

<DRAFT> PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM <DRAFT>

1. This form has two sections. Section A contains information required by the University Senate and Registrar’s office and Section B contains information required by two external entities, the CPE (Council on Postsecondary Education) and SACS-COC (Southern Association of Colleges and Schools Commission on Colleges). Although only Section A is required for University Senate approval, every question must be answered to receive CPE approval. Please write “not applicable” wherever that is the appropriate response, leaving no area blank.
2. The CPE requires that a pre-proposal be submitted after a proposed program has achieved approval at the college level. Answers to questions identified with a * by the question number on this form should be used for the CPE’s pre-proposal. Such questions are in both Section A and Section B. More information about the CPE’s [pre-proposal process](#) can be obtained by emailing institutionaleffectiveness@uky.edu.
3. Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be placed on an agenda for the Board of Trustees. The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.

SECTION A – INFORMATION REQUIRED BY UNIVERSITY SENATE

1. Basic Information: Program Background and Overview

1a [E]	Date of contact with the Director of Institutional Effectiveness (IE): (institutionaleffectiveness@uky.edu)	_____
1b [E]	Home College: _____	
1c [E]	Home Educational Unit (school, department, college ¹): _____	
1d* [E]	Degree Type (BA, BS, etc.): _____	
1e* [E]	Program Name (Interior Design, Social Work, etc.): _____	
1f* [E]	CIP Code (provided by Undergraduate Council chair or Institutional Effectiveness): _____	
1g [E]	Is there a specialized accrediting agency related to this program? Yes <input type="checkbox"/> No <input type="checkbox"/> If “Yes,” name: _____	
1h* [E]	Requested effective date: <input type="checkbox"/> Semester after approval. OR <input type="checkbox"/> Specific Date ² : _____	
1i [E]	Anticipated date for granting first degree(s): _____	
1j* [E]	Individual responsible for submission of, completion of, and answering questions about the proposal (“contact person”): Name: _____ Email: _____ Phone: _____	

2. Program Overview

¹ Only interdisciplinary undergraduate degrees may be homed at the college level.

² Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

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2a* [S,C]	Provide a brief description of the proposed program. (300 word limit)		

2b* [S,C]	(similar to 11a) List the program objectives. These objectives should deal with how students will benefit from the program, both tangibly and intangibly. Give evidence that they will benefit. (300 word limit)		

2c* [S,C]	List the student learning outcomes (SLOs) for the proposed program and include the SLO for the Graduation Composition and Communication Requirement (GCCR). (300 word limit) (More detailed information will be addressed in a subsequent question.)		

2d [S]	Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. (150 word limit)		

2e [S]	Describe the proposed program's uniqueness within UK. (250 word limit)		

2f [S]	Describe the target audience. (150 word limit)		

2g* [E]	Does the program allow for any tracks (a.k.a. options)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," name the track(s). (Specific course requirements will be described in a subsequent section.)		
	Track #1: _____		
	Track #2: _____		
	Track #3: _____		
	Track #4: _____		
	Track #5: _____		
	Track #6: _____		
2h [RS]	Does the program <u>require</u> a minor?	Yes ³ <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," what is the name of the minor?	_____	
2i [S]	Are necessary resources available for the proposed new program? (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	(A more detailed answer is requested in Section A, part 4.)		
2j [S]	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. (150 word limit)		

2k [S]	Are multiple units/programs collaborating to offer this program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," please discuss the resource contribution(s) from each participating unit/program. (150 word limit)		

³ If "Yes," in conjunction with the submission of this form to the home unit, you must also fill out the form for a new minor and submit it to the home unit.

