## NEW PROGRAM REVIEW CHECKLIST

The goal of this review is to ensure that Educational Policies Council members approve a new program that is consistent with the university’s mission and strategic plan; the program’s content and outcomes align with best practices; and the proposed has college support and the resources necessary to be viable.

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| Basic Characteristics | Meets | Does Not Meet | Needs Clarification |
| Focus of the program is well defined |  |  |  |
| Program title reflects the discipline and the nature of the degree |  |  |  |
| Program title accurately reflect the curriculum and overall learning objectives/outcomes |  |  |  |
| Program aligns with the university’s and college’s mission and strategic priorities |  |  |  |
| Program does not duplicate or substantially overlap with existing program(s) |  |  |  |
| Length (e.g., total credit hours, timeline for completion) is appropriate for this type of program |  |  |  |
| If graduate, distinction is made clear between this program and an undergraduate program in the same or related discipline |  |  |  |
| If undergraduate, curriculum allows for students to complete university requirements without additional time to graduate (e.g., Kent Core, diversity, experiential learning, writing-intensive, upper-division) |  |  |  |
| Proposed program delivery (on campus/location, online, accelerated)  is clearly explained and justified |  |  |  |
| If interdisciplinary, evidence is provided that the academic unit consulted/collaborated with other departments at the university |  |  |  |
| Academic Quality | Meets | Does Not Meet | Needs Clarification |
| Program aligns with the proposing academic discipline |  |  |  |
| Curriculum is consistent with disciplinary accreditation requirements or professional association best practices (if applicable) |  |  |  |
| Proposal is clear that the program’s culminating (or integrated learning) experience will contribute to student preparation in a future academic or professional setting |  |  |  |
| Curriculum provides an incremental mastery of content as students make progress through the program |  |  |  |
| If master’s level, majority of courses are fully advanced courses (i.e., not 5-level courses slashed with undergraduate 4-level courses) |  |  |  |
| Curriculum aligns with the student learning outcomes required for this type of program |  |  |  |
| Proposal provides an appropriate assessment and evaluation plan of student outcomes and addresses the process to monitor student success |  |  |  |
| Institutional, Faculty and Staffing and Student Support | Meets | Does Not Meet | Needs Clarification |
| Faculty expertise and credentials are appropriate for the program |  |  |  |
| Proposal provides sufficient evidence of existing and/or committed resources (i.e., financial, facilities, equipment, library) to support program sustainability |  |  |  |
| Faculty resources are sufficient for the program’s research component (if applicable) |  |  |  |
| Projections of future growth in the program are realistic with a plan to manage the growth |  |  |  |
| Administration for the proposed program is adequate to ensure dedicated oversight of academic quality and student success |  |  |  |
| Current departmental clerical and advising staff are sufficient to incorporate new program |  |  |  |
| Library resources are documented and sufficient |  |  |  |
| Proposal includes supporting letters from related disciplines and/or departments of courses included in the proposed curriculum |  |  |  |
| Need and Market Evidence | Meets | Does Not Meet | Needs Clarification |
| Proposal demonstrates—with clearly defined, objective and realistic data—sufficient employer need and student demand in the Northeast Ohio, the state and the country |  |  |  |
| The college is targeting the right audience for the program |  |  |  |
| The program will draw new students to the university rather than existing students enrolled currently in other programs at the same level |  |  |  |
| Research has been conducted on similar programs in the region and, if any exist, a sound rationale is given for why this program is needed |  |  |  |
| Proposal Quality | Meets | Does Not Meet | Needs Clarification |
| Proposal is clear and understandable to readers outside the discipline |  |  |  |
| Sources of information are cited and referenced |  |  |  |
| Proposal is polished, free of errors and ready for submission |  |  |  |

Reviewer Notes: