

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number 4020S
Date of Senate Approval 04/30/20

Statement of Faculty Senate Action:

IDC 4: Guidelines for Proposals for New or Substantially Revised Undergraduate Majors, Minors, and/or Certificate Programs

Approved by IDC (5-0-0) on March 26, 2020.

The following guidelines are meant to assist faculty in development of proposals for new majors, minors, and certificate programs. These guidelines are not meant to provide an exhaustive “checklist”; in particular, proposers should not assume that responding to each question below offers a guarantee of a proposal’s success. Rather, these guidelines’ intent is to encourage reflection on questions that commonly arise in proposals’ review by the Institutional Development Committee and the Academic Policies Committee of the Faculty Senate.

Notes:

- **Alignment with both SACS policies and procedures and UNC System policies, strategic directions, and academic and curricular priorities.** Proposers of new curricular programs should first ensure alignment with relevant guidelines and procedures established by the Southern Association of Colleges and Schools Commission on Colleges (SACS). Moreover, proposers should ensure alignment with the UNC System Office’s policies and priorities. The UNC Asheville Faculty Senate will only consider proposals for programming determined to be consistent with these entities’ expectations.
- **Programmatic review.** All programs will be subject to regular review and assessment.
- **Sunset clause.** Any program (major, minor, or certificate) not completed by any students for two consecutive years will be reviewed to ensure its currency and relevance.

Every proposal for new curricular programming will include an impact statement and a rationale, as described below.

Impact Statement

The impact statement should be concise and specific, describing how the proposal will affect relevant major, minor, and university requirements. The statement should make reference to concurrences that have been obtained from departments or programs which are affected by the proposed change(s), describing how the change(s) will affect them. Proposed changes in courses included in the Education Department's licensure programs must obtain concurrence from the Education Department as well.

Proposals for specific sorts of programs should include additional information, as indicated below.

1. **Impact statements for proposed new interdisciplinary minors and certificate programs** should address issues peculiar to these sorts of program, including impacts on faculty workload related to advising or other functions of the minor or certificate's coordinator. For example,
 - What functions will be performed by the unit's coordinator?
 - How will a coordinator be selected? From which existing departments and/or programs?
 - Will any other faculty members (e.g., an advisory committee) contribute effort toward the minor or certificate?
 - What is the anticipated student demand for the minor or certificate? What is the anticipated market demand? What are the resource implications of those demands?
2. **Impact statements for proposed new majors or minors within an existing department** should also address issues peculiar to these sorts of program.
 - Proposers should include an explanation of how the proposed changes will affect the department's staffing needs. This explanation should indicate whether new faculty will need to be hired and whether currently faculty will require training and/or certification to deliver the proposed curriculum.
 - Proposers should include a table that shows the current year's course offerings, including any LAC, out-of-department, or first-year seminars taught by the department's faculty, and a two-year staffing plan, including comparable LAC, out-of-department, or first-year seminar contributions from the department, for the proposed curriculum. The plan should take into account any guaranteed reassigned time for chairs, directors, or other faculty with university assignments.
 - Proposers should include a four-year plan for the proposed curriculum, including all LAC requirements, and a plan for transitioning current declared majors to the proposed curriculum. Proposers should also indicate the proposed programs' anticipated impacts on enrollment in existing major and minor programs in the department, factoring in anticipated market demand for the new program.
 - Proposers should indicate any material resources the proposed program will require beyond those currently enjoyed by the department.
 - Proposers of new major programs should indicate whether or not, and how, if applicable, the program involves external accreditation, explaining, as needed, measures that must be taken to ensure accreditation.

Note (for new or substantially revised majors): According to [Senate Document \(SD\) 1814E](#), the combination of major (including all concentrations, excluding Teacher Licensure) and LAC requirements may not exceed 100 hours and that no more than 45 required hours in the major (including all concentrations, excluding Teacher Licensure) may come from a single prefix. Departments may petition to APC for exceptions by providing supportive data and curricular comparisons with peer universities. Departments seeking an exception to the above guidelines should reference [SD2015E](#).

Rationale

Paraphrasing the recently-established criteria for new masters-level programs at UNC Asheville, **curricular expansion at UNC Asheville should be deliberate, incremental, and carefully considered, supporting the values underlying both the university's core liberal arts mission and its strategic values.** Accordingly, proposals for new major, minor, and certificate programs should make clear how they further the university's mission and values. In particular, attention should be paid to the proposed program's intellectual and academic "coherence." That is, students' pathways through the program should be guided by clearly established learning outcomes and objectives that are intentionally embedded in an coherent course of study.

Proposals for new majors or minors within an existing department should provide a list of learning outcomes and objectives for the proposed program and a curricular "map" that clearly indicates a scaffolding for students' achievement of those outcomes and objectives. Proposers should also make clear how proposed the proposed program is distinct from existing programs in the same department. (E.g., what is the proposers' intent in offering a major course of study different from those already offered in the same department?)

Proposals for new interdisciplinary minors and certificates should also make clear the purpose of the minor or certificate and offer assurance of its curricular coherence. Proposers should anticipate and respond to a number of concerns, including, but not necessarily limited to, the following:

- What are the interdisciplinary minor (or certificate)'s student learning outcomes and objectives?
- How will the coherence of the minor (or certificate)'s curriculum be assured (e.g., through gateway courses, capstone courses, or advising)?
- What high-impact practices will students completing the minor (or certificate) be required or expected to take part in, and how will management of these practices be done sustainably?