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	<i>(Letters of support will be addressed in subsequent sections.)</i>	

2l [S]	List all UK programs which could be perceived as duplicating the function, or significant part of the function, that the proposed program will perform. Give a rationale for why this is not in fact duplication, or is a necessary duplication. <i>(250 word limit)</i>	

2m [S]	The faculty of record is the faculty body responsible for ALL aspects of the program, including courses, credit hours, rigor, changes to the program, etc. Please identify the program's <i>faculty of record</i> by choosing ONE of the four scenarios below. For more information on each faculty of record scenario, visit http://www.uky.edu/Faculty/Senate/Forms/UndegDegPgm_Help.html .	
	<input type="checkbox"/>	Scenario 1
		OR
	<input type="checkbox"/>	Scenario 2
		OR
	<input type="checkbox"/>	Scenario 3
		OR
	<input type="checkbox"/>	Scenario 4
	If Scenarios 2, 3, or 4 are chosen, please provide describe/list/name the members of the faculty of record and describe the voting rights of members of the faculty of record. Include the process and standards for identifying the program director, as well as adding and deleting members of the faculty of record. <i>(150 word limit)</i>	

2n [S]	Will the program have an advisory board ⁴ ?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. <i>(150 word limit)</i>	

	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.	
	_____	Faculty within the college who are within the home educational unit.
	_____	Faculty within the college who are outside the home educational unit.
	_____	Faculty outside the college who are within the University.
	_____	Faculty outside the college and outside the University who are within the United States.
	_____	Faculty outside the college and outside the University who are outside the United States.
	_____	Students who are currently in the program.
	_____	Students who recently graduated from the program.
	_____	Members of industry.
	_____	Community volunteers.
	_____	Other. Please explain: _____
	=====	Total Number of Advisory Board Members

⁴ An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

3. Delivery Mode ⁵			
3a* [CR]	Initially, what percentage of the proposed program's core courses will be offered via distance learning ⁶ ?		
(check one)	0% <input type="checkbox"/>	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/> 50% - 74% <input type="checkbox"/> 75 - 99% <input type="checkbox"/> 100% <input type="checkbox"/>
	NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a substantive change prospectus to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. <i>The prospectus is required by SACS, but it is NOT required for Senate review.</i>		
3b* [CR]	If <i>any</i> percentage of the program will be offered via the alternative learning formats below, check all that apply, below.		
	<input type="checkbox"/>	Distance learning.	
	<input type="checkbox"/>	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.	
	<input type="checkbox"/>	Technology-enhanced instruction.	
	<input type="checkbox"/>	Evening/weekend/early morning classes.	
	<input type="checkbox"/>	Accelerated courses.	
	<input type="checkbox"/>	Instruction at nontraditional locations, such as employer worksite.	
	<input type="checkbox"/>	Courses with multiple entry, exit, and reentry points.	
	<input type="checkbox"/>	Modularized courses.	
3c [S]	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. <i>(200 word limit)</i>		
	<ul style="list-style-type: none"> • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements. 		

4. UK Resources			
4a* [CS]	Will the program's home educational unit require new or additional faculty?		Yes <input type="checkbox"/> No <input type="checkbox"/>
	If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. <i>(150 word limit)</i>		

	If "Yes," when will the faculty be appointed? <i>(150 word limit)</i>		

4b [C]	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?		Yes <input type="checkbox"/> No <input type="checkbox"/>
	If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. <i>(150 word limit)</i>		

4c [S]	Will the program include courses from another educational unit(s)?		Yes <input type="checkbox"/> No <input type="checkbox"/>
	If "Yes," list the courses and identify the other educational units and subunits that have approved the		

⁵ For questions about alternative delivery modes, please contact the [Distance Learning Programs and E-Learning office](#) on campus.

⁶ Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

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	inclusion of their courses. <i>(150 word limit)</i>

	If “Yes,” append to the end of this form a letter of support from the appropriate educational unit chair/director from whose unit individual courses will be used. A letter must include the following: <ul style="list-style-type: none">• Demonstration of true collaboration between multiple units⁷;• Impact on the course’s use on the home educational unit; and• Verification that the chair/director has consent from the faculty members of the unit.

⁷ Show evidence of detailed collaborative consultation with such units early in the process.

5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)

5a [S]	Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the <i>program</i> will be assessed, which is different from assessing student learning outcomes. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. <i>(250 word limit)</i>

5b [S]	<i>(related to 2c and 14.c)</i> Based on the SLOs from question 2c, append a PDF of the program’s course map ⁹ to the end of this form.
5c [S]	Append an assessment plan ¹⁰ for the SLOs to the end of this form.

