



## ADMINISTRATIVE PROCEDURE

---

---

**TITLE: Academic Program Creation**

**ADMINISTRATIVE PROCEDURE # 4021-A**

**RELATED TO POLICY # 4021 ACADEMIC PROGRAM CREATION  
MODIFICATION AND DELETION**

---

---

### **A. Origin of a Proposal to create an academic program**

Program creation may originate with faculty, administration and/or by community request/need. In creating a new program, discussions should first start with the department chair, department faculty, dean, and chief academic officer.

### **B. Reasons for program creation**

1. The program addresses a local or regional workforce need, current or projected.
2. The program will lead to jobs with competitive wages and wage progression.
3. The program addresses high-demand transfer program need.
4. New technologies require a new curriculum.
5. External funding is available to address local and regional workforce needs; in such cases, a sustainability plan is required.
6. Existing programs are modified significantly such that:
  - a. A new CIP code is required.
  - b. The type of degree is changed.
  - c. Courses are changed to meet notably different employment opportunities.

### **C. Program exploratory proposal**

Consideration of the creation of an academic program begins with the discussions outlined in section A. Following this, an exploratory proposal, will be completed in the curriculum management software. The following information must be included in the initial exploratory proposal of no more than 2,500 words:

1. Name(s) of originator(s) of proposal

2. Brief description of the proposed program
3. Statement of need for the program (Note that for the full proposal, CTE program proposals must include labor market research)
4. Drafted program goals and objectives
5. Connections to/impact upon general education, other programs, the mission of the College, and the College's strategic priorities
6. Anticipated program enrollment and course enrollment for five years
7. Anticipated resource needs – faculty, staff, facilities, equipment, materials, etc.
8. External accreditation, licensing, etc., if applicable, and associated costs
9. Evidence of sustainability of the program

**D. Proposal review.**

1. **Initial consideration.** The chief academic officer shall review the initial exploratory proposal for program creation; within three business weeks of submission and shall either reject the proposal or authorize the program creation process to begin.
2. **Preliminary notification to CCWD.** If the program creation process is authorized to begin, CCWD shall be notified of the College's intent to build a new program (Notice of Intent).
3. **Full proposal development.** The group initiating the proposal shall develop a full proposal, using the new program proposal form required by the Academic Council, that includes the following information:
  - a. **Name of the program**
  - b. **Brief description of the program**
  - c. **Program outcomes**
  - d. **Program relationship to college mission**
  - e. **Compliance with CCWD requirements.** Proposals must meet state requirements for credits, standards, general education, related instruction (for CTE), collegiate-level work, electives, and CTE courses.
  - f. **Evidence of need for the program.** CTE program proposals must address the CCWD requirements for "Need," which includes labor market research, current and projected employment demand, and preparation for jobs with competitive wages and wage progression.

- g. **Collaborative input from others.** Describe how program design and supporting resources have been developed through a collaboration with others on campus (e.g., related department faculty, student services, developmental education, second language program, library, , an *ad hoc* advisory committee of community members, business/industry representatives (as appropriate), K-12 school representatives, other community colleges (for shared programs), and universities (for transfer programs, etc.).
- h. **Program curriculum, instruction, and student evaluation.** All proposals must include the following elements: (CTE programs must explicitly respond to the elements and guiding questions for “Design” identified by CCWD;
- 1) New course proposals with course outcomes and outlines (using UCC’s new course proposal forms)
  - 2) Program prerequisites
  - 3) General education requirements
  - 4) Course sequence and Advising Maps
  - 5) Instructional methodologies (e.g., project-based, problem-based, inquiry-based, active learning, action research, mentoring, trauma-informed, etc.) and delivery modes (e.g., face-to-face, hybrid, online, team teaching, etc.)
  - 6) Field experiences
  - 7) Employability skills/professional skill development, as well as any included certifications.
  - 8) Diversity, equity, and inclusion principles that are integrated into the program, including an inclusive support system for underrepresented students, students with disabilities, and students with English as a Second Language (ESL)
  - 9) Assessment plan and assessment tools
    - a) **Alignment.** Associate of Arts and Associate of Science programs must demonstrate alignment with one or more baccalaureate programs in Oregon. Career Technical Education (CTE) programs must demonstrate alignment with appropriate education, workforce development, and economic development clusters.
    - b) **Accreditation/licensure/certification requirements.** If applicable, identify the accreditation, licensure, and certification requirements of the program and its faculty and staff.

