

CREIGHTON UNIVERSITY
New Program Approval Template

Name of Proposed Program: _____

Department/Division: _____

Program Director(s): _____

Proposed Start Date: _____

Program Type and Delivery Mode:

Program Type (select one)

Delivery Mode (select one)

- | | |
|---|--|
| <input type="checkbox"/> Bachelor's Degree (<input type="checkbox"/> BS <input type="checkbox"/> BA) | <input type="checkbox"/> Online (50% or more of the required courses are delivered online) |
| <input type="checkbox"/> Graduate Certificate | <input type="checkbox"/> On-ground (100% of courses are delivered face-to-face) |
| <input type="checkbox"/> Graduate Degree | <input type="checkbox"/> Blended (51% - 99% of courses are delivered on-ground) |
| <input type="checkbox"/> MS <input type="checkbox"/> MA <input type="checkbox"/> PhD <input type="checkbox"/> Other _____ | |

New Program/Major Proposal Process Checklist

Proposal Development		
1	Secure approval from Dean	The champion secures permission from the Dean of the school/college hosting the program to proceed with development of the proposal.
2	Contact the Center for Academic Innovation	The champion for the new program/major notifies CAI. CAI will serve as a resource to the champion and coordinating unit for develop new program proposal.
3	Stakeholder Meeting	CAI works with the champion and coordinates bringing together stakeholders including mission, budget, market analysis, marketing, enrollment management, faculty, administrators, etc.
4	Market Analysis & Competitor Analysis	CAI's Associate Director for Market Research works with the champion and stakeholders
5	Budget Creation	Senior Director for Budget – Provost's office will contact the champion to initiate creation of pro-forma budget
6	Proposal Development	CAI is an ongoing resources to assist the champion in development of the proposal
Proposal Approvals		
7	Champion seeks approval of involved academic units	When proposal is complete, the champion seeks approval from each involved academic unit
8	Champion notifies CAI	Notify CAI when proposal is approved by involved academic unit(s)
9	Academic Planning Review Committee	CAI notifies Academic Planning Review Committee and provides proposal document Program champion(s) present to the Academic Planning Review Committee Program champion(s) and CAI notified by Committee when approved
10a	Graduate Board (new graduate programs)	CAI notifies Graduate School and provides proposal document, program champion(s) present to the Graduate Board. Program champion and CAI notified by Graduate School when proposal is approved
10b	Adult Learning Council (new CPS programs)	CAI notifies Adult Learning Council and provides proposal document Program champion(s) presents to the Adult Learning Council Program champion(s) and CAI notified by ALC when proposal is approved
11	Dean's Council/Provost Office	CAI notifies Provost's office, Provost's office will schedule presentations of the proposal to the Dean's Council New Program champion invited to Dean's Council meeting to discuss proposal
12	Approval communicated to Creighton offices and units	The Provost's office communications approval of the new program/major to the program champion(s) , CAI and to Creighton offices and units
13	Marketing and Enrollment Management	Marketing and Enrollment Management contact new program/major champion to develop and implement program marketing and enrollment management strategies. These strategies may be implement prior to final approval of the program in order to meet program launch enrollment targets.

Creighton University
New Program Proposal Template

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 <http://www.creighton.edu/fileadmin/user/president/docs/Guide.pdf> includes the procedures, structure and approval requirements for new academic programs.

New Program Proposal Development

1. Program Overview and Description

2. Justification/Rationale for Program, Link to CU Mission & Jesuit education, Program's educational philosophy

This section includes a description of the "history" of the idea, why the University should start this program, and the planning process that led to the proposal; include an explicit statement about the link between the program and the University's mission. For new graduate programs, the proposal will address how the program relates to the graduate philosophy statement.

3. Market Demand Analysis

This section will be completed by the Associate Director for Market Research in collaboration with the new program champion, see Appendix A for additional information.

The rationale will also include an assessment of the market for the program. Activities of local and regional competitors that directly or tangentially address this market niche/educational needs are analyzed. The discussion explains how the new program is different from competitors' programs. It addresses the following:

- *Unmet needs, demand for the program (educational needs that Creighton University would meet by offering the program)*
- *Ability to attract and maintain a sufficient number of tuition-paying students to remain financially viable*
- *Identify competing programs*
- *Provide statistics and opinions by authorities about the external environment, statistics will reflect both the current environment as well as the projected future*
- *Provide information for how the program will draw students from other University programs or locations, how it will attract new learners*

- *The anticipated impact (negative or positive) of the proposed program on the wider community (campus and non-campus), provide supporting information and data*

4. External Comparisons

This section will include a comparison of the proposed program with similar programs in other regionally accredited institutions in Nebraska and elsewhere and comparable Jesuit institutions. Describe how this program is different from the competitors identified in the Market Analysis, describe what distinguishes the Creighton program.

This section will be completed by the Associate Director for Market Research in collaboration with the new program champion.

5. Admission Requirements

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.*

6. 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 (see example in Appendix B) illustrating the alignment of program outcomes with the program's curriculum*
- *Assessment Plan for Student Learning (see example in Appendix C), 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.*

7. Plan for Program Evaluation

Describe the strategies for regular evaluation of the program including the following. See Appendix D 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.*

8. 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 E for course descriptions.*
- *course development matrix (see example in Appendix F)*
- *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*

9. Accreditation

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

10. 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.

