|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PROGRAM CHECKLIST**  The University Senate has three academic councils: Undergraduate Council, Graduate Council, and Health Care Colleges Council. The academic councils are the first step in the Senate’s approval process and are responsible for conducting a thorough review of program proposals. When an academic council member is reviewing a program proposal, the Senate expects the member to use this checklist. (Senate committee members who review program proposals should also use this checklist, however the academic councils have the greater responsibility for proposal-related quality control.)  When a reviewer has completed their review, if edits are necessary the reviewer should contact the proposer to ask them to make the required changes.  Different types of program proposals have different components, so this checklist is separated into different sections. Except for proposals for USPs and suspension of admissions/closure[[1]](#footnote-1), program proposals require a curriculum workbook; the majority of proposals also include communications from other units that are affected by the program. The first section below (“A”) should be completed for every program proposal. Other types of proposals have additional requirements, which are split off into their own sections, to be used as applicable. | | | | | |
|  | [**A. All proposals[[2]](#footnote-2)**](#All_Proposals)  A1: Curriculog  A2: Curriculum workbook  A3: Other uploads (including permission for borrowed courses) | | | | |
|  | [**B. Online delivery requests**](#Online_Delivery)  B1: Online Delivery Form  B2: Distance learning workbook  B3: SAP program structure  B4: Dean’s letter regarding online feasibility  B5: Approvals for use of distance learning courses from outside the unit | | | | |
|  | [**C. New degree and certificate program proposals**](#New_Degree_and_Cert)  C1: Faculty of record  C2: Assessment plan  C3: Approvals for use of courses from outside the unit (“borrowed courses”)  C4: Dean’s letter of administrative feasibility  C5: Graduation Composition and Communication Requirement (GCCR)  C6: Faculty of record | | | | |
|  | [**D. University Scholars Program proposals**](#USP) | | | | |
|  | [**E. Suspension of Admissions and/or Closure**](#Susp) | | | | |
|  | | | | | |
| **Program Details** | | | | | |
| Program Type (BS, PhD, graduate certificate, etc.): | |  | Program Major (Agronomy, Music, etc.): |  | |
| Contact person name: | |  | Contact person email/phone: |  | |
| College: | |  | | | |
|  | | | | | |
| All Proposals | | | | | |
| A1. Curriculog | | | | | |
|  | Description of home department is clear | | | | Yes No |
|  | Description of college within which the department is situated is clear | | | | Yes No |
|  | Home unit (i.e. department) aligns with proposed program | | | | Yes No |
|  | Program as proposed is not a duplication of another program already offered on campus[[3]](#footnote-3) | | | | Yes No |
|  | Proposal is clear about whether or not Senate approval for online delivery is being sought [[4]](#footnote-4) | | | | Yes No |
|  | Demand for program is meaningfully described | | | | Yes No N/A |
|  | Reviewer’s comments about Curriculog information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| A2. Curriculum Workbook**[[5]](#footnote-5)** | | | | | |
|  | A2a. Admissions/Progression/Graduation Tab | | | | |
|  | Admissions, progression, and graduation requirements are described properly on the correct tab | | | | Yes No N/A |
|  | Departures from standard undergraduate policies and Graduate School policies are clearly described (graduate degrees, only) | | | | Yes No N/A |
|  | An exit exam is adequately described (master’s degrees, only) | | | | Yes No N/A |
|  |  | | | |  |
|  | A2b.College Requirements Tab[[6]](#footnote-6) | | | | |
|  | Description of college requirements matches the college requirements described in the [Undergraduate Bulletin](http://bulletin.uky.edu/content.php?catoid=7&navoid=290) | | | | Yes No N/A |
|  |  | | | |  |
|  | A2c. Pre-Major Courses Tab | | | | |
|  | Pre-major courses are described properly on the correct tab | | | | Yes No N/A |
|  | All the new and change pre-major course proposals have been received by the academic council conducting the review | | | | Yes No N/A |
|  | The course information (prefix and number, title, number of credit hours, etc.) for pre-major courses is accurate (as compared to Curriculog, the Bulletin, etc.) | | | | Yes No N/A |
|  | Pre-major courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses) | | | | Yes No N/A |
|  | Progression of rigor and complexity of pre-major courses is appropriate | | | | Yes No N/A |
|  | Responses about pre-major courses make sense overall | | | | Yes No N/A |
|  |  | | | |  |
|  | A2d. Major Courses Tab | | | | |
|  | Major courses are described properly on the correct tab | | | | Yes No N/A |
