## PRE-PROPOSAL INFORMATION

## Mission: Centrality to the Institution's Mission and Consistency with State's Goals

A program should adhere to the institution's role and scope as set forth in its mission statement and strategic plan. In addition, there should be a clear connection between the proposed program and the state's postsecondary goals.

1. **Provide a brief description of the program.**
   *The succinct program description should be readily understandable to a constituent who is not familiar with the proposed discipline.*

2. **What are the objectives of the proposed program?**
   *These objectives should deal with the specific institutional and societal needs that this program will address. Societal needs encompass social, economic, environmental, and other needs at the local through global levels. Please note that "program objectives" are not synonymous with "student learning outcomes."*

3. **Explain how the objectives support the institutional mission and strategic priorities and the statewide [postsecondary education strategic agenda](#).**
   *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.*

   *The state's strategic plan for postsecondary education focuses on the areas of opportunity, success, and impact. Identify which areas and specific policy objectives your program will address.*

4. **Is an approval letter from Education Professional Standards Board (EPSB) required?**
   *If this program leads to teacher, principal, or superintendent certification, rank change, etc., EPSB approval should be sought after CPE approval. Upon CPE approval, the program will be entered into the statewide program inventory. You should upload a pdf of the EPSB approval letter to the program's entry in the program inventory.*

## Program Quality and Student Success

Increases in degree production and completion rates, while critical, cannot be achieved at the expense of academic quality. The program approval policy values both academic quality as well as faculty and staff efforts to facilitate student success.

1. **What are the intended student learning outcomes of the proposed program?**
   *This question pertains to program-level, not course-level, learning outcomes.*

2. **How will the program support or be supported by other programs within the institution?**
   *Explain any shared faculty, shared courses, collaborative research, etc.*

3. **Will this program replace or enhance any existing program(s) or tracks/concentrations/specializations within an existing program?**
   *If so, please explain which programs will be enhanced or eliminated as a result of the proposed program.*

4. **Will this be a 100% distance learning program?**
   *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.*

5. **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. At least one box must be checked if "Yes" is indicated above.*

- Distance learning courses (*courses in which the majority of the instruction occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.*)
- 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 *(courses that can be completed in less than a traditional semester)*
- 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 *(standalone segments or components of a parent course for which content has been determined and credit assigned. The sum of the constituent modules is equal to the credit of the parent course. Credit is awarded upon successful completion of all modules comprising the parent course.)*

6. **Are new or additional faculty needed? Yes/No**
   If yes, complete 6a and 6b.

6a. **Please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.**
   *Faculty resources should be adequate and appropriate for the proposed program. The qualifications of faculty should support the objectives and curriculum of the proposed program.*

6b. **Note whether faculty will be full-time or part-time.**
   *If new faculty are indicated, please ensure that related expenses are noted in the proposed budget.*

7a. **Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.**
   *NEW (JULY 2017): This question was previously asked in the full proposal form.*

   *Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.*

   *You may provide a narrative and/or copy and paste a visual (chart, table, graphic) into the text box to demonstrate the relationships between course-level student learning outcomes and program-level student learning outcomes.*

7b. **Please upload the curriculum including full course names and course descriptions. Click here to download the course template. Course Template**

## Program Demand/Unnecessary Duplication

Proposed programs must respond to the needs of the academy and to larger economic and social environments. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

1. **Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.**

1a. **Student Demand**
   *Explain how faculty and staff systematically gathered data, studied the data and estimated student demand for the program. Anecdotal evidence is not sufficient.*

**1b. Career Opportunities**

*If the program is being proposed to meet employer demand, provide evidence of this within your area of geographic responsibility as well as the state and national levels. The following are links to helpful resources on employer demand statistics.*

- *Kentucky Center for Education and Workforce Statistics*
- *Bureau of Labor Statistics: Employment Projections*
- *Bureau of Labor Statistics: Occupational Outlook Handbook*

**1c. Changes in Discipline**

*If the program is being proposed to meet changes in the academic discipline, please outline those changes and explain why they necessitate development of a new program.*

**2. Specify any distinctive qualities of the program.**

*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).*

**3. Our records indicate the following similar programs exist.**

*KPPPS will populate a table with information regarding existing similar programs. If there are no other programs at the proposed degree level and CIP code, the table will be blank. Otherwise, answer the following questions.*

**3a. Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.?**

*If yes, explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then <u>describe the collaborative arrangements being pursued with institutions that offer similar programs</u>. Briefly <u>describe the written and/or verbal conversations</u> you have had with faculty and administrators at institutions with similar programs.*

**3b. Does the proposed program serve a different student population (i.e., students in a different geographic area, non-traditional students) from existing programs?**

*If yes, describe the differences in the targeted student population and explain how your program reaches this new population.*

**3c. Is access to existing programs limited?**

*If yes, explain why existing programs cannot reach this population.*

**3d. Is there excess demand for existing similar programs?**

*If yes, provide evidence that existing programs do not have the capacity to meet current student demand.*

**4. Describe how the proposed program will articulate with related programs in the state. Describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.**

*NEW (JULY 2017): This question was previously asked in the full proposal form.*

*Include a summary of initial discussions with other institutions (both community and technical colleges and universities) about pathways for student transfer. If none have occurred, please explain.*

## Advanced Practice Doctorates (if applicable)

An advanced practice doctorate is designed to meet the workforce and applied research needs of a profession.