6. Miscellaneous

6a [S]	Is there anything else about the proposed program that should be mentioned? <i>(150 word limit)</i>

7. Specific Course Requirements. [S, R]

[RS]	UK Core Requirements	Course Prefix and Number	Number of Credit Hours
7a	I. Intellectual Inquiry (one course in each area)		
	Arts and Creativity	_____	_____
	Humanities	_____	_____
	Social Sciences	_____	_____
	Natural/Physical/Mathematical	_____	_____
7b	II. Composition and Communication		
	Composition and Communication I	CIS or WRD 110	3
	Composition and Communication II	CIS or WRD 110	3
7c	III. Quantitative Reasoning (one course in each area)		
	Quantitative Foundations	_____	_____
	Statistical Inferential Reasoning	_____	_____
7d	IV. Citizenship (one course in each area)		
	Community, Culture and Citizenship in the USA	_____	_____
	Global Dynamics	_____	_____
7e	Total UK Core Hours:		_____

⁹ Course mapping (or “curricular mapping”) is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is “introduced,” “developed,” and/or “mastered” within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim. Click [HERE](#) for a sample curricular map.

¹⁰ An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs. Click [HERE](#) for a sample assessment plan.

7f [S]	Graduation Composition and Communication Requirement (GCCR)					
7f.i	How will the GCCR be delivered in the proposed program? For each box checked, list the prefix and number for the relevant course(s), including any cross-listing(s).					
	<input type="checkbox"/> Single course within the program’s home unit.	_____			_____	
	<input type="checkbox"/> Multiple courses within the program’s home unit.	_____			_____	
	<input type="checkbox"/> Single course from outside ¹¹ the program’s home unit.	_____			_____	
	<input type="checkbox"/> Multiple courses from outside ¹¹ the program’s home unit.	_____			_____	
	<input type="checkbox"/> Combination of course(s) from inside and outside ¹¹ the program’s home unit.	_____			_____	
7f.ii		Course Prefix & Number	<u>New</u> Course?	<u>Existing</u> (change)	<u>Existing</u> (no change)	
	Course #1	_____	○	○	○	
	Course #2 (<input type="checkbox"/> Not applicable.)	_____	○	○	○	
	Course #3 (<input type="checkbox"/> Not applicable.)	_____	○	○	○	
	Course #4 (<input type="checkbox"/> Not applicable.)	_____	○	○	○	
7f.iii	Provide a narrative regarding this program’s GCCR, for inclusion in the Bulletin.					

7g [RS]	College-level Requirements					
	How will college-level requirements be satisfied?					
	<input type="checkbox"/> Standard University college requirement	List course(s): _____				
	<i>OR</i>					
	<input type="checkbox"/> Specific course(s)	List course(s): _____				
<p><i>Use the grids below to list core courses, electives, courses for a track, etc. Use the course title from the Bulletin or from the most recent new/change course form.</i></p>						
7h*	Program Major Core Courses. (Required for <u>all</u> students in the program and includes pre-major and pre-professional courses. Check the appropriate box to describe the course as either “program core” or “pre-major/pre-professional”.)					
Prefix & Number	Course Title	Type of Course	Credit Hrs	New	Existing (change)	Existing (no change)
_____	_____	<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	_____	○	○	○
_____	_____	<input type="checkbox"/> Pgm Core	_____			

¹¹ You must include a letter of support from the other unit. The letter must address delivery mechanisms and resources allocated for the specified GCCR course(s). Please convert the letter to a PDF and append to the end of this form.

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		<input type="checkbox"/> Pre-major/prof				
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
_____	_____	<input type="checkbox"/> Pgm Core				
		<input type="checkbox"/> Pre-major/prof	_____			
<i>Total Core Courses Credit Hours:</i>			_____			

7i	Is there any narrative about pre-major or pre-professional courses for the program that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>