|  | All new and change course proposals for major courses have been received by the academic council conducting the review | | | | Yes No N/A |
|  | The course information (prefix and number, title, number of credit hours, etc.) for major courses is accurate (as compared to Curriculog, the Bulletin, etc.) | | | | Yes No N/A |
|  | Major courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses) | | | | Yes No N/A |
|  | Progression of rigor and complexity of pre-major courses is appropriate | | | | Yes No N/A |
|  | Responses about major courses make sense overall | | | | Yes No N/A |
|  | | | | | |
|  | A2e. Guided Electives Tab [[7]](#footnote-7) | | | | |
|  | Guided elective courses are described properly on the correct tab | | | | Yes No N/A |
|  | All new and change course proposals for guided elective courses have been received by the academic council conducting the review | | | | Yes No N/A |
|  | The course information (prefix and number, title, number of credit hours, etc.) for guided elective courses is accurate (as compared to Curriculog, the Bulletin, etc.) | | | | Yes No N/A |
|  | Guided elective courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses) | | | | Yes No N/A |
|  | The progression of rigor and complexity of guided elective courses is appropriate | | | | Yes No N/A |
|  | Responses about guided elective courses make sense overall | | | | Yes No N/A |
|  | | | | | |
|  | A2f. Free Elective Courses Tab[[8]](#footnote-8) | | | | |
|  | Free elective courses are described properly on the correct tab | | | | Yes No N/A |
|  | All new and change course proposals for free elective courses have been received by the academic council conducting the review | | | | Yes No N/A |
|  | The course information (prefix and number, title, number of credit hours, etc.) for free elective courses is accurate (as compared to Curriculog, the Bulletin, etc.) | | | | Yes No N/A |
|  | Free elective courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses) | | | | Yes No N/A |
|  | The progression of rigor and complexity of free elective courses is appropriate | | | | Yes No N/A |
|  | Responses about free elective courses make sense overall | | | | Yes No N/A |
|  | | | | | |
|  | A2g. UK Core Tab[[9]](#footnote-9) | | | | |
|  | Information about UK Core courses makes sense | | | | Yes No N/A |
|  | | | | | |
|  | A2h. Graduation Composition and Communication Requirement (GCCR) Tab[[10]](#footnote-10) | | | | |
|  | Number of GCCR courses to be used is included | | | | Yes No N/A |
|  | Specific prefix and course number(s) of the GCCR course(s) are listed | | | | Yes No N/A |
|  | Curriculog status of all courses is listed | | | | Yes No N/A |
|  | Home unit for each GCCR course is identified | | | | Yes No N/A |
|  |  | | | |  |
|  | A2i. Track/Concentration/Specialization Tab[[11]](#footnote-11) | | | | |
|  | All new and change course proposals for these courses have (at the least) been received by the academic council conducting the review | | | | Yes No N/A |
|  | The course information (prefix and number, title, number of credit hours, etc.) for these courses is accurate (as compared to Curriculog, the Bulletin, etc.) | | | | Yes No N/A |
|  | These courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses) | | | | Yes No N/A |
|  | The progression of rigor and complexity of these courses is appropriate | | | | Yes No N/A |
|  | Responses about these courses make sense overall | | | | Yes No N/A |
|  |  | | | |  |
|  | A2j. Summary Information Tab | | | | |
|  | Summary of courses per level is described properly | | | | Yes No N/A |
|  |  | | | |  |
|  | A2k. Semester-by-Semester Plan Tab | | | | |
|  | Semester-by-semester plan generally makes sense. | | | | Yes No N/A |
|  | As described in the plan, the credit hours add up to the correct number of credit hours for the program[[12]](#footnote-12) | | | | Yes No N/A |
|  | Reviewer’s comments on curriculum workbook information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| A3. Additional Uploads | | | | | |
| A3a. Approvals for Use of Courses from Outside the Unit (“Borrowed Courses”)[[13]](#footnote-13) | | | | | |
|  | Letter/email/minutes uploaded that address each borrowed course | | | | Yes No N/A |
|  | Letter/email/minutes for each borrowed course is from the department chair, program director, director of undergraduate studies, or director of graduate studies | | | | Yes No N/A |
|  | Letter/email/minutes for each borrowed course explicitly names the prefix and number for each course | | | | Yes No N/A |
|  | Reviewer’s comments on borrowed course information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| A3b. Affected Units (if applicable) | | | | | |
|  | Letter/email/minutes uploaded that address any affected units | | | | Yes No N/A |
|  | Reviewer’s comments about affected unit information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| B. Online Delivery**[[14]](#footnote-14)** | | | | | |
