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**CREIGHTON UNIVERSITY  
New Program Approval Step 2: Full Program/Curriculum Proposal  
Cover Sheet**

Name of Proposed Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Champion(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College/School(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department/Division: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposed Start Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Type and Delivery Mode:  
Program Type (select one) Delivery Mode (select one)

* Bachelor’s Degree (€ BS € BA) € Online (50% or more of the required courses are delivered online)
* Graduate Certificate € On-ground (100% of courses are delivered face-to-face)
* Graduate Degree € Blended (51% - 99% of courses are delivered on-ground)  
  € MS € MA € PhD € Other \_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Stakeholder** | **Printed Name** | **Signature & Date** |
| **Program Champion (primary)** |  |  |
| **Program Champion(s)** [all others] |  |  |
| **Sponsoring Dean** |  |  |
| **Collaborating Dean** [as applicable] |  |  |
| **Collaborating Dean** [as applicable] |  |  |

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The following units have been appropriately consulted and endorse the Full Program/Curriculum Proposal as projected:

|  |  |  |  |
| --- | --- | --- | --- |
| **Stakeholder** | **Printed Name** | **Signature & Date** | **N/A** |
| **Global Engagement** |  |  |  |
| **Learning & Assessment/ Center for Faculty Excellence** |  |  |  |
| **Other - Describe** |  |  |  |
| **Other - Describe** |  |  |  |

**FOR OFFICE USE ONLY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Approvals** | **Approved/Not Approved** | **Representative Signature & Date** | **N/A** |
| **College/School** |  |  |  |
| **Graduate Council** |  |  |  |
| **Adult Learning Council** |  |  |  |
| **Dean’s Council** |  |  |  |
| **Provost** |  |  |  |

**Overview**

New program development is critical to the University and is both encouraged and expected. New programs refer to any new degree program, certificate program, or doctoral minors.

This document is designed to guide faculty and administrators in the development of new program proposals. The policy, Approval of a New Academic Program (4.1.4) located at <https://www15.creighton.edu/provost/requesting-new-academic-program> includes the procedures, structure and approval requirements for new academic programs.

|  |  |  |
| --- | --- | --- |
| **New Program – Major/Minor/Certificate Proposal Process Checklist** **Step 1: Pre-Proposal** | | |
| 1 | Program champion(s) discusses idea with dean | The champion(s) discusses proposed program viability. Seeks ideas regarding potential collaborations/interdependencies with other schools/college. If dean determines program has initial potential, it will be advanced to next stage. A program / champion can be faculty, chairs, assistant/associate deans, dean as all members of the faculty. |
| 2 | Dean shares proposed program ideas with dean colleagues and possible collaborations are identified | On behalf of the program champion(s) the dean will share concept with dean colleagues and potential collaborations, conflicts, etc. will be identified. Additional involvement by other schools/colleges will be determined and potential collaborators identified. |
| 3 | Sponsoring dean requests External Market Demand Analysis from Executive Assistant in the Office of the Provost | Dean requests proposed programs to be placed in the queue for external market analysis. Provost’s executive assistant will log request, schedule scoping meeting with stakeholders identified by the dean, and initial analysis with vendor. |
| 4 | Financial Implications Form (FIF) | The Financial Implications Form (FIF) is a high-level resource identification tool to determine the basic resource needs for the proposed new undergraduate, graduate and professional program (degrees, majors, minors, and certificates). You must submit information concerning how the program will be financially supported prior to proceeding through the curricular development process.  The FIF will require data from the External Market Analysis to be accurately completed. This is not the official Pro Forma for the program which will not be developed until the Pre-Proposal Application is approved. School/College Finance Directors should be consulted to assist with the preparation of the FIF. |
| 5 | Submission of Pre-Proposal Application | If the External Market Analysis is favorable and the FIF has been approved by all stakeholder groups the following is submitted to the Office of the Provost:   1. External Market Analysis 2. FIF 3. Pre-Proposal Summary & Link to CU Mission & Jesuit education   If the External Market Analysis is unfavorable indicating it would be difficult to recruit adequate enrollment to offset expenses, the Dean will make the final determination to advance a Pre-Proposal Application based upon a discussion with the champion(s). The application would require a very strong mission-based reason for consideration. This portion of the application will be reviewed by the Office of the Provost in consultation with Mission & Ministry, Equity, Diversity & Inclusion and the President. |

|  |  |  |
| --- | --- | --- |
| **Step 2: Full Program/Curriculum Proposal Development** | | |
| 1 | Proposal Development | Office of the Provost is an ongoing resource to direct the champion to key stakeholder groups/areas throughout the proposal development.  Key Stakeholders include but may not be limited to: □ Global Engagement  □ Learning & Assessment/Center for Faculty Excellence  □ All schools/colleges providing courses/support outside the program home  \*The Office of the Provost will manage notifications with Enrollment Management and University Marketing based upon a proposal’s status. |
| 2 | College/School Curriculum Approval Process | Proposal is reviewed and approved by individual college/school curriculum process and submitted to the Office of the Provost. |
| 3  **As needed** | Graduate Board (new graduate programs) | Office of the Provost notifies Graduate School and provides proposal document, program champion(s) present to the Graduate Board. Dean & Program champion(s) provide relevant feedback. |
| 4  **As needed** | Adult Learning Council  (new CPCE programs) | Office of the Provost notifies Adult Learning Council and provides proposal document.  Program champion(s) & Dean present to the Adult Learning Council.  Dean & Program champion(s) provided relevant feedback. |
| 5 | Dean’s Council /Provost Office | Office of the Provost will schedule presentations of the proposal to the Dean’s Council.  Program champion(s) invited to Dean’s Council meeting to discuss proposal as needed. |
| 6 | Approval communicated to Creighton offices and units | Office of the Provost communicates approval of the new program/major to the program champion(s) and campus stakeholders |
| 7 | Marketing and Enrollment Management | Marketing and Enrollment Management contact new program Dean to develop and discuss program marketing and enrollment management strategies. These strategies may be implemented prior to final approval of the program in order to meet anticipated program launch dates. |

**Creighton University  
Step 2: Full-Program/Curriculum Development Proposal**

1. **Pre-Proposal Summary & Link to CU Mission & Jesuit education (**as provided in Pre-Proposal Application)
2. **Admission Requirements – (graduate programs ONLY)**

For new graduate programs, admission standards must include four of the following or their equivalents:

* + - Bachelor’s degree from any accredited college or university;
    - demonstration of satisfactory writing ability;
    - demonstration of appropriate academic preparation of applicant;
    - specification of required grade point average for admission;
    - minimum TOEFL score or personal interview to assure language proficiency for international students;
    - other: equivalent experience, testing, etc.

1. **Learning Outcomes and Assessment Plan**

All new academic program proposals will include a clear description of the program’s learning outcomes, identify how the program outcomes support achievement of the University’s Six Student Learning Outcomes (<https://my.creighton.edu/centerforfacultyexcellence/assessment/universityleveloutcomes/>) and specify methods for assessing student learning. The proposal will include:

* List of each program student learning outcome
* How each program student learning outcome supports the achievement of at least one University Student Learning Outcome
* Curriculum Assessment Matrix (see example in Appendix A) illustrating the alignment of program outcomes with the program’s curriculum
* Assessment Plan for Student Learning (see example in Appendix B), to include specific learning outcomes, sources of evidence (activities supporting the objective), assessment method, and data collection points
* Process for reviewing student learning outcomes data and making curricular revisions.

1. **Plan for Program Evaluation**

Describe the strategies for regular evaluation of the program including the following. See Appendix C for a sample Program Evaluation plan.

* List of evaluation activities; these may include, but are not limited to
  + Faculty program review and reflection
  + Student end of course evaluations
  + Graduate exit survey data
  + Employer evaluations
  + Administrative monitoring or program success
  + Financial viability of the program, ability of the program to meet financial goals
  + Ongoing market viability of the program
  + Advisory board feedback
* Timeline for each evaluation activity
* Process for reviewing program evaluation data and making programmatic decisions. Evidence of faculty and administrative involvement is required.

1. **Curriculum/Program Delivery Schedule**

For all new academic programs, this section will include:

* a statement of the broad curricular philosophy and rationale for the curricular architecture
* a listing of all courses and descriptions that constitute the proposed program with clear identification of all new courses and any cross listing of courses. Use Appendix D for course descriptions.
* course development matrix (see example in Appendix E)
* program of study – identifying number of credit hours required for graduation, courses that are required, and those that are electives
* the curricular cycle including the timing and sequence of course offerings
* The program length: how long the program is designed to take a full-time student to complete (Required by the Department of Education to be reported and must match the information provided in marketing materials)
* mode of delivery, including number of starts for distance delivered programs
* required on-campus orientation or other on-campus requirements for distance delivered programs
* proposed start date

All new graduate programs must meet the following curricular standards:

* Includes a minimum of 30 semester hours; a curriculum exceeding 36 semester hours requires special justification
* Includes a research component
* Includes a thesis or applied project and substantive written report
* Describe any field or internships requirements

1. **Accreditation**

This section will address all institution accreditation (HLC) implications raised by the proposal and any steps taken to satisfy them.