7j	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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7k*	Program Guided Electives¹² (Guided electives for <u>all</u> students in the program.)			<input type="checkbox"/> Not Applicable	
Prefix & Number	Course Title	Credit Hrs	New	Existing (change)	Existing (no change)
_____	_____	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	_____	_____			
_____	_____	_____			
_____	_____	_____			
_____	_____	_____			
_____	_____	_____			
_____	_____	_____			
_____	_____	_____			
_____	_____	_____			
<i>Total Credit Hours as Guided Electives:</i>		_____			
7l	Is there any narrative about guided electives courses that should be included in the Bulletin? If “Yes,” note below. (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>		

7m*	Program Free Electives¹³ . (Free electives for <u>all</u> students in the program, which includes general elective hours required by college and/or University (e.g. UK Core) for degree completion.)			<input type="checkbox"/> Not Applicable	
7n*	What is the total number of credit hours in free electives?				
7o	Provide a narrative, including course prefixes, about free electives courses that will be included in the Bulletin. (150 word limit)				

7p	Courses for a program’s track(s)¹⁴ . Check the appropriate box to describe the course as either “a core course for the track” or “an elective course for the track.”			<input type="checkbox"/> Not Applicable	
	Track name: _____				

¹² Program guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

¹³ Program free electives are available to all students in the program and the choice of which course(s) to take is up to the student. The courses are not grouped and are sometimes described as “student must take three courses at the 400-level or above.”

¹⁴ If multiple tracks are available, click [HERE](#) for a template for additional tracks. Append a PDF with each track’s courses to the end of this form.

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Prefix & Number	Course Title		Credit Hrs	New	Existing (change)	Existing (no change)
_____	_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	○	○	○
_____	_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____			
_____	_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____			
_____	_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____			
_____	_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____			
_____	_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____			
_____	_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____			
_____	_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____			
_____	_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____			
_____	_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____			

Total Credit Hours Track: _____

7q	Is there any narrative about courses for a track that should be included in the Bulletin? If “Yes,” note below. (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>

7r	Total Credit Hours Required by Level. (below)				
	100-level: _____	200-level: _____	300-level: _____	400-level: _____	500-level: _____

7s	What is the total number of credit hours required for the degree? (e.g. 120, 126)	_____
	If an explanation about the total credit hours is necessary, use the space below. (150 word limit)	

8. Progression in Rigor

8a [RS]	List below the typical semester-by-semester program of study, e.g. “GWS 200; 3 credits.” If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF with each track’s semester-by-semester program of study to the end of this form.			
	YEAR 1 - FALL:	_____	YEAR 1 - SPRING:	_____
	YEAR 2 - FALL :	_____	YEAR 2 - SPRING:	_____
	YEAR 3 - FALL:	_____	YEAR 3 - SPRING:	_____
	YEAR 4 - FALL:	_____	YEAR 4 - SPRING:	_____

8b [CS]	Explain or demonstrate that there is progression in rigor and complexity in the courses that make up the program. <i>(150 word limit)</i>

9. Approvals/Reviews

Information below about the review process does not supersede the requirement for individual letters of support from educational unit administrators and from educational subunit administrators.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
9a	(Within College)		
	_____	_____	____/____/____
	_____	_____	____/____/____
	_____	_____	____/____/____
	_____	_____	____/____/____

9b	(Collaborating and/or Affected Units)		
	_____	_____	____/____/____
	_____	_____	____/____/____
	_____	_____	____/____/____
	_____	_____	____/____/____
	_____	_____	____/____/____
	_____	_____	____/____/____
	_____	_____	____/____/____
	_____	_____	____/____/____
	_____	_____	____/____/____

9c	(Senate Academic Council)	Date Approved	Contact Person Name
	Undergraduate Council	_____	_____
	Health Care Colleges Council (if applicable)	_____	_____

SECTION B – INFORMATION REQUIRED BY CPE AND SACS	
10. Program Overview – Program Quality and Student Success	
10a [C]	Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? (300 word limit)

10b* [C]	(similar to 2b) What are the intended student learning outcomes (SLOs) of the proposed program? Address one or more of the five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. (300 word limit)

10c [C]	Clearly state the student admission, retention, and completion standards designed to encourage high quality. (300 words)

10d [C]	Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. (300 word limit)

10e [C]	Identify the applicant pool and how applicants will be reached. (300 word limit)