| B1. Online Delivery Form | | | | | |
|  | Online Delivery Form uploaded | | | | Yes No N/A |
|  | Online Delivery Form questions answered satisfactorily | | | | Yes No N/A |
|  | Reviewer’s comments on online delivery form information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| B2. Distance Learning Workbook | | | | | |
|  | Distance learning workbook uploaded | | | | Yes No N/A |
|  | Distance learning workbook questions answered satisfactorily | | | | Yes No N/A |
|  | Reviewer’s comments on distance learning workbook information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| B3. SAP Program Structure[[15]](#footnote-15) (if applicable) | | | | | |
|  | Program structure is uploaded | | | | Yes No N/A |
|  | Reviewer’s comments on SAP program structure information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| B4. Dean’s Letter Regarding Online Feasibility[[16]](#footnote-16) | | | | | |
|  | The letter from the dean regarding online feasibility is uploaded | | | | Yes No N/A |
|  | Dean’s letter regarding online feasibility explicitly describes how the college will ensure that a sufficient number of regular full-time faculty will be assigned to the program to ensure its ongoing program viability. | | | | Yes No N/A |
|  | Dean’s letter regarding online feasibility describes how the college will ensure that a sufficient number of regular full-time faculty will be assigned to the program ensure that learning experiences for online students are comparable to those of students in a residential program | | | | Yes No N/A |
|  | Reviewer’s comments about letter from dean regarding feasibility of online delivery, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| B5. Approvals for Use of Distance Learning Courses from Outside the Unit (“Borrowed Courses”)[[17]](#footnote-17) | | | | | |
|  | Letter/email/minutes uploaded that address each borrowed DL course | | | |  |
|  | Letter/email/minutes for each borrowed DL course is from either the department chair, program director, director of undergraduate studies, or director of graduate studies | | | |  |
|  | Letter/email/minutes for each borrowed DL course explicitly names the prefix and number for each course | | | |  |
|  | Reviewer’s comments about borrowed DL course information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| C. New Degree and Certificate Programs | | | | | |
| C1. Faculty of Record | | | | | |
|  | Faculty of record form uploaded | | | | Yes No N/A |
|  | Description of proposed composition is logical given the program’s content and level of collaboration with other units | | | | Yes No N/A |
|  | Reviewer’s comments on faculty of record information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| C2. Assessment Plan | | | | | |
|  | Assessment plan uploaded | | | | Yes No N/A |
|  | Courses included in the curriculum map are those referred to through the proposal. | | | | Yes No N/A |
|  | Student learning outcomes are measurable and describe what students will be able to do after completing the program | | | | Yes No N/A |
|  | Program assessment plan is narrowed to a handful of student learning outcomes, for which the proposed data reporting is manageable and sustainable | | | | Yes No N/A |
|  | Program outcomes are assessed on admissions, retention, and completion of the program | | | | Yes No N/A |
|  | Reviewer’s comments on assessment plan information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| C3. Approvals for Use of Courses from Outside the Unit (“Borrowed Courses”)[[18]](#footnote-18) (if applicable) | | | | | |
|  | Letter/email/minutes uploaded that address each borrowed course | | | | Yes No N/A |
|  | Letter/email/minutes for each borrowed course is from either the department chair, program director, director of undergraduate studies, or director of graduate studies | | | | Yes No N/A |
|  | Letter/email/minutes for each borrowed course explicitly names the prefix and number for each course | | | | Yes No N/A |
|  | Reviewer’s comments on borrowed course information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| C4. Dean’s Letter of Administrative Feasibility | | | | | |
|  | The dean’s description of necessary resources matches the needs described elsewhere in the proposal. | | | | Yes No N/A |
|  | The dean addresses the financial resources needs in the letter. | | | | Yes No N/A |
|  | Reviewer’s comments on dean’s letter regarding administrative feasibility, if any: | | | | Yes No N/A |
|  |  | | | |  |
|  | | | | | |
| C5. Graduation Composition and Communication Requirement (GCCR) Form[[19]](#footnote-19) | | | | | |
|  | GCCR program form is uploaded | | | | Yes No N/A |
|  | Reviewer’s comments on GCCR information, if any: | | | | Yes No N/A |
|  |  | | | |  |
|  | | | | | |
| C6. Faculty of Record | | | | | |
