

# University of Louisville

## New Academic Program Proposal Template

### Undergraduate, Graduate, and Professional Programs

After approval of the Letter of Intent, undergraduate, graduate, and professional programs are to complete this New Academic Program Proposal template. There is a separate template for certificate credentials.

All templates and forms are available at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

To avoid unnecessary delays, please ensure that all questions are addressed clearly and completely and that all necessary forms are completed and submitted.

Some questions may seem repetitive, but they reflect CPE questions and must be answered exactly in the format requested. CPE readers won't have access to previous information submitted. Responses to the questions in this template are needed exactly in the format requested in each question.

If the question asks for a description, you must provide a description rather than referencing information provided elsewhere in a different format (such as a table). As well, if you decide to provide additional information in tables (such as assessment rubrics, data, etc.) you must also describe the material. We are unable to copy tables into the CPE online portal.

Questions about the template and process can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account ([PROGAPPR@louisville.edu](mailto:PROGAPPR@louisville.edu)).

**NOTE: All unit approval processes must be completed and documented before submitting this proposal.**

Send the following materials, as well as any questions or concerns, to the **Program Approval Service Account** ([PROGAPPR@louisville.edu](mailto:PROGAPPR@louisville.edu)). The program approval process will not begin until all of the above documents are received. Please submit all materials listed below at the same time.

- This Completed Proposal Template
- Proposed Program Curriculum
- Course syllabi for any new course offerings
- SACSCOC Faculty Roster Form
- CV for Program Director/Coordinator
- Course Template Form
- Proposal Budget Form
- Letter of Support from the UofL Libraries
- Letter of Support from the unit Dean
- Letter(s) of Support from any units, departments, or internal or external entities that have indicated their support for the program

<b>General Program Information</b>	
<b>Program Name:</b>	
<b>Degree Level:</b>	
<b>Date:</b>	
<b>Department and Department Chair:</b>	
<b>School/College:</b>	
<b>Program Director and Contact (if different); (please also include title):</b>	
<b>CIP Code:</b>	
<b>Program Type (collaborative, joint, or single institution):</b>	
<b>Is this program an advanced practice doctorate?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Number of Credit Hours required:</b>	
<b>Method of Delivery (online, face-to-face):</b>	
<b>Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.</b>	
<b>(Tentative) Institutional Board Approval Date:</b>	
<b>Proposed Implementation Date (semester and year):</b>	
<b>Anticipated Date for Granting First Degree:</b>	
<b>Have all unit approval processes been completed?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Please provide a list of unit approval processes with approval dates:</b>	

**A. Overview**

<p><b>1. Provide a brief description of the program with its estimated date of implementation.</b>  (250 words or less; program’s purpose/focus, primary areas of study, intended audience, academic level—undergraduate, graduate, or professional, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field). This description will be used for external reporting and should provide a concise programmatic overview.</p> <p><i>CPE Instructions: The succinct program description should be readily understandable to a constituent who is not familiar with the proposed discipline.</i></p>
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**2. Describe how the new program is consistent with the mission and goals of the institution.**

*CPE Instructions: Describe how the program will address the institution's mission and strategic goals. Highlight which areas of the institutional plan will be furthered through implementation of this program.*

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**3. Is there a specialized accrediting agency related to this program? Yes  No**

- a. If yes, please identify the agency.
- b. If yes, will the program seek accreditation?

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**4. Does this program have a clinical component? Yes  No**

If yes, discuss the nature, appropriateness, and availability of clinical sites.

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**5. Identify where the program will be offered.**

- a. Indicate the projected life of the program. (Is the institution intending to offer it for a limited timeframe, or will it be ongoing?)
- b. Describe the primary target audience.
- c. Describe the instructional delivery methods to be used.
- d. Describe the strength of the institution to undertake this new program.

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**6. Describe the rationale and need for the program to include how the institution determined need.**

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## **B. Program Quality and Student Success**

*The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.*

**7. Provide specific programming goals (objectives) and specific student learning outcomes for the program in the areas that are required for SACSCOC.**

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For UNDERGRADUATE programs, that would be:

- Competency Related to Major
- Competency which Builds upon the Cardinal Core Curriculum (Choose either Cultural Diversity or Effective Communication)
- Competency Related to the Culminating Undergraduate Experience (CUE)
- Competency Related to Critical Thinking

For GRADUATE programs, that would be:

- Competency Related to Content Knowledge
- Competency Related to Engagement in Research -OR-
- Competency Related to Professional Practice and Training Experiences

**8. Describe how each program-level student learning outcome will be assessed.**

If you wish to attach any SLO documents you may do so, but you still need to provide a narrative response to this question.

*CPE Instructions: Explain which student learning outcome(s) will be assessed by each assessment method and how frequently each assessment method is administered. Include both direct and indirect methods. Explain how assessment results will be used to make improvements to the program. Note that this item refers to a program-level, not course-level, assessment and thus course grades are not an appropriate source of data for program-level assessment.*

**9. Highlight any distinctive qualities of the proposed program.**

*CPE Instructions: Note any factors that make the program unique (e.g. whether any faculty are nationally or internationally recognized for expertise in this field; the program builds on the expertise of an existing locally, nationally or internationally recognized program at your institution; etc).*

**10. Describe the admission and graduation requirements for the program.**

This information will be viewed by an external audience, so please be clear and specific.

*CPE Instructions: Be as detailed as possible and address all three components – admission, retention, and completion.*

**11. Provide the following information for the program and for each track, concentration, or specialization (some categories may not apply to all programs).**

*CPE Instructions: A guided elective is any elective that is part of a major. A free elective is an elective from any academic area not required for a major or minor.*

Program/Track, Concentration, or Specialization	Total number of hours required for degree	Number of hours in degree program core	Number of hours in track	Number of hours in guided electives	Number of hours in free electives

**12. Describe administrative oversight to ensure the quality of the program.**

Who will oversee the program and how do their credentials/qualifications align with that role?  
How does program oversight include curriculum review and approval to ensure program integrity and rigor?

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**13. For a program offered in a compressed timeframe (e.g., with 8-week courses), describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved. (You must provide an entry.)**

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**14. Please answer the following:**

a) Will this be a 100% distance learning program? Yes  No

*CPE Instructions: This is defined as an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.*

b) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes  No

If yes, please check all that apply below.

NOTE: If you check “yes” to this question, you must check at least one of the items listed below.

Distance Learning

- Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- Technology-enhanced instruction
- Evening/weekend/early morning classes
- Accelerated courses
- Instruction at nontraditional locations, such as employer worksite
- Courses with multiple entry, exit, and reentry points
- Courses with "rolling" entrance and completion times, based on self-pacing
- Modularized courses

**15. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes  No**

**16. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.**

**17. Are new or additional faculty needed? Yes  No**

- a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if part-time faculty or graduate assistants are included in the additional faculty resources needed.
- b) If yes, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

**18. a. Describe the library resources available to support this program.**

Please also submit a letter of support from the UofL Libraries.

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular

field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

**b. Describe the physical facilities and instructional equipment available to support this program.**

Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

**C. Demand**

**Student Demand**

**19.a. Provide evidence of student demand.**

Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

*CPE Instructions: Explain how faculty and staff systematically gathered data, studied the data and estimated student demand for the program. Anecdotal evidence is not sufficient. If student surveys have been collected, provide information regarding sample size, sampling methodology, and response rate.*

**b. Project estimated student enrollment and degrees conferred for the first five years of the program.**

Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester

**Employer Demand**

**20. If the program is designed for students to enter the workforce immediately, please complete Appendix A.**

**Academic Disciplinary Needs**

**21.** If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

#### **D. Cost and Funding**

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

**22.** Will this program require additional resources? Yes  No

If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years.

**23.** Will this program impact existing programs and/or organizational units within your institution? Yes  No

If so, please describe the impact. (Examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings or other programs, reduction or increase in students served, any other possible impact.)

**24.** Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

*CPE Instructions: Note whether the program is predicted to increase retention rates, and, therefore, generate tuition dollars; increase revenue by attracting a new pool of students; meet employment needs in the state; feed into graduate that have been shown to be beneficial to the economic needs of the state, etc. If no new costs are anticipated, please explain.*

**25.a.** Complete the New Program Budget Spreadsheet.

Found at: <http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Notes for completing the Budget Spreadsheet:



- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an “internal reallocation” in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as an internal “allocation” in the Funding Sources section of the budget.
- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the “cost” of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won’t let us submit the proposal without explanations for the budget numbers.
- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

### **Undergraduate\***

70% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar’s website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

### **Graduate/Professional\***

Graduate: 75% (net of mandatory student fees) of tuition revenue allocated according to a student’s home academic program.

Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine) programs allocated to the student’s home academic program.

Note: The new budget model will allocate resources to the academic unit based on where the credit hour is instructed. The unit dean will decide how to distribute funds within the college.

\*These definitions of the Budget Model are as of 10/7/19 and are subject to change.

- Note that there are three tabs to the Budget spreadsheet.

### Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of “existing” funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

### Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.
- Any expenses identified as “existing” funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The program must have more funding than expenses.

**25.b. Please provide contingency plans in the event that required resources do not materialize.**

### **E. Program Review and Assessment**

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

**26. Provide a brief description of institutional assessment processes.**

The Office of Institutional Effectiveness has prepared an institutional response to this CPE question. Please review the response and edit as needed.

UofL is committed to institutional effectiveness and continuous quality improvement of all academic programs. The university’s mission and strategic planning processes are supported by regular, annual outcomes assessment reporting for academic programs in the form of Student Learning Outcomes (SLO) reports. These reports document that UofL is engaged in evaluative processes that (1) result in continuing improvement in institutional quality and (2) demonstrate the institution is effectively accomplishing its mission. In their SLO reports programs identify student learning outcomes and measures and targets for the outcomes. Programs review data surrounding their student learning outcomes to determine if their set targets were met and then use this assessment to plan for future improvement in student learning. Course syllabi include course objectives that feed into SLOs and program goals.

The SLO process begins in May when templates and instructions for completing SLO reports are sent to department chairs/heads. The SLO process lags behind by one academic year to enable programs to utilize and report assessment results from the previous academic year. Academic programs submit their completed reports by early November. The provost’s office reviews all SLO reports and returns feedback to assist programs with further development and assessment of their learning outcomes. The feedback suggests changes needed to the SLO process and areas for improvement. The expectation is that these revisions be fully incorporated into the SLO reporting process for the next data collection reporting cycle. Training, workshops, and resources on student learning outcome development are provided to faculty and staff to support their efforts and to assist them in continuous improvement of their SLO reports and assessment process.

**27. Describe how the institution will incorporate the change (program, site, distance education, or other change) into the institution-wide review and assessment processes.**

The Office of Institutional Effectiveness has prepared an institutional response to this CPE question. Please review the response and edit as needed.

When a new program is created, an “Academic Alert” is sent to responsible parties. This alert is used by the Office of Institutional Effectiveness (IE) to add the new program to the SLO reporting process. With the creation of the new program, IE reaches out to the department head with information about the annual SLO reporting process and to set up an orientation session to familiarize them with the reporting requirements and provide whatever support is needed.

**28. What are the plans to evaluate students’ post-graduate success?**

New Academic programs undergo an interim program review after five years for undergraduate programs, four years for masters programs, and three years for doctoral programs. After the interim review, all programs are placed on the university’s regular program review schedule.

The program review template requires that programs provide feedback from graduates, alumni, and employers. In your response to this question consider how you will collect satisfaction feedback from these groups.

*CPE Instructions: Explain how the program will identify graduate schools and employers and what questions will be asked in order to assess graduate school and/or workforce success.*

NOTE: All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program’s ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program’s performance shall be reviewed by Council staff following criteria established in the Council’s Academic Programs Policy. For more information on the program review process see <http://louisville.edu/oapa/academic-program-review-process>.

**Appendix A. Employer Demand.**

1. If the program is designed for students to enter the workforce immediately, please complete the following table (see resources below the table)
2. Please provide source of employer demand information and time frame for the projections:

Type of Job	Regional Avg Wage	Regional # of openings	Regional Growth Projections (%)	State Avg Wage	State # of openings	State Growth Projections (%)	National Avg Wage	National # of openings	National Growth Projections (%)

**Employer Demand Resources:**

Most of the current Bureau of Labor Statistics projections are for 2016-2026. If additional sources are used, please note the time frame for the projections. Other sources include:

- [Bureau of Labor Statistics' Occupational Outlook Handbook](#)
- [Kentucky Center for Statistics](#)
- Kentucky, Bridging the Talent Gap  
Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>  
Interactive website: <https://bridgingthetalentgap.org/dashboards/>