- c) **Resources.** All programs must provide descriptions of the following resource needs. (CTE must also address “Capacity” elements and questions )
  - i. Faculty and staff needs and costs; include any mandatory faculty/student ratio requirements
  - ii. Professional development costs for faculty and staff
  - iii. Materials, equipment, and facilities needs and costs
  - iv. Accreditation/licensure/certification costs
  - v. Procurement of start-up costs
  - vi. Program and course fees
  - vii. Library resources needed to support
- d) Marketing and recruitment plans. Describe plans for promoting the program to potential students and methods for securing enrollment.
- e) Advisory committees. Provide names and business associations of possible advisory committee members (required for CTE).
- f) Timelines. Detail the timeline for initial implementation.

#### 4. Order/Purpose of Review

- a. **Academic department faculty and associated academic officer** This review ensures compliance with regulatory standards, academic rigor, and program need.
- b. **Assessment and Curriculum Standards Committee (ACSC)** The ACSC works with faculty to provide academic curricular support/guidance and reviews proposals for new academic programs.
- c. **Academic Council (AC)** The Council reviews curricula for compliance with state and accrediting guidelines/regulations and reviews transferability to other institutions of higher learning.
- d. **Financial Aid Department** The Financial Aid Department submits a certificate program to the US Department of Education for approval (preferably several months in advance of implementation) and adds new degree programs to their published list of programs eligible for financial aid.
- e. **Chief Academic Officer (CAO)** The CAO confirms that the program aligns with strategic initiatives and budget planning requirements of the College and that new curriculum and programs budgets are accurately reflected.

- f. **President** The President approves the creation of new Associate degrees and moves the item forward to the Board of Education.
- g. **Board of Education (BOE)** The BOE officially approves all new Associate degrees.
- h. **Office of Community Colleges and Workforce Development (CCWD)/ State of Oregon's Higher Education Coordinating Commission (HECC)** CCWD and HECC confirm that new programs conform to state requirements and approve new certificates and Applied Associate of Science degrees.
- i. **Northwest Commission on Colleges and Universities (NWCCU)** The Northwest Commission on Colleges and Universities monitors proposed changes to ensure that the program meets requirements and that the college will continue to have the capacity to meet the Commission standards for accreditation; specifics are defined in the NWCCU Substantive Change Policy. NWCCU also gives approval for all new programs and certificates.

## 5. Communications and implementation

New programs are shared and approved at College Council and communicated to Advising, Financial Aid, Faculty, Deans, Department Chairs, and Registrar's Office, so that all departments are kept informed.

## REFERENCES:

1. [Program and Course Approval Resources Program Approval Categories CCWD Quick Reference Steps and Timelines](#)
2. [OAR 589-006-0100 General CC Program Approval Requirements OAR 589-006-0150 Local CC Responsibilities for Program Approval](#)
3. [OAR 589-006-0200 Approval of Lower Division Collegiate Programs and Courses](#)
4. [OAR 589-006-0300 Approval CTE, Certificate of Completion, and AAS Degree Programs OAR 589-006-0350 Maintaining Approval of Certificate of Completion and AAS Degree Programs](#)
5. [OAR 589-006-0400 Approval of Other Education Courses](#)
6. NWCCU: [Substantive Change Manual](#)

## RESPONSIBILITY:

The Chief Academic Officer is responsible for implementing and updating this procedure.

---

**NEXT REVIEW DATE: 2030-2031**  
**DATE OF ADOPTION: 4/14/2021**  
**DATE(S) OF REVISION: 3/1/2023 by CC**  
**DATE(S) OF PRIOR REVIEW:**