Program Development and Approval Procedure	Procedure Number	2.3.1P
	Effective Date	TBD

1.0 PURPOSE

In accordance with Board Policy 2.3 Curriculum Development and Approval, the purpose of this procedure is to establish the formal processes Laramie County Community College (LCCC) will follow to develop high-quality, well-designed academic programs that are responsive to the needs of the College's students, service area, and state. This procedure provides the framework for both credit and non-credit programs leading to the award of an institutionally conferred credential.

2.0 REVISION HISTORY

Adopted on: TBD

3.0 PERSONS AFFECTED

All LCCC students, faculty, deans and administrators are subjected to the processes in this procedure.

4.0 DEFINITIONS

A. *Advisory Committee* – A judiciously selected committee comprised of members of the community, educational partners, business and industry representatives, and/or external subject matter experts relevant to a program of study or service.

B. *Academic Standards* – The committee with which the College ensures that academic standards expected by the Board of Trustees are met in all approved programs and curricula at the institution.

C. *MCOR* – Master Course Outline of Record required for all credit courses and which contains a student-centered catalog description, measurable competencies, a summative common course assessment, and a detailed outline of topics that are included in the course. MCORs help define the levels of content introduction, reinforcement, and mastery within courses in a program.

D. *Program Development* – The process of formulating, improving, and expanding educational plans based on the needs of students, community, business and industry.

E. *Program of Study Form* – This is a template developed by the College to help guide the program development process and ensure all of the necessary steps are completed and critical information is gathered or developed. The Program of Study Form can be acquired through the office of the Vice President of Academic Affairs.

5.0 PROCEDURES

A. Development of Credit-Bearing Programs

The development of new credit-bearing programs is a rigorous, yet inclusive process. The process requires the participation of many individuals and groups as well as a purposeful sequence of activities to ensure the program is well designed. Therefore, all programs comprised of credit-bearing coursework and that result in the award of a degree or certificate from LCCC shall go through the following program development process.   The use of the LCCC Program of Study Form is recommended to help guide and capture the results of the program development process.

1) Stage One: Identification of Need, Program Mission, Goals, and Competencies

The first stage in developing a new degree or certificate program is the identification of the need to be addressed and establishment of the desired goals of the program and the competencies students should possess upon successfully completing the program. These goals and competencies should align directly with the identified need for the program. The following steps are required:

   a. Faculty member(s) who wish to create a new degree or certificate program shall first consult with their department chair, academic dean, and as needed the Vice President of Academic Affairs (VPAA) on the proposed program.
   b. A program advisory committee shall be formed to provide input and assistance with the development of the proposed program.
   c. Working with the advisory committee, the goals of the program should be identified and defined. Program goals should be few in number and demonstrate how, should the program be successful, it is meeting identifiable needs.
   d. Working with the advisory committee, program competencies should be drafted. Competencies (often referred to as learning outcomes) should take the form of "at the conclusion of this program, students should be able to demonstrate…" The Academic Standards and/or Student Learning Assessment representative for any school can provide assistance on writing good competencies.

2) Stage Two: Program Research and Curriculum Development

The second stage in the program development process is to research other similar programs in the region, as well as across the nation, to inform the structure and operation of the proposed program. Where at all possible, partnership with existing programs in the region is desired to minimize unnecessary duplication of programs, recognizing that some duplication may be necessary to serve unique community needs or place-bound individuals within the College's service area. Working with the advisory committee:

   a. Identify and review similar programs within Wyoming and the broader region, considering where partnerships may be possible, how existing programs may be emulated to serve the identified need, and gaps within existing programs.
   b. Draft the curriculum structure and sequence for the proposed program, keeping the parameters of Procedures 2.1P and 2.2P in mind; coordinate these efforts with the LCCC

Course Coordinator in the VPAA Office to assure compliance with reporting needs of the University of Wyoming and the Wyoming Community College Commission.

   c.   Draft MCORs for any new courses associated with the proposed program.

   d.   Draft an implementation plan to include timeline for start-up and necessary actions or steps to implement the program.

3) Stage Three: Identification of Needed Resources

The third stage in the program development process is to identify the resources that will be required for the program. Working with the advisory committee, department chair, school Dean, and other individuals as needed, identify:

   a.   Number of faculty and staff positions to support the program, including the anticipated salary and benefits costs

   b.   Unique equipment or start-up supplies required by the proposed program

   c.   Any new or renovated facilities that may be required by the proposed program

   d.   A proposed operating budget for the program's first two years of operation.

4) Stage Four: Proposal Draft and Review

The fourth stage in the program development process is to complete the first draft of the program proposal (again, using the Program of Study Form). This stage takes all of the work to this point and compiles it into a single proposal document. Faculty members(s) completing the form should advance it through the following review stages:

   a.   Faculty member(s) who wish to create a new program will submit the Program of Study Form, a draft WCCC Form, and Draft MCORs for new courses to their program director or school chair for review.

   b.   The program director or school chair, in collaboration with the school Dean, will either approve the submission or return to the submission to the originator for revisions. If approved, program director/school chair forwards submission to the school dean.

   c.   The school Dean will review the submission and either accepts the submission, asks for revisions, or rejects the submission (note, if the program development submission is rejected during any step of the process, the submission does not move forward). If approved, the proposal is forwarded to Financial Aid for review.

   d.   Financial aid will review the submission to ensure it includes appropriate information for seeking US Department of Ed approval for Title IV eligibility.

   e.   Optional: The Associate Dean of the Ludden Library and the Chief Technology Officer should be consulted to identify unique library resources or IT needs of the program.