1. **Does the curriculum include a clinical or experiential component?** *Upload letters of commitment from each clinical site that specifies the number of students to be accommodated and identifies other academic programs that also use the facilities.*
   *If yes, list and discuss the nature, appropriateness, and availability of clinical sites.*

2. **Describe how the doctorate builds upon the reputation and resources of the existing master's degree program in the field.**
   *Provide a description of the master's program or programs and note any distinctive qualities of these programs as well as any national recognition bestowed upon the program.*

3. **Explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.**
   *Provide any evidence, such as a professional organization or an accrediting agency requiring a doctorate in order for graduates to practice or advance in the field of study.*

4. **Explain the impact of the proposed program on undergraduate education at the institution. Within the explanation, note specifically if new undergraduate courses in the field will be needed, or if any courses will be cut.**
   *If there is no impact on undergraduate education, please provide a synopsis of how a new doctorate can be developed and implemented without financial or staffing implications for undergraduate education.*

5. **Provide evidence that funding for the program will not impair funding of any existing program at any other public university. Upload a letter from each institution with a similar program stating that the proposed program will not negatively impact the existing program.**
   *Include a summary of financial information from institutions with similar programs.*

   *NEW (JULY 2017):  Previously, the pre-proposal asked for a list of institutions that had provided letters of support, not the actual letters.*

## Cost and Funding

Institutions must make increasingly-difficult decisions regarding the budgeting of scarce resources. Provide documentation to demonstrate sufficient return on investment to offset new costs and justify approval for the proposed program. An Excel version of the budget template is available [here](here).

1. **Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below.**

1a. **Funding Sources, by year of program**
   *See KPPPS Cost and Funding Spreadsheet.*

1b. **Breakdown of Budget Expenses/Requirements.**
   *See KPPPS Cost and Funding Spreadsheet.*

## Program Assessment

Describe the program's plan for assessing student learning. The description should include plans for annual evaluation of program-level student learning outcomes.

1. **Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program.**
   *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 <u>how</u> assessment results will be used to make improvements to the program.*

   *Note that this item refers to program-level, not course-level, assessment and thus course grades are not an appropriate source of data for program-level assessment.*


## FULL PROPOSAL INFORMATION


## Mission: Centrality to the Institution's Mission and Consistency with State's Goals

1. **List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.**
   *This is pre-populated but can be edited.*

2. **Explain how the proposed program relates to the institutional mission and academic strategic plan.**

3. **Explain how the proposed program addresses the state's postsecondary education strategic agenda.**
   *Note that questions 2 and 3 are included in the pre-proposal as a single item. In the proposal phase, these are separated into two separate questions to allow for expanded descriptions.*

## Program Quality and Student Success

1. **List all student learning outcomes of the program.**
   *This is pre-populated but can be edited.*

2. **Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.**
   *This is pre-populated but can be edited.*

3. **Highlight any distinctive qualities of this proposed program.**
   *This is pre-populated but can be edited.*

4. **Will this program replace any existing program(s) or specialization within an existing program?**
   *This is pre-populated but can be edited.*

5. **Include the projected faculty/student in major ratio.**
   *Provide an estimate based on expected enrollment.*

6. **Is there a specialized accrediting agency related to this program?**
   *Indicate any accrediting agencies (e.g., ABET, ACOTE, etc.) related to the program and whether you intend to seek accreditation.*

7. **Attach SACS Faculty Roster Form.**
   *Files may be in Word, Excel, or pdf format.*

8a. **Describe the library resources available to support this program.**
   *Provide a narrative and/or attach any documentation provided to SACS (in Word, Excel, or pdf formats).*

8b. **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.**
   *Provide a narrative and/or attach any documentation provided to SACS (in Word, Excel, or pdf formats).*

9. **Clearly state the admission, and retention, and completion standards designed to encourage high quality.**
   *Be as detailed as possible and address all three components – admission, retention, and completion.*

10. **Clearly state the degree completion requirements for the program.**
   *Include all completion requirements, including any capstone courses, practicum experiences, etc.*

