

New Program or Program Expansion Proposal Procedures

Procedures Overview

- Initiation of the Process
 - Program approval for new academic programs or the expansion of current programs will, in most cases, be initiated by the academic department chair producing a **concept paper** in consultation with the faculty in the department and the relevant school director.
 - The Provost and Academic VP may initiate program proposals and/or expansions. In such a case, **concept papers** are developed in consultation with the faculty members of the most relevant discipline.
 - Prior to review by any faculty governance committee, **concept papers** must be approved and receive feedback from the Provost and Academic VP, the President and the President's cabinet.
- Administrative Review
 - The Provost's Office will review and give feedback on submitted **concept papers**. All new program proposals and significant program expansions must be approved by the Provost and completion of a **feasibility study** in support of the project is to be accomplished once the feedback/approval is received. In most cases, the **concept paper and/or feasibility study** review will include the President, President's cabinet and the Board of Trustees. The President is the liaison to the Board of Trustees.
- Faculty Review
 - Upon approval of the **feasibility study, curriculum proposals** for baccalaureate majors, undergraduate minors, concentrations or expansions to other sites must be reviewed and approved by Programs and Policies.
 - Upon approval of the **feasibility study, curriculum proposals** for graduate programs including expansions to a different site must be reviewed and approved by the Graduate Committee.
- External Review
 - New programs and substantive program changes must be approved prior to start-up by the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC).
 - Specialized accreditation processes, e.g., Tennessee State Department of Education, may be appropriate or required for some programs.

Proposal Components

The components of the concept paper, feasibility study, and curriculum proposal are:

Concept Paper [About 2 pages]

- Cover Sheet Information
 1. Contact information and title of person completing the proposal
 2. Title of the new program or the program to be expanded; identify degree to be awarded
 3. Relevant academic unit
- Rationale for the Proposal
 1. What is the rationale for the new program or for the expansion? In particular, identify the academic benefits for students and Tusculum College that will arise from this program and explain the extent to which these are not satisfied by existing programs. How does the

- program fit with existing programs? Address the primary target student group for the program or expansion.
2. Does the new program or the expansion connect with Tusculum's strategic plan? If the program is not contained in the plan, address how it will become contained in the plan and how it will advance Tusculum's general goals or mission.
 3. Provide an overview of the program including distinctive features relative to existing offerings, the mode and calendar of program delivery, and any experiential or on-line learning components. For expansions, address the progress of students who have already graduated, if available.

Feasibility Study [a detailed document appropriate for Board of Trustees review]

- Document estimated student demand, articulation opportunities with area community colleges, labor market demand for graduates, and statement of graduate school probability for graduates.
- Present a 5 year budget pro forma to include:
 - a. student enrollment and revenue realization
 - b. new student fees for lab costs, etc.
 - c. long-term or one-time implementation costs
 - d. resource implications such as instructional technology, library, laboratory, computer, office and classroom space, student services, and faculty and administrative costs.
- Outline the College's demonstrated expertise and capacity in the academic area. If current expertise is not available, outline the plan for obtaining needed expertise. Include a staffing plan outlining the required faculty support to launch or expand the program through to its maturity. For undergraduate programs, the plan needs to meet the minimum SACS-COC comprehensive standard that, "At least 25% of the discipline course hours in each undergraduate major are taught by faculty members holding the terminal degree---usually the earned doctorate---in the discipline." For graduate programs, the plan needs to include 100% staffing with faculty holding applicable terminal degrees. Address the experience of the faculty in advanced work and expertise within the discipline.

Curriculum Proposal

- Provide a summary description of the curriculum including existing and new courses with designated prerequisites and for undergraduate proposals include an overview of general education requirements. This content will serve as the base for a narrative about the program in the College catalog.
- Describe the overall learning goals of the program and the proposed methods of student learning assessment. For graduate programs, address how program content satisfies the SACS-COC 3.6 comprehensive standards calling for the curriculum to be "progressively more advanced in academic content than its undergraduate programs" and "include knowledge of the literature of the discipline" as well as, "ensure ongoing student engagement in research and/or appropriate professional practice and training experiences" (p. 28, *Principles of Accreditation*, 2008).
- Attach a proposed schedule of course offerings including estimated start date; for GPS programs, attach a mock calendar as developed by Faculty Services with estimated start date. Address overall program structure and requirements, and other supporting/review documentation as required from the Registrar's office, Financial Aid, Enrollment, and Faculty Services. Develop with the Registrar's Office a student evaluation checklist and attach to the proposal. For undergraduate programs, general education components must be addressed. For both

undergraduate and graduate programs, determination of transfer and matriculation standards must be addressed.

- Attach a faculty roster of existing faculty members covering the start-up or expansion, if applicable. Address the impact of the new program or expansion on faculty workload.
- Attach course proposal and review forms.