

Academic Program Request Review Rubric

Criterion	Ready	Needs Revision	Comments/Questions
University Credit Requirements	Fully meets University credit and structural requirements (e.g., 120 bachelor's, 30 master's); consistent across forms and attachments.	Does not meet University credit requirements.	
Program Cohesion & Quality	Presents a coherent, stand-alone program with clear rationale and alignment to institutional mission.	Fragmented or lacks coherence; rationale missing or inconsistent.	
Program Requirements Credit Count Accuracy	All components correctly totaled. All credits assigned are associated with courses.	Significant errors in total credit counts or section totals. Credits are assigned to experiences not associated with courses.	
Choice of Courses	Offers balanced and feasible selection of courses across required and elective areas.	Options too narrow or courses unavailable; unrealistic for timely completion.	
Clarity of Communication	Written in plain, student-facing language; program structure and pathways are intuitive.	Confusing; written for faculty audience; students may not easily interpret requirements.	
Hidden Prerequisites	No hidden prerequisites; dependencies disclosed.	Multiple hidden or undisclosed prerequisites present.	
Elective Space (Undergraduate)	Includes sufficient elective credits to allow exploration & flexibility. (May be dependent on accreditation.)	Overly prescriptive; leaves no room for electives.	
Duplication of Programs	Clearly differentiated from existing offerings; demonstrates unique value.	Duplicative with no clear distinction or rationale.	
Approvals & Sign-offs	All required unit, college, and cross-college sign-offs documented; all parties consulted.	Key sign-offs missing, outdated, or unsupportive of request.	
Cross-Committee Consultative Commentary (UCUE/UCGS/TEC)	Recommendations have been reviewed. Remaining concerns documented.	Fails to engage or respond to cross-committee input.	

Course Request Review Rubric

Criterion	Ready for Vote	Needs Revision	Comments/Questions
Addresses a Documented Curricular Need	Curricular need documented.	Weak or unclear curricular need.	
Course Number Appropriateness	Number level accurately reflects rigor and content (e.g., 300-level for advanced undergrad).	Level inappropriate for content or population.	
Course Description Accuracy	Description concisely represents content, methods, and outcomes.	Description inaccurate, misleading, or too long.	
Title Alignment (Long & Short)--new courses only	Long and short titles accurately and succinctly reflect content; consistent across documents.	One or more title is misleading or inconsistent with content.	
Attributes (RDP, Integrative Studies, Tier I, Tier II)	Justification aligns with attribute criteria; documentation complete.	Attribute incorrectly applied or unjustified.	
Preparatory Requirements	Prerequisites, co-requisites, and recommended background logically scaffold; all justified.	Missing, inconsistent, or unjustified prerequisites/co-requisites.	
Restrictions & Course Equivalencies	Restrictions appropriate and well explained; course equivalencies clearly documented.	Restrictions/course equivalencies incomplete or unclear.	
Relationship to Other Courses	Distinct and non-duplicative; builds on or complements related courses appropriately.	Duplicates existing course or lacks justification for overlap.	
Approvals & Sign-offs	All cross-unit and college sign-offs documented.	Missing significant sign-offs. Concern(s) documented in sign-offs.	
Catalog Clarity	Text ready for publication in Course Descriptions; student-facing clarity achieved.	Catalog entry unclear or incomplete.	