

 Prescott College	Policy Number: 735	
	Policy Category: Academic Policies	
	Program Development	
	Policy Summary: <i>This policy presents a framework for the creation, approval and substantive revision of academic degrees and certificates (hereafter, “programs”) and their respective courses.</i>	
	Approval Date: 05/08/23	Effective Date: Upon approval
	Policy Owner: <i>President</i>	
	Scheduled for Review: <i>Spring 2028</i>	

Policy Statement

Prescott College is committed to creating and offering academic programs that are interdisciplinary, experiential, and entail diverse learning environments that inspire future leaders to create a healthy, just, and sustainable world. New programs offer students the opportunity to explore in-demand careers, experience our faculty’s thought leadership and the College to stay current in the educational marketplace. Ideas for new degree and certificate programs (hereafter, “programs”) arise to ensure equity and inclusion at the institution; in response to the emergence of new challenges and opportunities for students; new disciplines or changes in existing disciplines and interdisciplinary areas of inquiry. New populations of students who may be served within existing disciplines may also create opportunities for program development and revision. Our goal is to maintain policies and processes that encourage development of new ideas and support established programs that are evaluated

1. “All programs offered are directly connected to the mission and to fields of study appropriate to higher education” (9.7 SACSCOC, 2020).
2. In accordance with the Academic Rigor Policy, programs will:
 - a. “demonstrate curricular differentiation between undergraduate and postbaccalaureate programs and
 - b. post-baccalaureate programs and graduate programs are progressively more advanced in academic content than undergraduate programs” (9.6 SACSCOC, 2020).
3. All program proposals will conform to the HLC’s most current Criteria for Accreditation and Assumed Practices, which ensure compliance with federal regulations. Programs will also conform with: State Department of Education Licensure requirements; college standards and curriculum management systems; and external accrediting bodies, where applicable.
4. An Academic Program Feasibility Study is the necessary first step in Academic Program Development. The elements of a feasibility study minimally include:
 - a. Academic Program Information as outlined in the Academic Program Curriculum Policy (II.2.a-k).
 - i. Curriculum matrix to Program Level Outcome level only (Academic Program Curriculum Policy II.2.j).
 - ii. Course titles only (Academic Program Curriculum Policy II.2.k).

- b. Align with Academic Program Elements as outlined in the Academic Program Curriculum Policy (II.4.g).
 - i. A survey of comparable institutions should be undertaken to determine typical credit requirements at comparable institutions. These benchmark values may be dependent on external accreditation, certification requirements, and/or similar criteria. A primary goal of proposed degree programs should be to meet applicable external accreditation, certification requirements, etc.
 - ii. Minimum and maximum credit hours and program length requirements apply as described in the Academic Program Curriculum Policy (II.4.g; exceptions process II.5).
 - c. Financial analysis.
 - d. Market and Demand analysis.
 - e. Diversity, Equity and Inclusion analysis.
5. An Academic Program Proposal is the necessary second step in Academic Program Development and is initiated when the Academic Program Feasibility Study is approved in accordance with the College's curriculum governance processes. The elements of a program proposal minimally include:
 - a. All Academic Program Information as outlined in the Academic Program Curriculum Policy (II.2.a-m).
 - b. All other elements of the Academic Program Feasibility Study as iteratively revised based upon feedback generated through the College's curriculum governance processes.
6. Faculty may initiate a feasibility study on a rolling basis with the consent of the appropriate Academic Dean.
7. Rubrics are used to guide decision making regarding Feasibility Studies and Academic Program Proposals.
8. Any exceptions to Academic Program Development Policy statements 1-7 must be authorized by the President (or Designee).

Definitions

Academic Program: An academic program is a set of course offerings and a set of requirements that lead to a degree or certificate. The curriculum of all academic programs is supervised by a program faculty and, in many cases, overseen by an academic unit. An Academic Program is differentiated from an Academic Unit and Program Faculty. Components of an academic degree program may include the following:

- Major/Competence
- Minor/Breadth
- Concentration
- Certificate

Assumed Practices: "Assumed Practices are (1) generally matters to be determined as facts, rather than matters requiring professional judgment and (2) not expected to vary by institutional mission or context.....The Assumed Practices set requirements related to ethical and responsible conduct; quality, resources and support for teaching and learning; evaluation and improvement of teaching and learning; and resources, planning and institutional effectiveness. Every institution must be in

compliance with all Assumed Practices at all times” (CRRT.B.10.020; HLC Policy Book - November 2022).

Criteria for Accreditation: “The Criteria for Accreditation are the standards of quality by which HLC determines whether an institution merits accreditation or reaffirmation of accreditation. The five Criteria address mission; ethical and responsible conduct; quality, resources and support for teaching and learning; evaluation and improvement of teaching and learning; and institutional effectiveness, resources and planning” (see CRRT.B.10.010; HLC Policy Book - November 2022). Additionally, “...HLC assures that all candidate and accredited institutions are complying with the expectations of specific federal regulations” (see FDCR.A.10.010; HLC Policy Book - November 2022).

Curriculum Matrix: A tool that shows how program learning outcomes are aligned across the courses and their course learning objectives that comprise the academic program and lead to the achievement of student learning. Sometimes also called a Curriculum Map or a Concordance Matrix.

Faculty: Faculty members are those with instructional and/or curriculum development roles and responsibilities at PC. The general term “faculty” may apply to clinical faculty, associate faculty, or visiting faculty. The general term “faculty” may also include Full Faculty and/or Adjuncts.

Full Faculty: Full Faculty members are full-time, salaried persons whose primary responsibilities are: instructing; developing and/or improving curriculum; and advising students. Other principal responsibilities include assessment of learning, learning support, mentor support, program development, committee work, scholarship, professional development, and community service. This category of faculty also includes persons who occupy administrative positions at the College but who retain their underlying faculty appointments. The nature and extent of individual faculty member’s duties are described in applicable Letters of Agreement. This category does not include associate, clinical, visiting, nor adjunct faculty members.

Reason for Policy

To presents a framework for the creation, approval and substantive revision of academic degrees and certificates (hereafter, “programs”) and their respective courses.

Responsibilities

For following policy:	All faculty and administrators proposing new academic programs
For enforcement of policy:	Dean, Academic Affairs
For oversight of policy:	Dean, Academic Affairs
For procedures implementing the policy:	Dean, Academic Affairs
For notification:	Policy Librarian

Cross Referenced Policies

Program Curriculum Policy 730
Academic Rigor (under development)

Credit Hour (under development)

Revision History