|  | Faculty of record form uploaded | | | | Yes No N/A |
|  | Description of proposed composition is logical given the program’s content and level of collaboration with other units | | | | Yes No N/A |
|  | Reviewer’s comments about faculty of record information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| D. University Scholars Program (USP) Proposals[[20]](#footnote-20) | | | | | |
|  | Information provided in Curriculog is reasonable and makes sense | | | | Yes No N/A |
|  | Letter of support from program faculty of undergraduate degree uploaded | | | | Yes No N/A |
|  | Reviewer’s comments about USP information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |
| E. Suspension of Admissions and/or Closure Proposals[[21]](#footnote-21) | | | | | |
|  | Information provided in Curriculog is reasonable and makes sense | | | | Yes No N/A |
|  | Teach-out plan uploaded | | | | Yes No N/A |
|  | Reviewer’s comments about suspension of admissions and/or closure of a program information, if any: | | | |  |
|  |  | | | |  |
|  | | | | | |

|  |
| --- |
| **Reviewer’s Notes** |
|  |

1. University Scholars Programs and suspension of admissions and/or closure do not require curriculum workbooks. [↑](#footnote-ref-1)
2. All proposals other than University Scholars Programs (USPs) and suspension of admissions and/or closure. [↑](#footnote-ref-2)
3. To the best of the reviewer’s knowledge. [↑](#footnote-ref-3)
4. Use Section B for requests for online delivery; the Senate’s requirements for online delivery requests is [here](https://www.uky.edu/universitysenate/create-submit-online-delivery). Such requests are submitted as part of a proposal for a new program or major program change. [↑](#footnote-ref-4)
5. Not all curriculum workbooks have the same tabs. Reviewers can skip sections below that do not apply to a particular proposal/workbook. [↑](#footnote-ref-5)
6. Applies to new undergraduate degree programs, only. [↑](#footnote-ref-6)
7. Guided electives apply to all students in the program and are organized as groups of specific courses, from which a student chooses one (or two, or three, etc.) from each grouping. For example, a student might be required to take “one course from this list of three courses, and two courses from this other list of five courses, and either XYZ 250 or XYZ 260.” [↑](#footnote-ref-7)
8. Free electives apply to all students in the program and are restricted by a prefix series and/or a number series. The choice of exactly which courses to take is left up to the student but the student must choose within the parameters spelled out in the program's free electives requirement. For example, a student might be required to take “any two (or four, or six, etc.) courses in the XYZ prefix at the 300-level or above.” [↑](#footnote-ref-8)
9. Applies to new undergraduate degree programs, only. [↑](#footnote-ref-9)
10. Applies to new undergraduate degree programs, only. [↑](#footnote-ref-10)
11. Kentucky’s Council on Postsecondary Education (CPE) has official terms that describe focused areas of study, specifically "track" (at the undergraduate level), "concentration" (at the master’s level) and "specialization" (at the doctoral level). In SAP, these are all referred to as "options." [↑](#footnote-ref-11)
12. For example, most undergraduate degrees are 120 credit hours, master’s degrees are often 30 credit hours, etc. [↑](#footnote-ref-12)
13. Borrowed courses are those that are offered by a unit other than the unit offering the program. [↑](#footnote-ref-13)
14. For requests for approval of 100% online delivery, only. [↑](#footnote-ref-14)
15. This is a description of the broader academic structure of an existing program, provided by the Office of Strategic Planning and Institutional Effectiveness (OSPIE). The intent is to help proposers understand how proposed changes affect the program as a whole. [↑](#footnote-ref-15)
16. UK's accreditor, the Southern Association of Colleges and Schools - Commission on Colleges (SACSCOC), expects that a sufficient number of regular full-time faculty will be assigned to a program: 1) to ensure its ongoing program viability; and 2) ensure that learning experiences for online students are comparable to those of students in a residential program. In addition to the myriad other administrative considerations related to a online program, the Dean’s letter must specifically address these two considerations. [↑](#footnote-ref-16)
17. Borrowed courses are those that are offered by a unit other than the unit offering the program [↑](#footnote-ref-17)
18. Borrowed courses are those that are offered by a unit other than the unit offering the program. [↑](#footnote-ref-18)
19. Required for new undergraduate degree programs, only. [↑](#footnote-ref-19)
20. USP programs do not require a curriculum workbook. [↑](#footnote-ref-20)
21. Suspension of admissions and/or closure does not require a curriculum workbook. [↑](#footnote-ref-21)