

Community College Bachelor of Applied Science (BAS) and Bachelor of Science: Nursing (BSN) Phase 2 Program Proposal Rubric

College: _____ Program: _____

Reviewer Name: _____

Standard	Criteria	Criteria Met (Check mark indicates criteria met)	Reviewer Rating (if Criteria Met)	Unmet Criteria Listed	Comments or Action(s) Requested
1. Curriculum demonstrates baccalaureate level rigor and contains a minimum of 60 upper division credits and 180 total credits for degree completion.	A. Describe the criteria to be used to evaluate achievement of baccalaureate-level learning outcomes in upper division courses as well as professional competencies for the program's discipline.	<input type="checkbox"/> Program proposal describes the criteria that will be used to evaluate achievement of baccalaureate-level learning outcomes in upper division courses as well as professional competencies for the program's discipline.	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		
1. Curriculum demonstrates baccalaureate level rigor and contains a minimum of 60 upper division credits and 180 total credits for degree completion.	B. Provide list of all of the program's required courses (or course sequences) for the major and describe how they are intended to collectively build the competencies required for the intended occupation.	<input type="checkbox"/> Program proposal contains a list of all of the program's required courses for the major and describes how they are intended to collectively build the competencies required for the intended occupation(s).	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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1. Curriculum demonstrates baccalaureate level rigor and contains a minimum of 60 upper division credits and 180 total credits for degree completion.	C. If the AS/AAS that is expected to funnel students into the BAS/BSN program currently requires more than 90 credits, your proposal must demonstrate how overall BAS/BSN program requirements (e.g., upper division academic and technical courses, major courses, additional general education, etc.) will be met while requiring a minimum of 60 upper division credits and be 180 credits total for degree completion.	<input type="checkbox"/> Program proposal has foundational AS/AAS that requires more than 90 credits, and proposal demonstrates that BAS/BSN program requirements will be met while requiring minimum of 60 upper division credits and a total of 180 credits for degree completion. (If applicable)	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges. <input type="checkbox"/> Not Applicable Foundational AS/AAS does not require more than 90 credits or foundational AS/AAS does require more than 90 credits and BAS/BSN program requirements will be met through revision of foundational AS/AAS.		

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1. Curriculum demonstrates baccalaureate level rigor and contains a minimum of 60 upper division credits and 180 total credits for degree completion.	D. Alternately, your proposal may also consider how the AS/AAS may be revised to require only 90 credits, and better integrate with the BAS/BSN.	<input type="checkbox"/> Program proposal has foundational AS/AAS that requires more than 90 credits, and proposal demonstrates that BAS/BSN program requirements will be met through revision of AAS to require only 90 credits. (If applicable)	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges. <input type="checkbox"/> Not Applicable Foundational AS/AAS does not require more than 90 credits or foundational AS/AAS does require more than 90 credits, but BAS/BSN program requirements will still be met while requiring minimum of 60 upper division credits and a total of 180 credits for degree completion.		