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 G)*
- *Financial Resources (The Senior Financial Analyst, Office of the Provost, will work with the new program champion to complete this section, see Appendix H 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.*
 - *A sound business plan enumerating underlying assumptions that has been reviewed and approved by the School or College's academic governance body.*
- *Physical Resources*
 - *Adequate classroom, lab, and office space*
- *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 and CAI) For distance or blended programs, identify the existing and/or additional instructional technology resources required to support the program's learning outcomes*

11. Program Development Timeline

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

- *program marketing – this will be completed in collaboration with University Marketing and the program champion*
- *student recruitment activities - this will be completed in collaboration with Enrollment Management and the program champion*
- *course development*
- *faculty recruitment if applicable*
- *faculty preparation for teaching distance courses if applicable*

12. Outside consultation

A description of all consultation outside of the University will be provided, including costs associated with the consultation.

13. Affirmative action considerations – include in proposal if applicable

Appendix A: Market Research Data: Types of data to be collected and reported

The Associate Director for Market Research will work the champion of the new program to collect market demand data. Following are examples of the type of data to be collected and included in the new program proposal.

General Information - internal

- Program Name
- Program Type (traditional or adult undergraduate, major/minor, graduate, certificate, online/on campus)
- Contact Name

External Competitive Assessment - look at the following institutions:

- Local institutions
- Jesuit or similar private institutions
- National institutions

Types of information to collect, where available:

- Program name
- Program type (major, minor, bachelors, masters, certificate, etc.)
- Date established
- Format (number of credits, online/on campus, full-time/part-time, duration to complete, etc.)
- Tuition
- Curriculum
- Enrollment trends
- Any other relevant information (marketing, corporate partnerships)

Market Demand Analysis

- Job prospects for graduates/hiring trends for positions requiring this degree - Burning Glass data
- Secondary research or other anecdotal evidence demonstrating demand and growth
- Primary research - direct contact with institutions or other higher education resources
- Education Advisory Board, Hanover Research - archived research or custom analysis if needed
- General literature review (Lexis-Nexis), Web searching
- NCES/IPEDS
- Industry associations

**Appendix B: Curriculum Matrix Example from the
Master's in Education Program**

I = Introduce, D = Develop, M = Master

Course	Program Outcomes											
	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 C: 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
2. 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
3. Graduates will demonstrate Ignatian values, to include but not limited to a commitment to an	Discuss how the general concerns of ethics, <i>particularly regarding vulnerability and marginalization</i> , apply to	Course-embedded assessments	Exams, Papers and other forms of student work (see curriculum assessment map)	End of each course

exploration of faith and the promotion of justice.	health care practices, systems, policies, and laws.	Pre-post student reflection essays; Graduate exit survey; Student focus group	Summative critical self-reflections	End of MHE609 Capstone Project
4. 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	Papers, group projects, discussion posts, and presentations	End of each course
		Pre/Post test on self-efficacy in MHE600 Scholarly Reading and Writing	Formative assessments in required courses, and Scholarly Writing courses	End of MHE600 course
5. 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	Pre-admission essay; Critical self-reflection	Pre-admission; three times annually
		Reflection essay on pre-admission essay and additional questions regarding abilities developed in program	Summative critical self-reflections	End of MHE609 Capstone project
6. Graduates will demonstrate the ability to work effectively across race, ethnicity, culture,	Facilitate open discussion among multiple stakeholders in ethically complex situations.	Successful application of learned skills in MHE608	Rubric scores on competency-based (skills) outcomes	End of course
		Reflection essay on pre-	Student essays and self-	End of course and annually

gender, religion, and
sexual orientation.

admission essay and
additional questions
regarding abilities
developed in program

reflections

**Appendix D: 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 Deltak	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/Deltak	Annually
Time-to-Degree Data	Program Data/Deltak	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 E: Course Descriptions

List each course to be included in the new program being proposed as well as a brief description for each.

Appendix F: Course Development Matrix Example from the Master’s 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 G: Program Faculty

List the names, credentials and qualifications of each faculty member/ instructor who will teach in the program.

Appendix H: Pro-forma Budget Development: Information Required

General Information:

- Program Name
- Program Type
 - Traditional Undergraduate Revenue
 - Non-Traditional Undergraduate Revenue
 - Graduate Program Revenue
 - Certificate Program - Flat Rate
 - Certificate Program - Credit Hour Based
 - Other Revenue, includes endowment and gift income
(Can be a mixture of program types)
- Contact Name
- Online Program? (Yes/No)

Revenue Information:

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
- Average Credit Hours Per Student
- Tuition per credit hour
- Tuition discount rate

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

- Tuition per credit hour
- Tuition discount rate

For Certificate Programs – Flat Rate:

- Expected enrollment counts by year for the first 5 years of the program, by term if known
- Certificate revenue per student

For Certificate Programs – Credit Hour Based:

- 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

For all Other Revenue, including endowment and gift income:

- Endowment income by year
- Gift income by year
- Other revenue by year

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, see “New Program Proposal Template” on CAI’s website <http://www.creighton.edu/center-for-academic-innovation/new-program-proposals>
 - 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.