5) Stage Five: Program Approvals

The fifth stage in the program development process includes a series of necessary approvals for the program to move from being proposed to being authorized for implementation. While some modification is likely through this stage, it is expected that the proposal is nearly complete when it enters the following sequence of events:

a. The school Dean where the program submission originated will forward the submission to the Academic Standards (AS) chair(s) for initial approval.
b. If approved, the AS chair will forward the submission to an AS review team to accept, ask for revisions, or approve.
c. If approved, the AS review team will send the submission back to the AS chair who will forward the submission to the full AS for consideration.
d. AS may approve, ask for revisions, or reject the submission for a new program;
e. If approved, AS forwards the submission to the VPAA for review. The VPAA will approve, ask for revisions or reject the program.
f. If approved, VPAA forwards to President's cabinet for review. The President's Cabinet may accept, ask for revisions or reject submission.
g. If approved, the President forwards the program proposal to LCCC Board of Trustees with a recommendation for approval. The Board of Trustees may approve or reject the proposed program.
h. If approved by the LCCC Board of Trustees, the VPAA forwards to the Wyoming Community College Commission (WCCC) for review and approval and must move through the following groups:
    i. Academic Affairs Council (AAC) approval
    ii. Executive (President's) Council approval
    iii. WCCC Commissioner's approval
i. WCCC approves or rejects the proposed program. If approved, returned to LCCC for institutional processes.
j. VPAA notifies the Associate Vice President of Institutional Effectiveness (AVPIE), and as the accreditation liaison, the AVPIE submits necessary notifications and request for substantive change to the Higher Learning Commission (HLC). If approved by the HLC the program is ready for implementation.
k. The VPAA grants final approval for the program and routes the new program to the LCCC Course Coordinator for appropriate processing.

6) Stage Six: Implementation

The final stage of the program development process is implementation. Working from the implementation plan developed in Stage Two, and in consultation with the appropriate individuals (e.g., department chair, Dean, VPAA, etc.) Faculty member(s) in charge of the new program begin the process of implementing the program.

B. Non-credit bearing Program Development

Although not as extensive of a process, the development of non-credit bearing programs leading to the award of non-credit certificates should follow a similar process as proposed credit-bearing programs. The following process should be followed to propose and develop a new non-credit program.

1) Identify need for a new or updated program or service through economic /workforce development data analysis, surveys, focus groups, one-on-one meetings with employers or other data driven sources.
2) Obtain approval from both the Dean of Outreach and Workforce Development and the Vice President of Academic Affairs before proceeding.

3) Establish an advisory committee or focus group (depending on extent of course, program or service).
4) Conduct a needs assessment to validate need:
    a. Survey/research potential employment opportunities, including working conditions, extended placement forecasts, rates of pay, etc.
    b. Survey/research potential student interest.
    c. Obtain other relevant information such as support for future economic development efforts in our region.
5) Coordinate and meet with focus group and/or advisory committee of education, industry and economic development partners to identify skills needed, program objectives, workplace competencies, and other educational solutions the program intends to provide.
6) Create project plan including tasks, timelines, resources, costs, and other relevant decision making data required.
7) Create an educational business plan (if this is a workforce program) to include the project plan, budget and needs analysis.
8) Seek final approval by the VPAA office after steps 1-7 have been completed and need for new program has been identified.

REQUIRED APPROVALS	NAME/SIGNATURE	DATE
Originator(s) Name(s)	Dr. Jose Fierro, Academic Affairs Vice President	8/5/14
Approval by President's Cabinet		1/27/15
Ratified by College Council	Chad Marley, College Council Co-chair	
Approval by President (Signature)		

Program Development and Approval Procedure 2.3.1P

Lengthy process

[Juan Bernabeu](#) Modern Languages Instructor

Mon 02/02/2015 03:25 PM126 words

It seems to me that the process is a little bit too lengthy. This might be due to the amount of people involved in the process. I would like to add a note in regards to those programs which might already had objectives (goals) and competencies from governing bodies and/ or national associations. Advisory committees and chairs will have to make sure program do not deviate from those national goals and competencies. I hope this policy will be revised or modified as we learned more how this process is to take place. I wouldn't like faculty or any other interested party to be discouraged by the process. Like I sad, it seems that there are too many people involved and that is going to be lengthy.

Dr. Jose Fierro's response to Juan-Antonio's feedback:

The process may seem lengthy, but this is the process developed and approved by Academic Standards and the requirements of the Wyoming Community College System. We can always modify the procedure as we move forward if we find areas that need improvement. We do not want anyone to be discouraged by this process, and can provide training for individuals that are interested.