PROGRAM CHECKLIST

As a critical part in a rigorous review process, the council and council members are one of the first reviewers after a program has left the colleges development, review and approval process. When an academic council member is reviewing a program proposal, there is an expectation that the member uses this checklist to guide decision making . Other reviewers (Online/Distance Learning, PFSEC, etc.) 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], 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]
A1: Curriculum
A2: Curriculum workbook
A3: Other uploads (including permission for borrowed courses)
B. Online delivery requests
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
C1: Program Faculty
C2: Assessment plan
C3: Approvals for use of courses from outside the unit ("borrowed courses")
C4: Dean's letter of feasibility
C5: Graduation Composition and Communication Requirement (GCCR)
C6: Program Faculty
D. University Scholars Program proposals
E. Suspension of Admissions and/or Closure

Program Details

Program Type (BS, PhD, graduate certificate, etc.):		Program Major (Agronomy, Music, etc.):	

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[1] University Scholars Programs and suspension of admissions and/or closure do not require curriculum workbooks.

[2] All proposals other than University Scholars Programs (USPs) and suspension of admissions and/or closure.

Contact person name:		Contact person email/phone:	
College:			

All Proposals

A1. Curriculum

	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]	☐ Yes ☐ No	
	Proposal is clear about whether or not approval for online delivery is being sought [4]	☐ Yes ☐ No	
	Demand for program is meaningfully described	☐ Yes ☐ No ☐ N/A	
	Reviewer's comments about Curriculum information, if any:		

A2. Curriculum Workbook[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/or 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]

Description of college requirements matches the college requirements described in the Undergraduate Catalog	☐ 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	

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[3] To the best of the reviewer's knowledge.

[4] Use Section B for requests for online delivery; the requirements for online delivery requests is here. Such requests are submitted as part of a proposal for a new program or major program change.

[5] Not all curriculum workbooks have the same tabs. Reviewers can skip sections below that do not apply to a particular proposal/workbook.

[6] Applies to new undergraduate degree programs, only.

	The course information (prefix and number, title, number of credit hours, etc.) for pre-major courses is accurate (as compared to Curriculum, 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 Curriculum, the Catalog, 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]

	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 Curriculum, 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]

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[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."

[8] Free electives apply to all students in the program and may be restricted by a prefix 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." Free electives cannot be a list of specific course prefix/numbers that a student is required to choose from.

	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 Curriculum, the Catalog, 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]

	Information about UK Core courses makes sense	☐ Yes	☐ No	☐ N/A

A2h. Graduation Composition and Communication Requirement (GCCR) Tab[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
	Curriculum 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]

	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 Curriculum, the Catalog, 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

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[9] Applies to new undergraduate degree programs, only.

[10] Applies to new undergraduate degree programs, only.

[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."

	As described in the plan, the credit hours add up to the correct number of credit hours for the program[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]

	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]

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] (if applicable)

	Program structure is uploaded	☐ Yes	☐ No	☐ N/A

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[12] For example, most undergraduate degrees are 120 credit hours, master's degrees are often 30 credit hours, etc.

[13] Borrowed courses are those that are offered by a unit other than the unit offering the program.

[14] For requests for approval of 100% online delivery, only.

[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.

	Reviewer's comments on SAP program structure information, if any:		

B4. Dean's Letter Regarding Online Feasibility[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]

	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. Program Faculty

	Program Faculty 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 Program Faculty information, if any:		

C2. Assessment Plan

	Assessment plan uploaded	☐ Yes ☐ No ☐ N/A	

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[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.

[17] Borrowed courses are those that are offered by a unit other than the unit offering the program

	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] (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 (Pro Forma -Provost Office)

	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]

	GCCR program form is uploaded	☐ Yes	☐ No	☐ N/A
	Reviewer's comments on GCCR information, if any:	☐ Yes	☐ No	☐ N/A

C6. Program Faculty

	Program Faculty 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 Program Faculty information, if any:			

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[18] Borrowed courses are those that are offered by a unit other than the unit offering the program.
[19] Required for new undergraduate degree programs, only.

D. University Scholars Program (USP) Proposals[20]

	Information provided in Curriculum 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]

	Information provided in Curriculum 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

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[20] USP programs do not require a curriculum workbook.
[21] Suspension of admissions and/or closure does not require a curriculum workbook.