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1. Curriculum demonstrates baccalaureate level rigor and contains a minimum of 60 upper division credits and 180 total credits for degree completion.	E. Describe how the program will address requirements for General Education or Related Instruction.	<input type="checkbox"/> Program proposal describes how the program will address requirements for General Education or Related Instruction	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		
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2. Focus in targeted professional or technical fields with input from members of those fields.	A. Describe how this program has been designed to fill specific labor market needs within its targeted field.	<input type="checkbox"/> Program proposal describes how the program has been designed to fill specific labor market needs within its targeted field.	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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2. Focus in targeted professional or technical fields with input from members of those fields.	B. How have industry professionals specifically participated in program planning, defining program outcomes, program design, or other efforts that help ensure success in student employment, stability or advancement? Provide list of industry advisors who assisted with program development, including title, employer and short summary of professional experience.	<input type="checkbox"/> Program proposal describes specifically how industry professionals have participated in program planning, defining program outcomes, program design or other efforts to ensure success in student employment stability or advancement. A list of these industry professionals with titles, companies/organizations and short summary of professional experiences is included.	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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3. Availability of qualified faculty and teaching resources	A. Provide a profile of current faculty expected to teach within the relevant foundational program, describing each's educational and/or professional experience.	<input type="checkbox"/> Program proposal includes a profile of current faculty from foundational program(s) expected to teach in BAS/BSN program with their educational and/or professional experience.	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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3. Availability of qualified faculty and teaching resources	B. Provide a description of how the institution will attempt to meet the faculty needs for the technical and academic courses by the start of Year 1 of the first two years of upper-division courses. Consider the required FTE for faculty for the various course types: technical course work, general education or related instruction, and academic courses and electives. In addition, provide the total faculty FTE included in the budget plan for the new program.	<input type="checkbox"/> Program proposal describes how the institution will attempt to meet the faculty needs for teaching both technical and academic courses by the start of Year 1 and includes considerations of the required FTE for faculty in various course types in the program. Total faculty FTE is included in the budget plan for the new program.	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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3. Availability of qualified faculty and teaching resources	C. Additionally, describe the adequacy or challenges to acquiring access to other needed teaching resources, such as internship opportunities, industry partnerships, clinical placement sites, access to advanced technical or technology resources or other core assets required of teaching within an applied baccalaureate program in the focus areas as your proposal.	<input type="checkbox"/> Program proposal describes the adequacy and/or challenges to acquiring access to other needed teaching resources such as internship opportunities, industry partnerships, clinical placement sites, access to advanced technical or technology resources or other core assets required of teaching within this BAS/BSN program.	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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4. Selective admissions process, if used, is consistent with an open access institution.	A. Describe the selection and admission process. Explain effort that will be used to assure the program serves diversity and equity to the fullest possible extent. Include specific detail for how students will be selected for admittance when there are more applicants than available seats in the program.	<input type="checkbox"/> Program proposal describes the selection and admission process for the program including how it serves diversity and equity and provides specifics for how students will be selected for admittance when applicants exceed available seats in the program.	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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5. Appropriate student services plan.	<p>A. Describe services and resources that will be needed by the students admitted to the degree program and the college's plan for providing those services for baccalaureate-level students.</p> <p>(Resources should include both broad and program-specific needs, such as clinical placement sites, technical support for learning management systems and other aspects of online course delivery, specialized equipment or rooms for courses, or access to library resources.)</p>	<input type="checkbox"/> Program proposal describes services and both broad and program-specific resources that will be needed by the students admitted to the degree program and the college's plan for providing those services and resources for baccalaureate-level students.	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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5. Appropriate student services plan.	B. Include a description of financial aid services and academic advising that will be available for students admitted into the program, and highlight alternative ways that adult, non-traditional students may access these services.	<input type="checkbox"/> Program proposal includes a description of financial aid services and academic advising that will be available for students admitted into the program and also highlights alternative ways that adult, non-traditional students may access these services.	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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6. Commitment to build and sustain a quality program. See Worksheets for Projected Revenue and Expenditures document .	A. Provide a financial plan for the first four years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses (direct and indirect); (3) any new facilities, equipment, technology, or instructional resources needed for the program; and (4) anticipated revenue based on reasonable assumptions relative to revenue sources. See Worksheets for Projected Revenue and Expenditures document for sample worksheet for projected revenue and expenditures for first four years of program. You may use any format that addresses the four items listed above	<input type="checkbox"/> Program proposal includes a financial plan for the first four years of program operation that includes types of funds to be used to support the program, projected program expenses (direct and indirect), any new facilities, equipment, technology, or resources needed for the program, and anticipated revenue based on reasonable assumptions relative to revenue sources. (Submitted on Worksheets for Projected Revenue and Expenditures document or in any format that addresses the four areas)	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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7. Program specific accreditation	A. Provide a copy of the most recent accreditation status report for the institution, as well as specific program accreditation status report, if relevant to the proposed program.	<input type="checkbox"/> Program proposal includes a copy of the most recent accreditation status report for the institution as well as a specific program accreditation status report if relevant to the proposed program	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		
7. Program specific accreditation	B. Summarize whether the institution will seek specialized program accreditation or recognition, and if so, identify the source, any specialized requirements to achieve that status and expected timeline to file for submission and receive accrediting agency review.	<input type="checkbox"/> Program proposal summarizes whether the institution will seek specialized program accreditation or recognition, and if so, identifies the source of specialized program accreditation or recognition, any specialized requirements to achieve that status, and expected submission timeline and receipt of accrediting agency review.	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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8. External expert evaluation See External Reviewer Team document .	A. Select three external experts within the occupational focus of degree, to review the program, and respond to the attached criteria. External experts should include representation from: a) community college or university, i.e., departmental professor, academic dean or department head with relevant experience as a faculty member; and b) the relevant industry, i.e. a technical manager or professional staff with depth of knowledge about specific skill sets/competencies needed to enter and succeed in occupational expectation for degree.	<input type="checkbox"/> Program proposal includes copies of three program reviews from external experts within the occupational focus of the degree. At least one review is from a community college or university, i.e., departmental professor, academic dean or department head with relevant experience as a faculty member; at least one review is from the relevant industry, i.e., a technical manager or professional staff with depth of knowledge about specific skill sets/competencies needed to enter and succeed in occupational expectation for degree.	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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8. External expert evaluation See External Reviewer Team document .	B. Summarize the college's responses to the reviewers' comments and note any subsequent modification to the proposal based on evaluator's recommendations. Provide copies of external evaluators' report or letters, in addition to the college's summary.	<input type="checkbox"/> Program proposal includes summary of the college's responses to external reviewers' comments and notes any subsequent modification to the proposal based on evaluator's recommendation.	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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9. Collaborative plans or unresolved concerns	A. Provide a summary of how College will be collaborating with other higher education providers, industry, or relevant parties, relative to this program. Provide details on how collaboration serves Oregon, e.g., increases access, ensures greater equity, improves program quality or improves use of state resources relative to educating students.	<input type="checkbox"/> Program proposal includes a summary of how the college will be collaborating with other higher education providers, industry, or relevant parties relative to this program. Details are provided on how this collaboration serves Oregon.	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges.		

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9. Collaborative plans or unresolved concerns	B. Provide summary of content and status of discussion if any other institution raised concerns with you about any aspect of your proposal for this program. If these issues remain unresolved, or incomplete, please include the relevant name and contact information for the other parties.	<input type="checkbox"/> Program proposal includes a summary of content and status of discussion if any other institution raised concerns with the proposing college about any aspect of the proposal. If these issues remain unresolved or incomplete, relevant name(s) and contact information for the other parties are included. (If applicable)	<input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges. <input type="checkbox"/> Not Applicable No other institutions raised concerns		