of Student Affairs and Enrollment Management Provost
	Equipment and Supplies – New and existing equipment, equipment upgrades, and general supplies with cost projections			Dept. or person(s) proposing the initiative

Major Topics to Address in the Prospectus	Required Information and Criteria	Resource Persons or Materials	Relevant SACS Standards	Key Role Responsibility
	Financial Resources – Projected income and expenses are clearly outlined and case is made that the initiative is financially viable in the short term and sustainable in the long-term. Grants or other funding sources identified Price comparison with other similar programs considered to be competitors.	3-5 Year Budget Prior Year's Audit	13.1 Financial Resources [CR] 13.2 Financial Stability [CR] 13.4 Control of Finances	Dean for Administrative and Financial Services Dept. or person(s) proposing the initiative
5. Assessment and Evaluation	**Program and Student Learning Outcomes** – Process for assessing and evaluating outcomes is clearly articulated. Anticipated methods and measures articulated		7.1 Institutional Planning [CR] CS 8.2a Student outcomes: educational programs 8.1 Student Achievement	Dept. or person(s) proposing the initiative Institutional Research Coordinator

Appendix D
New Academic Initiative Phase II (Prospectus) Evaluation Rubric

Evaluators: Please examine the submitted prospectus. List the title and your name and completion date in the box to the right.
This rubric is to help you assess the program proposal. For each criteria, indicate a score in the far-right column. Total your scores at the bottom and check your overall opinion. You may also add comments at the end.

Program Title: _____
Evaluated By: _____
Date: _____   Score: _____

Criteria	Weak - 1	Moderate - 2	Strong - 3	Score
Strategic				
Fit with College Mission	There is a minor connection between the program and the College's mission.	The program aligns with but may not further the College's mission and vision.	The proposed program will build on the College's existing strengths and will further the College's mission and vision.	
Fit with College's Strategic Plan and Goals	The program does not or only minimally fits into the current strategic plan and its goals.	The program is a good fit with the College's strategic plan and one or more goals.	The program clearly will further the College's strategic plan and should be an institutional priority.	
Benefit to the College's reputation, visibility and marketability	Benefits to the College will be negligible.	The College will benefit some, but not significantly if the program is adopted.	The College will benefit greatly by moving forward with the program.	
Benefit to Atrium Health's reputation, visibility, and marketability; helps meet Atrium Health workforce needs	Benefits to Atrium Health will be minimal.	Atrium Health will benefit some, but not significantly if the program is adopted.	Atrium Health will benefit greatly by moving forward with the program.	
Benefits the Community by meeting workforce needs of the community, former graduates, area employers and future students	Benefits to the community will be negligible.	The community will benefit some, but not significantly if the program is adopted.	The community will benefit greatly by moving forward with the program.	
Employment Prospects (relevant labor statistics)	Employability of graduates is marginal or questionable at this time.	Employability of graduates is good now but may not be long-range.	Employment data indicates continued strong employment opportunities for program graduates.	
Market Competition in Charlotte area, NC, and if applicable, states approved for distance education	Competition from other programs will be substantial.	Minimal competition from other academic institutions.	No area competition – the College will establish a niche with the program.	
Marketing and Recruitment	Primary student audience is identified.	Primary and secondary audience is identified however recruitment and marketing strategies need refinement.	Student audience is identified, future audience locations are identified, and recruitment and	

