



FORMAT FOR PROPOSALS FOR NEW ACADEMIC PROGRAMS

ALL PROGRAM PROPOSALS MUST HAVE THE FOLLOWING ELEMENTS:

Cover page

The title page should include the name of the program; department; the proposed implementation date; the appropriate signatures; and, the date the proposal was submitted.

Table of contents *(optional)*

Body of the proposal

The body will include textual information, charts, tables, and other data displays as appropriate.

Executive Summary

The summary should address the seven criteria, **in brief**, of appropriateness to the mission, need, academic integrity, coordination, assessment and accreditation, resource sufficiency, and impact on educational opportunity. The document should be a Word.doc; and one space between sentences. **The Executive Summary should not exceed three pages.**

Five-year budget projection

The appropriate budget projection form is included on page 7 of this document.

REQUIRED COVER PAGE FOR PROGRAM PROPOSALS

Name of Degree: _____

A New Program/Degree Proposal

School of _____

Department of _____

Proposed Implementation Date: Fall/ 20 _____

Proposal Prepared by: _____

Name

Signature

Proposal Submitted: _____

Date

School Approval: _____

Date

Dean's Approval: _____

Signature

Date

Educational Policies _____

Committee's (EPC) Approval

Date

Faculty Approval _____

Date

Provost's Approval: _____

Signature

Date

President's Approval: _____

Signature

Date

Board of Trustee's _____

Approval

Chairman's Signature

Date

Table of Contents for Program Proposals *(optional)*

1. **Appropriateness to Mission**
 - Description, scope, and purpose of the program
 - Alignment with University mission
 - Appropriateness to university's strategic plan
2. **Need**
 - Need as substantiated by employment trends
 - Demand for the program among current and prospective students
 - Uniqueness of the program
 - Enrollment projections
3. **Academic Integrity**
 - Program goals
 - Curriculum overview
 - Degree requirements
 - Course offerings
 - Learning experiences and instructional methods
 - Program structure/administration
 - Leadership and faculty qualifications
 - Student qualifications/support/advisement
4. **Coordination with Other Programs**
 - With related programs
 - With other departments/units on campus
 - With outside agencies, corporations, etc.
5. **Assessment and Accreditation**
 - Collecting and evaluating student-learning outcomes data.
 - Use of student-learning outcomes data to improve the program (the feedback loop)
 - Collecting and evaluating program goals
 - Use of program assessment to improve the program
 - Plan for achieving specialized accreditation (if available for the program)
6. **Resource Sufficiency**
 - Overview of resource sufficiency
7. **Impact on Educational Opportunity**
 - Effect on under-represented groups of students
 - Effect on faculty, advisors, etc.
 - Effect on employers
8. **Bibliography (Optional)**
9. **Executive Summary (should not exceed three pages)**
10. **Five-Year Budget Projection (form provided on page 7)**

BODY OF INFORMATION FOR PROGRAM PROPOSALS

Appropriateness to Mission

Description, scope, and purpose of the program.

Alignment with University mission.

Appropriateness to university strategic direction and goals outlined in strategic plan.

Need

Need as substantiated by employment trends.

Demand for the program among current and prospective students.

Uniqueness of the program.

Enrollment projections.

Academic Integrity

Program goals.

Curriculum overview. *See the below SAMPLE Curriculum Overview.

SAMPLE Curriculum Overview

General Education (Core Curriculum) courses

First Year Experience	3 credits
Social Sciences	9 credits
Health & Wellness	2-3 credits
English	9 credits
Humanities	6 credits
Mathematics	3 credits
Natural Sciences	7-8 credits
Language OR Computer Science	6-8 credits
Writing Proficiency Requirement	
Total	45-49 credits

Major and major-related courses

100/200 level prerequisites and requirements	16 credits
300/400 level requirements	30 credits
Specialization courses	8-10 credits
Electives	18 credits
Seminar	<u>3 credits</u>
Total	75-71 credits

Total 120 credits

Degree requirements.

Course offerings.

(Catalog descriptions)

Describe how each course supports the program goals and student learning outcomes.

Learning experiences and instructional methods.

Program structure/administration.

Leadership and faculty qualifications.

Briefly describe the expertise of the faculty members who will be teaching in the program.
(Use the format below for each faculty member associated with the new program.)

Name:	Years at University:
Degree(s) Earned:	
Current Teaching Responsibilities (list course numbers and titles):	
Teaching Responsibilities for Proposed Program (list course numbers and titles):	
Scholarship Related to the Proposed Program:	
Additional Responsibilities Related to the Proposed Program:	
Other Information Relevant to the Proposed Program:	

Student qualifications/support/advisement.

Coordination with Other Programs

With related programs at Lincoln University.

With other departments/units on campus.

With outside agencies, corporations, etc.

Assessment and Accreditation

Describe the assessment process that includes collecting and evaluating student-learning outcomes data and using the data to improve the program (the feedback loop).

Describe the process to collect and evaluate program goals and to use program assessment to improve the program.

Describe the plan for achieving specialized accreditation (if available for the program).

Resource Sufficiency

Overview of resource sufficiency.

Impact on Educational Opportunity

Effect on under-represented groups of students.

Effect on faculty, advisors, etc.

Effect on employers.

