

New Program Application Instructions

Use this template to propose a new degree program, either undergraduate major or graduate degree. Use the New Track, Minor, or Certificate Application if your proposal is not a free-standing degree program.

Preparation and Formatting: Use the following outline format and number the pages. Complete sections I (Program Identification) through VI (Required Institutional Support). The applicant is welcome to consult with the respective dean and the assistant provost for curriculum and assessment to clarify questions and shape the proposal.

Submission: When sections I through VI are complete, send the application to the provost's office for initial review and development. Once the proposal has been updated and completed in response to feedback, assemble the required supporting documentation and begin the approval process outlined by the Approval Chart for Curriculum.

A schedule for approval of any new courses required for the program will be set individually with the unit in the initial review stage by the provost's office.

Information Availability: The full application will be sent forward for the approval process. The dean's office and provost's office will remove sections VI (Required Institutional Support) and, if applicable, VII (Additional Information Required for Substantive Changes), from materials shared with academic councils.

New Program Application

- I. Program Identification
 - A. Program title
 - B. Degree type
 - C. Home department or unit
 - D. Program developer(s) and credentials
 - E. Where program will be offered and delivery method
 - F. Proposed date of implementation
- II. Program Details
 - A. Program description. This 50- to 200-word explanation will be included in the catalog with degree plan.
 - B. Program mission statement. It should define what students will be equipped to do upon completion of the program.
 - C. Program outcomes. Define the competencies for graduates of your program. They should be specific and measurable. No specific number is required, but three to six is a reasonable target to consider. Program outcomes are to a program as student learning outcomes are to a course; each defines the scope of an experience and what students should be equipped to achieve upon completion.
 - D. Description of target audience.

- E. Admission requirements. Describe prerequisites, which may include items such as application to the major, test scores, GPA, courses, skills, academic standing, etc.
- F. Projected total enrollment for each of the first five years.
- G. CIP code. Identify the 6-digit [CIP code](#) for the program. This is the system by which the government classifies all postsecondary educational programs

III. Rationale and Need for Program

- A. Mission fit. How does the program fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the program fit with the university's current strategic plan or emphases?
- B. Societal need. What gaps does this program fill? You can consider needs of an informed citizenry, practical needs of society, vocational connections of potential students, or other factors.
- C. Employment demand and career possibilities.
 - 1. Identify jobs that graduates would be qualified to pursue.
 - 2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on regional labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.
 - 3. Use the [crosswalk document provided by IPEDS](#) to take your previously identified CIP code and find the associated occupations in the [Standard Occupational Classification](#) system provided by the Bureau of Labor Statistics. Use the associated SOC number to find entry-level and mean wages in that field in Texas from the Texas Workforce Commission ([Texas Wages](#) — Wages by Workforce Development Area).
- D. Prospective student interest. Share any data from your discipline that shows student demand for the program. Is the program likely to draw students who are already at ACU, or will it draw new students to the university? Whom should we recruit, and with whom will we compete for students?
- E. Disciplinary benchmarking. How does this program curriculum compare to other programs in your discipline? Which Texas universities already offer this program? You may also note other peer institutions that offer the program.

IV. Curriculum

- A. Degree plan. For undergraduate degree plans, include 72 credit hours of major requirements and electives. A master's degree must have a minimum of 30 credit hours. A doctoral degree must have a minimum of 30 hours beyond the master's degree.
- B. Courses. List all courses, existing and new, included in the program/major requirements. For undergraduate programs, identify the capstone and writing-intensive courses. Create a table that shows for each course:

1. Rotation and frequency (e.g., fall odd years)
 2. Whether the course is required or on a menu
 3. Which track(s) the course serves, if applicable
 4. Program outcomes that the course serves
 5. Current faculty credentialed to teach
- C. New courses. For new courses included in the program/major requirements, list:
1. Course title and description
 2. Existing programs in which the courses will also be used, if applicable
 3. Curriculum approval schedule will be negotiated with the provost's office during initial review

V. Assessment Plan

- A. Curriculum map. Prepare a table that lists all required courses in the degree plan and program outcomes. Identify the program outcomes that each course supports and mark whether the course addresses the program outcome at an introductory, reinforcing, or advanced level.
- B. Outcome assessment measures. For each program outcome in II.C., identify *at least* two methods of assessment. These may be course-embedded components (e.g., assignments, projects, exams) or other measures, such as pre- and post-tests, external certification or licensure, portfolio assessment, standardized exams, research presentation, juries, etc. Each measure will include:
1. Description of the artifact to be assessed.
 2. Competency target. This is the minimum acceptable target (e.g., 80% of students will demonstrate competency; 75% of students will earn a C or higher) that defines success.
 3. Ideal target. This may be a slightly higher standard or a greater percentage of student success (e.g., 90% of students will demonstrate competency; 75% of students will earn a B or higher). Be realistic; universal success is unlikely.
 4. Name of the person responsible for measuring the outcome.
 5. Timeline. When will you measure the outcome? This may happen every time the class is taught, during a particular semester (e.g. annually in fall), or on a regular basis (e.g., every other year).
- C. Description of assessment cycle. Explain when you will evaluate performance on each program outcome and implement changes based on findings.

VI. Required Institutional Support

- A. Faculty requirements and availability. Show instructors for a full four-year cycle of degree delivery using current faculty members, new faculty members, and anticipated use of part-time faculty.
1. Describe the new program's impact on faculty workload. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program.

2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.
 3. If the plan includes part-time instructors, include total cost per year for adjunct pay.
- B. Impact on existing programs. Identify any existing programs/majors from which the new program would draw students and estimate enrollment effects on existing programs in the home department or other departments.
 - C. Program director. Identify the program director (who may or may not be the department chair). If the program director does not have a terminal degree in the discipline, provide a justification of the director's qualifications.
 - D. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program.
 - E. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones.
 1. Describe how faculty and students will access information electronically and on site, and explain how they will receive instruction about how to do this.
 2. Describe requirements to support student in their access to and use of learning resources.
 - F. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment.
 - G. Scholarships. Will the unit provide any unique scholarships to students in the program?
 - H. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur?
 - I. Additional cost to deliver program. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

When sections I-VI are complete, please submit to the Office of the Provost for initial review and development. Section VII is not required for all applications; you will learn whether it's required for your program during initial review.

VII. Additional Information Required for Substantive Changes

- A. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching laboratories, career services, testing centers, student life, and information technology.
- B. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or

- organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.
- C. Provide contingency plans in the event required resources do not materialize.

All applications are required to include Section VIII. Please compile this documentation after the initial review by the provost's office.

VIII. Supporting Documentation

- A. Approval Chart for Curriculum Changes
- B. Memo of support from the department chair of each department outside the home department that will provide a course for the program.
- C. When the new program application is complete, provide the full proposal to the following individuals for review. Each will provide a memo to attach to the proposal.
 - 1. Assistant provost for institutional effectiveness and SACSCOC liaison for substantive change review.
 - 2. Dean of the library for library resources review.
 - 3. Dean of the college of the program for a statement of commitment to the items in Required Institutional Support.
 - 4. Assistant provost for curriculum and assessment for review of the program outcomes, curriculum map, and assessment plan and evaluation of compliance with academic policies.

Updated 8/26/2019