11. Mission: Centrality to the Institution’s Mission and Consistency with State’s Goals	
11a* [C]	(similar to question 2b) List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. (300 word limit)

11b* [C]	Explain how the program objectives above in item 11a support at least two aspects of UK’s institutional mission and academic strategic plan ? (150 word limit)

11c* [C]	How do the program objectives above in item 11a support at least two aspects of the Council on Postsecondary Education’s (CPE) Strategic Agenda and the statewide implementation plan? (300 word limit)

11d* [C]	If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. <input type="checkbox"/> (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)
12. Resources	
12a* [C]	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. (300 word limit)

12b [C]	What will be the projected “faculty-to-student in major” ratio? (150 word limit)

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12c [C]	Describe the library resources available ¹⁵ to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. <i>(300 word limit)</i> _____											
12d [CR]	Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. <i>(300 word limit)</i> _____											
13. Demand and Unnecessary Duplication												
13a* [C]	Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. <i>(300 word limit)</i> <ul style="list-style-type: none"> • This evidence is typically in the form of surveys of potential students and enrollments in related programs at the institution. • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels. 											
13b [C]	Clearly state the degree completion requirements for the proposed program. <i>(150 word limit)</i> _____											
13c* [C]	Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? <i>(300 word limit)</i> If "Yes," explain: _____	Yes <input type="checkbox"/>	No <input type="checkbox"/>									
13d [C]	Identify the primary feeders for the program. <i>(150 word limit)</i> _____											
13e [C]	Describe the student recruitment and selection process. <i>(300 word limit)</i> _____											
13f* [C]	Specify any distinctive qualities of the proposed program. <i>(300 word limit)</i> _____											
13g [C]	Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. <i>(300 word limit)</i> _____											
13h [C]	Use table below to estimate student demand for the first five years following implementation. <table border="1" data-bbox="228 1780 1542 1919"> <thead> <tr> <th data-bbox="228 1780 609 1854">Academic Year</th> <th data-bbox="609 1780 1101 1854"># Degrees Conferred</th> <th data-bbox="1101 1780 1542 1854">Majors (headcount) Fall Semester</th> </tr> </thead> <tbody> <tr> <td data-bbox="228 1854 609 1890">20__ - 20__</td> <td data-bbox="609 1854 1101 1890">_____</td> <td data-bbox="1101 1854 1542 1890">_____</td> </tr> <tr> <td data-bbox="228 1890 609 1919">20__ - 20__</td> <td data-bbox="609 1890 1101 1919">_____</td> <td data-bbox="1101 1890 1542 1919">_____</td> </tr> </tbody> </table>			Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester	20__ - 20__	_____	_____	20__ - 20__	_____	_____
Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester										
20__ - 20__	_____	_____										
20__ - 20__	_____	_____										

¹⁵ Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

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	20__ - 20__	_____	_____
	20__ - 20__	_____	_____
	20__ - 20__	_____	_____
13i [C]	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)		

13j [C]	Has the Council on Postsecondary Education identified similar programs ¹⁶ ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," the following questions (5h1 – 5h5) must be answered.		
(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain: _____		
(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain: _____		
(3)	Is access to existing programs limited? (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain: _____		
(4)	Is there excess demand for existing programs? (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain: _____		
(5)	Will there be collaboration between the proposed program and existing programs? (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.		

13k* [C]	Are there similar programs in other Southern Regional Education Board (SREB) states in the nation? (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13l [C]	Would your institution like to make this program available through the Academic Common Market ¹⁴ ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13m [C]	Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. (300 word limit)		

13n*[C]	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.		

¹⁶ Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

14. Assessment and Oversight

14a [C] Describe *program* evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. (300 word limit)

14b* [C] Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will be assessed. (300 word limit)

14c Procedures for Course Mapping of SLOs (related to question 5b)

14c.i [C] Which components will be evaluated, i.e. course mapping? (300 word limit)

14c.ii [C] When will components be evaluated? (150 word limit)

14c.iii [C] When will the data be collected? (150 word limit)

14c.iv [C] How will the data be collected? (150 word limit)

14c.v [C] What will be the benchmarks and/or targets to be achieved? (150 word limit)

14c.vi [C] What individuals or groups will be responsible for data collection? (150 word limit)