Criteria	Weak - 1	Moderate - 2	Strong - 3	Score
			marketing strategies are feasible.	
Curriculum				
Program Mission and Student Learning Outcomes	Program mission and student learning outcomes are missing or are unclear.	Program mission and student learning outcomes require additional refinement.	The program mission and student learning outcomes are clearly articulated and appropriate to the degree level.	
Program Length	The number of total credit hours, hours in the major, and/or in general education courses do not conform to college policy.	The number of credit hours conform to college policy yet are inconsistent with discipline-specific accreditation or best practices.	The number of credit hours conform to college policy, conform to discipline specific accreditation guidelines where applicable and are comparable to similar programs.	
Program Delivery	A rationale for the chosen program delivery format is not provided.	The rationale for the chosen program delivery format requires additional refinement.	A clear and appropriate rationale for program delivery format is articulated.	
Program Content (Scope and Sequencing)	A rationale for the scope and sequencing of major and/or general education coursework is not provided.	A rationale is provided for the scope and sequencing of coursework yet requires additional refinement.	A strong and coherent rationale is provided for the scope and sequencing of coursework.	
Program Content (Graduate Programs)	Prospectus does not address graduate level rigor and/or plans for student research and scholarship.	Program lacks graduate level rigor and/or adequate plans for student research and scholarship.	Program rigor is appropriate to that of graduate education and includes plans for student research and scholarship.	Leave Blank if N/A
Clinical and Fieldwork Sites	Prospectus does not address projected needs for clinical or fieldwork sites.	Availability of projected clinical or fieldwork sites is questionable.	Relationships with clinical or fieldwork sites are underway and a feasible plan for additional sites is included.	Leave Blank if N/A
Articulations	Articulation agreements have not been addressed.	Articulation considerations are provided.	Articulation partners have been identified and relationships are in process.	Leave Blank if N/A
Assessment	The process for assessing and evaluating outcomes is missing.	The process for assessing and evaluating outcomes requires additional refinement.	The process for assessing and evaluating outcomes is clearly articulated and conforms to college guidelines.	
Resources				

Criteria	Weak - 1	Moderate - 2	Strong - 3	Score
Impact on Existing Academic Programs	Impact on existing academic programs is negative.	Existing academic programs will not be impacted significantly in a positive or negative manner.	The new program will strengthen or benefit other academic programs.	
Faculty and Academic Support Staff Needs	An assessment of current faculty load and staff resources is described.	A budget for additional faculty and staff, including office space and computers, is outlined.	A feasible 5-year staffing plan including budget, faculty requirements, office space, and computer resources is projected.	
Equipment and Supply Needs	Equipment and supply needs are identified.	A budget for additional equipment and supplies is outlined.	A feasible 5-year plan for procuring additional equipment and supplies is projected.	
Student Affairs Staff and Resource Needs	An assessment of current staff and resources is described.	A budget for additional staff and resources is outlined.	A feasible 5-year staffing and resource plan including budget, staff requirements, office space, computers and other resources is projected.	
Physical Facility Needs	An assessment of physical facility needs is described.	An estimated budget for immediate physical facility needs is outlined.	A 5-year projection of physical facility needs is included.	
Library Resource Needs	Library resource needs are identified.	A budget for additional Library resources is outlined.	A feasible 5-year staffing and resource plan including budget, staff requirements, office space, computers and other resources is projected.	
Technological Resource Needs	Technology resource needs are identified.	A budget for additional technology resources is outlined.	A feasible 5-year staffing and resource plan including budget, staff requirements, office space, computers and other resources is projected.	
Financials and Feasibility				
Resource Costs (human, physical, and financial)	Resource needs will be significant and costly.	Resource needs will be moderate in nature and cost.	Resource needs will be minor and/or may be procured with minimal stress to the institution.	

Criteria	Weak - 1	Moderate - 2	Strong - 3	Score
Return on Investment	No evidence for economic stability or of goals for economic self-sufficiency.	Self-sufficiency goals and/or mechanisms for economic stability are questionable.	Economic self-sufficiency and sustainability is attainable.	
Feasibility of Timeline	The timeline that is provided may be overly ambitious.	A clear timeline is provided with deliverables attached to specific deadlines. Implementation of the timeline is likely to be successful.	The timeline shows careful thought regarding factors that will impact implementation. There is a strong likelihood that implementation of the timeline will be successful.	
			Total	

Overall Opinion:

___ Does not appear to be a viable option at this time. (generally, 30 or fewer points)

___ Additional or updated information is required before a decision can be reached. (31-51)

___ Analysis supports moving forward. Exact timeline needs to be finalized. (52 – 69)

___ Analysis supports rapid transition to securing SACSCOC and other approvals. (generally, 70-78 points)

General Comments: