

STEP 2

GUIDELINES FOR DEVELOPING AND SEEKING APPROVAL OF NEW ACADEMIC PROGRAMS

Full Program/Curriculum Proposal

The formal program proposal should contain the following components:

1. Pre-Proposal Summary & Link to CU Mission & Jesuit education (as provided in Pre-Proposal Application)

2. Admission Requirements

The proposed program may have specific admission requirements beyond those of the school or college in which the program is housed. If so, those requirements should be clearly delineated in the application, in the curriculum discussion, and in the catalog information (if the program is approved).

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

- Bachelor's degree from a regionally 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.

3. 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

(<http://www.creighton.edu/aea/assessmentofstudentlearning/universityleveloutcomes/index.php>), 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 illustrating the alignment of program outcomes with the program's curriculum
- Assessment Plan for Student Learning, 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.

The Center for Faculty Excellence will provide consultation and endorsement of the Learning Outcomes and Assessment Plan.

4. Plan for Program Evaluation

Describe the strategies for regular evaluation of the program including the following.

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.

5. 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
- 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

6. Accreditation

This section will address all institutional 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.

7. 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)
- Financial Resources (Associate VP for Finance, College/School Business Partner, and Office of the Provost will work with the new program champion to complete this section)
 - 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.
 - Pro-forma will be developed by the Office of the Provost in consultation with the Associate VP for Finance and College/School Business Partner
- 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 new academic program being offered
 - (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

8. 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.

9. Affirmative action considerations – include in proposal if applicable