If a specialized/programmatic accreditation is available for the degree program a description of the efforts and timeline for applying for initial accreditation must be included.

1. **Resources**

This section will describe how the University has organized and planned for adequate human, financial, physical, and instructional resources to initiate and support the proposed program. For all resources, the proposal should clearly indicate which resources already exist, which resources must be acquired, and what strategies will be employed to acquire them. The FIF should be used as a resource for this section.

Proposals will include a discussion of the following:

* Human Resources
  + A person qualified by education and experience to administer the program
  + An administrative structure through which appropriate control can be exercised
  + The number and qualifications of administrative and support personnel needed to support the proposal
  + Student support resources (e.g., writing center, academic support services)
  + The number and qualifications of faculty needed to provide the instruction required by the proposal (include faculty CVs and/or proposed requirements, list in Appendix F)
* Financial Resources (The Senior Financial Analyst, College/School Business Partner, and Office of the Provost will work with the new program champion to complete this section, see Appendix G for additional information)
  + A detailed account of the financial resources available and budgeted to cover all start‐up costs as well as anticipated costs to maintain the necessary administrative, instructional, and support personnel over succeeding years
  + An institutionally approved projected budget for the first five years of the new program including one‐time start‐up expenses, the anticipated sources for first year funding, projected operating costs and income for at least five years, and a line item justification showing the derivation of each estimation of cost and revenue.
* Physical Resources
  + Adequate classroom, lab, and office space
  + Capital expenditures for classroom/lab modifications
* Instructional Resources
  + Identify the existing and/or additional instructional and library resources required to support the program, including adequacy and appropriateness of the library resources for the degree being granted
  + (This section will be completed in collaboration with the new program champion(s) and select members of the Center for Faculty Excellence) For distance or blended programs, identify the existing and/or additional instructional technology resources required to support the program’s learning outcomes

1. **Program Development Timeline**

The timeline for development of the program will include plans/timelines for:

* Program inception date
* Course development timeline
* Faculty recruitment and hiring (if applicable)
* Faculty preparation for teaching distance courses if applicable

***For the purposes of marketing and recruitment, Enrollment Management and University Marketing will be made aware of any APPROVED Pre-Proposal Applications. In addition, the Office of the Provost will also forward this section when the proposal is received. Program champion(s) are not required to meet with these units as a part of this Step 2 Proposal.***

1. **Affirmative action considerations**

Include in proposal if applicable

**Appendix A: Curriculum Matrix Example from the  
Master’s in Education Program**

I = Introduce, D = Develop, M = Master

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Program Outcomes** | | | | | | | | | | | |
| **Course** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| EDU 103/503 Foundations of Education | I | I | I | I | I | I | I |  | I | I | I | I |
| EDU 208/692 Serving Diverse Populations/  Cultural Issues in Education | D | D |  |  |  |  |  |  | D | D | D |  |
| EDU 210/510 Child and Adolescent Development | D | D |  |  |  |  |  |  | D |  | D |  |
| EDU 583  Management Practices for Classroom Teachers | D | D |  |  |  | D | D |  | D | D | D |  |
| EDU 341/551 Methods of Instruction for Secondary Teaching | D | D | D | D | D | D | D | I | D | D | D | D |
| EDU 342/552 Instructional Technology |  | D | D |  | D | D | D | I |  | D | D | D |
| EDU 525 Procedures for Including Students with Mild/Moderate Disabilities in the Regular Classroom | D | D | D |  | D | D | D | D |  | D | D |  |
| EDU 575 Action Research in your Content Area |  | D | D | D | D | D | D | D | D | D | D |  |
| EDU 548 Teaching Reading in Content Areas in Middle and Secondary Schools |  | D | D | D | D | D | D | D |  | D | D |  |
| EDU 591 Student Teaching | M | M | M | M | M | M | M | M | M | M | M | M |
| EDU 593 Seminar in Student Teaching |  |  |  |  |  |  |  |  | M | M | M |  |

**Appendix B: Assessment Plan for Student Learning Example**

The {insert program title} program will include a comprehensive assessment strategy including direct and indirect assessment methods to gather data at various points before, during, and after students complete the program. Course-level elements of the assessment plan, such as course-embedded measures of student learning, will be an ongoing source of information for improving individual courses and assignments.

The following details the assessment measures that will be utilized:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| University Assessment Goals | Program Outcomes  (example from MS in Health Care Ethics) | Source(s) of Evidence | Assessment Measures | Data Collection Points |
| 1. Graduates will demonstrate disciplinary competence and/or professional proficiency. | Discuss how the general concerns of ethics, particularly regarding vulnerability and marginalization, apply to health care practices, systems, policies, and laws. | Course-embedded assessments | Exams, Papers and other forms of student work (see curriculum assessment map) | End of each course and annually |
| 1. Graduates will demonstrate critical thinking skills. | Discern the ethical problems, ambiguities, controversies, and assumptions in health care practices, systems, policies, and laws | Course-embedded assessments  Pre-post student reflection essays; Graduate exit survey; Student focus group | Exams, Papers and other forms of student work (see curriculum assessment map)  Summative critical self-reflections | End of each course  End of MHE609 Capstone Project |
| 1. Graduates will demonstrate Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice. | Discuss how the general concerts of ethics, *particularly regarding vulnerability and marginalization,* apply to health care practices, systems, policies, and laws. | Course-embedded assessments  Pre-post student reflection essays; Graduate exit survey; Student focus group | Exams, Papers and other forms of student work (see curriculum assessment map)  Summative critical self-reflections | End of each course  End of MHE609 Capstone Project |
| 1. Graduates will demonstrate the ability to communicate clearly and effectively. | When presented with an issue of ethical concerns, orally and in writing apply ethical principles, norms, and theories; provide justification for a particular response or course of action in a persuasive manner; anticipate counter arguments; and offer suitable rebuttals. | Course-embedded assessment  Pre/Post test on self-efficacy in MHE600 Scholarly Reading and Writing | Papers, group projects, discussion posts, and presentations  Formative assessments in required courses, and Scholarly Writing courses | End of each course  End of MHE600 course |
| 1. Graduates will demonstrate deliberative reflection for personal and professional formation. | Critically reflect on personal and professional attitudes, actions, and development in response to reading, discussions, clinical cases, or simulations.  Draw upon the humanities and liberal arts in the process of ethical reflection about the structures of health care. | Student admission materials  Reflection essay on pre-admission essay and additional questions regarding abilities developed in program | Pre-admission essay; Critical self-reflection  Summative critical self-reflections | Pre-admission; three times annually  End of MHE609 Capstone project |
| 1. Graduates will demonstrate the ability to work effectively across race, ethnicity, culture, gender, religion, and sexual orientation. | Facilitate open discussion among multiple stakeholders in ethically complex situations. | Successful application of learned skills in MHE608  Reflection essay on pre-admission essay and additional questions regarding abilities developed in program | Rubric scores on competency-based (skills) outcomes  Student essays and self-reflections | End of course  End of course and annually |

**Appendix C: Program Assessment Plan EXAMPLE  
from the M.S. in Health Care Ethics Program**

The {M.S. in Health Care Ethics} program will include a comprehensive program evaluation strategy to gather data at various points before, during, and after students complete the program. Data analysis of program-level assessments will take place after the first two cohorts of students graduate, which will be during the third year of the program and be repeated on an annual basis thereafter.

The following details the program evaluation measures that will be utilized:

|  |  |  |
| --- | --- | --- |
| Assessment Measure | Source of Evidence | Data Collection Point(s) |
| Course/faculty evaluations | Course evaluations of organization, teaching and learning methods, faculty performance, and support services jointly developed by CHPE faculty and external representatives | End of each course and annually |
| Graduate Student Exit Survey | Exit Survey | End of program, before graduation |
| Job Placement Statistics | Student/Alumni Survey | At graduation and as part of the Alumni Survey (see below) |
| Graduation and Retention Rates | Program Data | Annually |
| Time-to-Degree Data | Program Data | Year 3 |
| Alumni Survey | Alumni Survey regarding usefulness of program content to professional and personal life and current CV | 1 year post graduation then 5 years post graduation |
| Academic Program Review | Reviewers’ responses to criteria developed by CHPE faculty | Year 5 and every 7 years thereafter |
| Annual Report of Course Changes and Rationale from Course Directors | Written report by Course Directors of changes made to his/her course and why | Annually |

**Appendix D: Course Descriptions**

List each course with course number to be included in the new program being proposed as well as a brief description for each. Include planned Credit Hours.

|  |  |  |
| --- | --- | --- |
| Course Number | Course Description | Credit Hours |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Appendix E: Course Development Matrix EXAMPLE from the   
Masters in Business Administration**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Three terms to develop a new online course Term designated with xxx is term course is completed and undergoes online course design review  Term designated with xxx is term payment for course development occurs Term immediately after xxx, first term course is taught | | | | | | | | | | | | | | | | | |
|  | Spr2 2013 | Sum1 2013 | Sum2 2013 | Fall1 2013 | Fall2 2013 | | Spr1 2014 | Spr2 2014 | Sum2 2014 | | Fall1 2014 | Fall2 2014 | | Spring 2015 | Sum1 2015 | Sum2 2015 | Fall 2015 |
| **Term dates** |  |  |  | **8/19-10/13** | **10/21- 12/15** | | **1/6- 3/2** | **3/10- 5/4** | **6/16-8/10** | | **8/18-10/12** | **10/20-12/14** | |  |  |  |  |
| MBA 741 | J. W. | | xxxx |  | |  |  |  |  | |  |  | |  |  |  |  |
| MBA 731 |  | C.C. | | xxxx |  | |  |  |  | |  |  | |  |  |  |  |
| MBA 701 |  |  | V.R. | | xxxx | |  |  |  | |  |  | |  |  |  |  |
| MBA 776 |  |  |  | A.G. | | | xxxx |  |  |  | |  | |  |  |  |  |
| MBA 771 |  |  |  |  | D.W. | | | xxxx |  |  | |  | |  |  |  |  |
| MBA 761 |  |  |  |  |  | | T.M. | | xxxx | |  | |  |  |  |  |  |
| MBA 779 |  |  |  |  |  | |  | TBD |  | | xxxx |  | |  |  |  |  |
| MBA 711 |  |  |  |  |  | |  |  | TBD | |  | xxxx | |  |  |  |  |
| MBA 779 |  |  |  |  |  | |  |  |  | | TBD |  | | xxxx |  |  |  |
| MBA 779 |  |  |  |  |  | |  |  |  | |  | TBD | |  | xxxx |  |  |
| MBA 775 |  |  |  |  |  | |  |  |  | |  |  | | TBD |  | xxxx |  |

**Appendix F: Program Faculty**

List the names, credentials and qualifications of each faculty member/ instructor who will teach in the program that is currently employed and the planned courses (course number only) that they will likely be assigned. Identify any NEW position(s) that were included in the proposal and the planned courses (course number only) that they will likely be assigned.

|  |  |  |  |
| --- | --- | --- | --- |
| Names or NEW | Credentials | Qualifications | Tentative Assignment by Course Number |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Appendix G: Pro-forma Budget Development: Information Required***Actual Pro Forma will be developed by the Office of the Provost in consultation with the Associate VP for Finance and College/School Business Partner*

**General Information:**

* Program Name
* Program Type
  + Traditional Undergraduate
  + Non-Traditional Undergraduate
  + Graduate Program
  + Certificate Program
* Online Program? (Yes/No)

**For Traditional Undergraduate Programs:**

* Expected full time enrollment counts by year for the first 5 years of the program, by term if known, by class
  + Fall:
    - Freshmen
    - Sophomore
    - Junior
    - Senior
  + Spring:
    - Freshmen
    - Sophomore
    - Junior
    - Senior

**For Non-Traditional Undergraduate Programs:**

* Expected enrollment counts by year for the first 5 years of the program, by term if known
  + Freshmen
  + Sophomore
  + Junior
  + Senior

**For Graduate Programs:**

* Expected enrollment counts by year for the first 5 years of the program, by term if known
  + 1st year students
  + 2nd year students
* Average Credit Hours Per Student
  + 1st year students
  + 2nd year students

**For Certificate Programs**

* Expected enrollment counts by year for the first 5 years of the program, by term if known
* Average Credit Hours Per Student
* Tuition per credit hour

***Pro Forma Budget Development [continued]***

**Expense Information**

**For All Programs:**

* Expected full time equivalent hires needed by year for the first 5 years of the program Fall:
  + Faculty
  + Staff
* Course development:
  + Course development schedule
  + amount of course development stipends per year based on above schedule
* Amount of TA/Fellowship Stipends per year
* Student employment wages per year
* Total new faculty salaries per year
* Total new adjunct salaries per year
* Total new staff salaries per year
* Equipment Costs
* Facilities costs to remodel or a new build, if necessary
* Other initial investments
* Other non-salary expenses, office supplies, printing costs, travel, etc.