14c.vii [C] How will the data and findings be shared with faculty? (150 word limit)

14c.viii [C] How will the data be used for making programmatic improvements? (150 word limit)

14c.ix [C] What are the measures of teaching effectiveness? (150 word limit)

14c.x [C] What efforts to improve teaching effectiveness will be pursued based on these measures? (150 word limit)

14c.xi [C] What are the plans to evaluate students' post-graduate success? (150 word limit)

15. Cost and Funding of the Proposed Program¹⁷

15a [C] Will this program require additional resources? Yes No
If "Yes," please provide a brief summary of additional resources that will be needed to implement this

¹⁷ For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

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	program over the next five years. <i>(300 word limit)</i>		

15b [C]	Will this program impact existing programs and/or organizational units within your institution? <i>(300 word limit)</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes, briefly describe.		

15c [C]	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. <i>(300 word limit)</i>		

16. [C]* Budget Funding Sources, by Year of Program (Please answer in terms of dollar amounts.)

(Please note – all the fields in number 16 are required for the CPE’s pre-proposal form.)

Total Resources Available from Federal Sources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative/Explanation:	_____				
Total Resources Available from Other Non-State Sources:	_____				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative/Explanation:	_____				
State Resources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative/Explanation:	_____				
Internal	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative/Explanation:	_____				
Student Tuition	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative/Explanation:	_____				
Total Funding Sources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<u>Total</u> New	_____	_____	_____	_____	_____
<u>Total</u> Existing	_____	_____	_____	_____	_____

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17. [C] Breakdown of Program Expenses/Requirements⁴					
(Please note – all the fields in number 17 are required for the CPE’s pre-proposal form.)					
Staff: Executive, Administrative & Managerial	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative/Explanation:	_____				
Faculty	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative/Explanation:	_____				
Student Employees	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative Explanation/Justification:	_____				
Equipment and Instructional Materials	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative Explanation/Justification:	_____				
Library	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative Explanation/Justification:	_____				
Contractual Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative Explanation/Justification:	_____				
Academic and/or Student Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative	_____				

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Explanation/Justification:					
Other Support Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative Explanation/Justification:	_____				
Faculty Development	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative Explanation/Justification:	_____				
Assessment	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative Explanation/Justification:	_____				
Other	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
Narrative Explanation/Justification:	_____				
Total Program Budgeted Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	_____	_____	_____	_____	_____
Existing	_____	_____	_____	_____	_____
TOTAL Program Budgeted Expenses/Requirements:	_____				
GRAND TOTAL	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
TOTAL NET COST:	_____	_____	_____	_____	_____

18. [C] Course Descriptions

18a	Program Core Courses (includes pre-major and pre-professional courses)
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
_____	_____
_____	_____
_____	_____
_____	_____

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_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

18b Program Guided Electives Courses (for the major)

Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

18c Program Free Electives Courses

Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

18d Courses for a Track. (If multiple tracks are available, click [HERE](#) for a template for additional tracks. Append a PDF to the end of this form with each track’s courses and descriptions.)

Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____
_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____
_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____

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_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____
_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____
_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____
_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____
_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____
_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____
_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____

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19. [SACS] Specific faculty involved in the degree program.

(similar to question 4d) Fill out the SACS¹⁸-required faculty roster below, for full-time and part-time faculty teaching in the program. Abbreviations for the NAME and COURSES TAUGHT columns are below the table.

NAME	COURSES TAUGHT	ACADEMIC DEGREES AND COURSEWORK	OTHER QUALIFICATIONS AND COMMENTS
List name & Identify faculty member as FT or PT.	Include term; course prefix, number and title; & credit hours. Identify courses as D, UN, UT or G.	List relevant courses taught, including institution and major.	Note qualifications and comments as they pertain to course taught.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
FT = full time PT= part time	D = developmental UN = undergraduate nontransferable UT = undergraduate transferable G = graduate		

¹⁸ Southern Association of Colleges and Schools Commission on Colleges (SACS). If you have general questions about the SACS faculty roster, please email institutionaleffectiveness@uky.edu.