

New Program Proposal Template

NOTE: The following proposal guidelines are for new programs. For changes to an existing program (e.g., change in credit hours, addition or elimination of a modality, length of program change, change in CIP code, curriculum revision, relocation of a program), please contact the Associate Vice Provost for Academic Planning (david.m.jordan@emory.edu).

SUBMIT A PROSPECTUS TO INCLUDE THE FOLLOWING:

ABSTRACT, BACKGROUND, AND CONTEXT

1. Abstract (one page maximum)
 - a. Briefly describe the proposed change to include the intended implementation date.
 - b. Provide projected number of students, if applicable.
 - c. Indicate the projected life of the change, as applicable: one-time/limited duration or ongoing).
 - d. Describe the primary target audience or market.
 - e. Describe the strengths of the institution to undertake the change.
2. Describe how the need for the change was determined and how the change was approved by the institution.
3. Describe how the change is consistent with the mission and goals of the institution.
4. Provide documentation of faculty involvement in the planning and approval of the change.
5. Provide evidence of legal authority for the change if approval is required by the governing board or the state (e.g., State Authorization for distance learning).
6. Provide the curriculum for the program.
7. Provide a projected schedule of course offerings for the program.
8. Identify the appropriate Classification of Instructional Programs (CIP) code for new programs and program changes (if relevant). CIP codes are used by the federal government from tracking enrollments, degree completion, and program outcomes and can be found online [{CIP Codes}](#)
9. Provide program-specific goals (objectives) and specific student learning outcomes for the Program.
10. Describe how the student learning outcomes for the program will be assessed.
11. Provide course descriptions for all courses in the proposed program. (Do not provide syllabi in this section. Instead, please include the syllabi as an appendix, in a separate pdf.)
12. Describe admissions and graduation requirements for the program.
13. Demonstrate compliance with Standard 10.7 (policies for awarding credit) of the Principles of Accreditation.
14. Describe administrative oversight to ensure the quality of the program.
15. For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in the traditional formats have been achieved.

Note for reviews subject to approval by the SACSCOC Executive Council: If the change is pending approval by the institution's governing board or by a state board or authority, note the expected approval date. The institution will be contacted at the time of review for evidence of approvals pending at the time of submission; do not send approval documentation until requested.

Note for review subject to approval by the SACSCOC full Board of Trustees: Evidence of all required approvals must be included with the original submission.

FACULTY QUALIFICATIONS

1. Provide a completed Faculty Roster Form for faculty members scheduled to teach in the new program, site, or method of delivery. Follow directions for completing the Faculty Roster which requires the institution to present the qualifications of each faculty member to teach the courses assigned to them. Use the standard Faculty Roster Form and instructions:
 - a. Faculty Roster Form [\[PDF\]](#)
 - b. Faculty Roster Form Instruction [\[PDF\]](#)
2. Include on the Faculty Roster Form the courses to be taught; do not include historical teaching assignments.
 - a. For a program prospectus: list all courses in the curriculum; exclude general education courses, if applicable, unless the general education curriculum is the substantive change being submitted for review.
 - b. For an off-campus instructional site prospectus: list all courses to be taught at the site for the first 12 months of operation.
3. For a new program, demonstrate the institution has at least one faculty member qualified in the discipline to develop the curriculum and or teach in the program (Refer to Standard 6.2a (Faculty qualifications) of the Principles of Accreditation. To-be-hired faculty can be included on the Faculty Roster with expected qualifications for teaching the courses assigned.
4. Provide narrative with supporting evidence to demonstrate the number of full-time faculty members will be adequate to support the initiative and describe the impact on faculty workload of the new program, new site, or distance delivery.
5. For a graduate program, (a) demonstrate scholarship and research capability of faculty members teaching in the program and (b), if applicable, document faculty experience in directing student research or creative work (always applicable for doctoral programs).
6. Provide the curriculum vitae of faculty who will teach in the program in an Appendix.

RESOURCES

Library and Learning Resources

1. Include in an Appendix a formal review of library resources in support of the new program or program change. Contact Lisa Macklin, Associate Vice Provost and University Librarian (lmackli@emory.edu) to arrange the review.
 - a. Review should include the following 2 SACSCOC requirements:

- i. List and describe discipline-specific learning resources to support a new program. Do not list all library resources; include only those related to the proposed change. If electronic databases are listed, describe the discipline-specific suites of resources rather than the name only of the database or the consortium through which it is accessed (Such as Galileo, Louis, TexShare, Viva, etc.).
 - ii. Document discipline-specific refereed journals and primary source materials. This is particularly important for graduate programs and especially important for doctoral programs.
2. Describe how students enrolled in a new program, at an off-campus instructional site, or in a distance education program can access discipline-specific library and learning resources.
3. Describe how students are made aware of library and learning resources available to them, how they can learn how to access the resources and are instructed in the use of online resources, as well as on-site library resources.
4. Describe resources to support students in access to and use of library and learning/information resources.

Student Support Services

1. Describe specific programs, services, and activities which will support students enrolled in the new program and/ or enrolled at a new off-campus site /additional location and/ or enrolled in distance education programs. Do not list student support services which are not relevant to the specific change.

Physical Resources

1. Describe the adequacy of physical facilities which will support the change.
2. Describe equipment which will be available for a new program or available at a new site.
3. Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.

Financial Resources

1. Describe the financial resources available to support the proposed change, including a budget for the first year of the proposed change. For a new branch campus, a three-year budget is required. Do not send the institutional budget.
2. Include in the budget resources going to institutions or organizations for contractual or support services for the proposed change.
3. Include projected revenues and expenditures and cash flow for the proposed change.
4. Include a contingency plan in case expected revenues do not materialize.
5. Include the [Financial Considerations Worksheet](#) used for planning in an appendix.

INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES

1. Provide a brief description of institutional assessment processes.
2. Describe how the institution will incorporate the proposed change into the institution-wide

assessment infrastructure and processes.

APPENDICES

1. Be sure to include the library review, Faculty Roster, Assessment Plan, Proforma and documentation of faculty and Dean approval in appendices.
2. Appendices may include items such as copies of cooperative or contractual agreements, syllabi for new courses (course descriptions provided in the body of the proposal), letters of support from relevant chairs/directors or affiliated faculty, and other items of documentation to support the narrative. All appendices should be referenced in the text.
3. SEPARATE PDF's - Faculty CV's and Course Syllabi are ok to be included as appendices. However, they do not need to be included with the actual proposal and should be submitted as separate PDF documents.