FIVE-YEAR BUDGET PROJECTION

SCHOOL:

PROPOSED PROGRAM:

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New								
Tuition <i>or</i> University E&G										
External Grants and Contracts										
Other										
TOTAL REVENUE										
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5	
Salaries and/or benefits (Faculty and Staff)										
Learning resources										
Instructional equipment										
Facilities and/or modifications										
Other										
TOTAL EXPENSES										
DIFFERENCE (Rev.-Exp.)										
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5	
FTE Enrollment										
Projected Annual Credits Generated										
Tuition Generated										

Budget Notes:

SAMPLE questions for possible discussion in each section of the proposal

Appropriateness to Mission

What kind of degree is being proposed?

What is the program title?

How does the degree/program fit with university goals, and Commonwealth and or regional workforce needs?

Why is this a program that Lincoln University should offer?

Is this program a good match for this university? Even if there is a need out there, why does it make sense for the university to respond to the need?

Need

What is the driving motivation behind creation of the program?

What evidence do you have that there is a need for this program? What are labor projections in this discipline in the U.S., in the Commonwealth, and in the region? Are the workforce needs expected to last for the next ten years or more? (Cite recent statistics on needs for programs such as this one.)

Was a market analysis conducted to determine level of demand? Surveys of prospective students? Surveys of prospective employers? What student population do you anticipate attracting? Are there new markets to tap?

To what extent is this program unique? Are there competitors? If so, who are the competitors? Is the program different in scope or content from existing programs?

Why is it more important for the university to invest in this program than in other programs it might offer?

How will the program be advertised and marketed?

How does this program respond to disciplinary changes/evolution? In what ways is this program forward-looking?

Academic Integrity

In which department(s) will the program be located?

What will students be able to do when they graduate from this program? What are the student learning outcomes? What is the program designed to teach?

What curricular models were used in designing this curriculum? Are the curricular elements dictated by accreditation criteria? Did you collaborate with the local community, discipline experts, and consultants as you designed the program?

What are the components of the curriculum? How are courses sequenced, e.g., with pre-requisites? How are the courses meant to fit together as a whole? How does each course relate to one or more learning outcome(s)? Have you provided proposed, catalog descriptions of the courses?

What relationship will the major courses have to general education, i.e., the balance of breadth and depth? What is the rationale for the balance selected?

How is this degree different from related degrees already offered?

To what degree will instructional technologies be used in major courses? How about team teaching or group projects? If appropriate, how do practical experiences (e.g., labs) fit in?

Are experiential elements such as internships and practica integrated into the program? If so, what is their purpose?

Is a final project required? If so, how will it be reviewed?

Are concentrations, options, specializations, or tracks being offered within the major program? If so, have they been delineated sufficiently and any differences among them (e.g., in terms of resources needed) been addressed throughout the proposal?

What are the qualifications of the program faculty? What are their academic credentials, their experience in developing and implementing new academic programs, and their prior experience in the specific field?

What evidence do you have of faculty and administration commitment to and interest in the success of the program?

What is the planned faculty/student ratio?

Will there be a program director, an oversight committee? How will continuity and oversight be ensured?

Are students expected to enter the program with specific competencies? If so, what are they? What grade point average will students be expected to maintain? What other factors related to student quality should you mention? How will students be advised and mentored? What certification tests will students need to pass? Have you anticipated curricular implications of these requirements?

Coordination with Other Programs

How have other departments been involved in the development of the proposal? What role will they play when the program is offered?

How will relationships with business, industry, public agencies, etc., strengthen this program?

Assessment and Accreditation

What are the intended learning outcomes of the program, and how will they be assessed?

What data will be collected in order to assess the success of the program?

Will you track graduates in some way, poll employers for feedback, or otherwise get information on how well the program succeeds in developing student knowledge, skills, attitudes, understandings, and values?

Did any external curriculum experts review this proposal or consult in developing the proposal?

If appropriate, which accrediting agencies would be involved in reviewing this program?

How does the program design reflect accrediting agency standards? How is the curriculum aligned with accreditation requirements? When might you expect to receive accreditation?

When the cycle of program review comes around, how do you expect to judge the success of the program?

Resource Sufficiency

Does the program require a significant investment of new university funds? How close is the university to having sufficient resources to initiate the program? What major funding must be found to start the program?

Have you worked contacted the University's Budget Manager to produce the five-year balance sheet of anticipated revenues and expenses? How many new courses and new sections of courses will the program generate?

Are any external funds going to be available or sought to help build the program? Have you indicated the source of these funds, the annual amount, and the duration of the funding?

Is the budget table consistent with the narrative provided here?

Have you accounted not only for initial start-up costs but also for annual continuation costs (such as library journals and supplies needed each year and equipment maintenance and replacement)?

Have you accounted for costs such as personnel (salary, benefits, professional development, travel, sabbatical replacements, etc.); equipment (office and instructional); clerical support; materials and supplies; library resources; evaluation; cooperating/supervising personnel; facilities; etc.?

Will there be new students or new faculty, or will each be shifted from somewhere else?

Impact on Educational Opportunity

How will this program provide opportunities to serve diverse student populations?

How will this program reach out to different employers and/or influence hiring patterns of historical employers?

How will the department recruit faculty who offer new role models?

How will the program utilize advisors with differing perspectives?

If the field of study is characterized by prior gender, racial, or ethnic biases, how will the program de-mystify the field?

General questions in writing the proposal

Have you convinced an educated readership (not people in the discipline) that this program is necessary and has every chance of success? Have you been persuasive on both a philosophical level as well as a factual level?

What objections are likely to be raised to the program, and have you addressed those potential concerns?

Have you asked others to read and react to a draft of this document to get an outside perspective?

Given the considerable cost to offer new programs, does the proposal demonstrate a likelihood of economic success?