11. **(If applicable) Provide the following information for the program and for each track/concentration/ specialization.**
   *Provide total number of hours required for the degree, number of hours required for the degree core, number of hours in each track/concentration/specialization, number of hours in guided electives, and number of hours in free electives.*

   *A guided elective (or "advised 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.*

   *Indicate a zero for any area not requiring hours (e.g., no free electives in the program).*

12. **Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this program.**
   *This is pre-populated but can be edited.*

13. **List courses under the appropriate curricular headings.**
   *This is pre-populated but can be edited.*

14. **Will this program utilize alternative learning formats (e.g., distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses? Please describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.**
   *The pre-proposal asks if alternative learning formats will be used, while the full proposal asks for more detailed plans on the use of these alternative formats.*

## Program Demand/Unnecessary Duplication
1. **Student Demand**
1a. **Provide evidence of student demand at the regional, state and national levels.**
   *Explain how student demand was determined. If student surveys have been collected, provide information regarding sample size, sampling methodology, and response rate.*

**1b.  Identify the applicant pool and how the students will be reached.**
*If an undergraduate program, please provide information regarding plans to reach first-time freshman and other native students, as well as transfer students.*

**1c.  Describe the student recruitment and selection process.**
*Describe the processes for recruitment and the admission criteria for both native and transfer students.*

**1d.  Identify the primary feeders for the program.**
*List the colleges, schools, programs from which students for this program will be recruited.*

**1e.  Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.**
*Explain how the program is designed to increase the overall institutional enrollment.*

**1f.  Project estimated student demand for the first five years of the program.**
*Provide as accurate projections as possible based on 1a.*

**2.    Employer Demand**
**2a.  *Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job at the regional, state, and national levels.***
*Please note that you should address either employer demand or academic disciplinary needs.*

*If your program addresses employer demand, use all available data to make this section as specific as possible. Be sure to include information from regional, state, and national market analyses.*

**3.    Academic Disciplinary Needs**
**Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.**
*If your program is designed to meet an academic disciplinary need rather than employer demand, please provide details related to changes in the discipline that necessitate a new program.*

**4.    Similar Programs**
**4a.  Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?**
*If yes, identify the similar programs in other SREB states and in the nation.*

*SREB states include Alabama, Arkansas, Delaware, Florida, Geogia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.*

**4b.  Our records indicate the following similar programs exist at public institutions in Kentucky.**
*This is pre-populated with data from the statewide program inventory.*

## Cost and Funding

**1.    Will this program require additional resources?**
*If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.*

**2.    Will this program impact existing programs and/or organizational units within your institution?**
*If yes, describe the programs that will be closed or reorganized or what resources will be impacted by the proposed program.*

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

3a. **Funding Sources, by year of program**
    *This is pre-populated but include any updates and justification for all sections that include costs.*

3b. **Breakdown of Budget Expenses/Requirements**
    *This is pre-populated but include any updates and justification for all sections that include costs.*

## Program Assessment

1.  **For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:**

1a. **What components will be evaluated?**
    *Identify each student learning outcome to be assessed and in which courses it is covered in the curriculum.*

    *Note whether employers, students/alumni, and/or faculty outside the program were involved in the development of student learning outcomes.*

1b. **When will the components be evaluated?**
    *Identify the review cycle for each student learning outcome. For example, data may be collected every semester (1c. but results analyzed every third year.*

1c. **When will the data be collected?**
    *Note when the data will be collected (which may be different than when the assessment is conducted).*

1d. **How will the data be collected?**
    *Describe the methods and software used to collect the assessment data.*

1e. **What will be the benchmarks and/or targets to be achieved?**
    *Indicate the type of benchmark used (local standards, external peer benchmarks, best practices benchmarks, etc.) and the specific performance standards to be achieved for each student learning outcome.*
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    *Explain the process by which the benchmarks and targets were determined. Note whether employers, students/alumni, and/or faculty outside the program were involved in the benchmarking process.*

1f. **What individuals or groups will be responsible for data collection?**
    *Specify whether the assessment process will be led by one person, whether that person is faculty or staff, or whether this effort will be led by a group of faculty and/or staff.*

1g. **How will the data and findings be shared with faculty?**
    *Explain the elements of the data reports and the process by which it is shared with faculty.*

1h. **How will the data be used for making programmatic improvements?**
    *Explain the process by which faculty will discuss the assessment results and make curricular changes.*

2.  **What are the measure of teaching effectiveness?**
    *Explain how the program will evaluate instructional quality.*

3.  **What efforts to improve teaching effectiveness will be pursued based on these measures?**
    *Explain how the information about teaching effectiveness will be used to make pedagogical changes in the program.*

4.  **What are the plans to evaluate students' post-graduate success?**
    *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.*