

**NEW MASTER'S DEGREE PROGRAM**

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 and full proposal be submitted. The pre-proposal is submitted after a proposed program has received college-level approval. 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. Please email [institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu) for more information about the CPE's [pre-proposal process](#). The CPE's full proposal requires completion of both Sections A and B of this form and is submitted after approval by UK's Board of Trustees.
3. Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or GC) 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	Date of contact with Institutional Effectiveness <sup>1</sup> :	
	<input type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.	
1b	Home College:	
1c	Home Educational Unit (school, department, college <sup>2</sup> ):	
1d*	Degree Type (Master's of Science, Master's of Business Administration, etc.):	
1e*	Program Name (Biology, Finance, etc.):	
1f*	CIP Code (provided by <a href="#">Institutional Effectiveness</a> ):	
1g	Is there a specialized accrediting agency related to this program?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	If "Yes," name:	
1h	Was this particular program ever previously offered at UK but subsequently suspended?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	If "Yes," describe. (300 word limit)	

<sup>1</sup> You can reach Institutional Effectiveness by phone or email (257-2873 or [institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu)).

<sup>2</sup> Only interdisciplinary graduate degrees may be homed at the college level.

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1i*	Requested effective date:	<input type="checkbox"/> Fall semester following approval.	OR	<input type="checkbox"/> Specific Date <sup>3</sup> : Fall 20
1j	Anticipated date for granting first degree(s):			
1k*	Contact person name:	Email:	Phone:	
<b>2. Program Overview</b>				
2a*	Provide a brief description of the proposed program. (300 word limit)			
2b	What is the need for the proposed program? For example, is there a shortage of trained professionals or has an accrediting/professional/government body expressed a need for this type of program? (300 word limit)			
2c*	(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)			
2d*	List the student learning outcomes (SLOs) for the proposed program. (300 word limit) (More detailed information will be addressed in Section A, part 5.)			
2e	Provide the rationale and motivation for the program. Give reference to national context, including equivalents at benchmark institutions. (150 word limit)			
2f	Describe the proposed program's uniqueness within UK. (250 word limit)			
2g	Describe the target audience. (150 word limit)			
2h*	Does the program allow for any concentrations?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
	If "Yes," name the concentration(s). (Specific course requirements will be described in Section A, part 7.)			
	Concentration #1:			
	Concentration #2:			
	Concentration #3:			
2j	Are necessary resources available for the proposed new program? (A more detailed answer is requested in Section A, part 4.)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

<sup>3</sup> Programs are effective 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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2k	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. (150 word limit)		
2l	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) (Letters of support will be addressed in Part A, section 7.)		
2m	Are there any UK programs which the proposed program could be perceived as replicating?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," give a rationale for why this is not duplication, or is a necessary duplication. (250 word limit)		
	If "Yes," two pieces of supporting documentation are required.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the unit chair/director who may perceive this program as a replicate.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has agreement from the faculty members of the unit. This typically takes the form of meeting minutes.		
2n	Will the faculty of record for the proposed new master's degree be the graduate faculty of the department/school offering the proposed new degree?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "No," please describe the faculty of record for the proposed master's program, including: selection criteria; term of service; and method for adding/removing members. Will the existing director of graduate studies (DGS) in the department/school be the DGS for this proposed master's degree?		
2o	Will the program have an advisory board <sup>4</sup> ?	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. (150 word limit)		
	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:		

<sup>4</sup> 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.

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		<b>Total Number of Advisory Board Members</b>				
<b>3. Delivery Mode</b>			<b>UK DLP and eLearning Office <sup>5</sup></b>			
3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning <sup>6</sup> ?				Yes <input type="checkbox"/>	No <input type="checkbox"/>
If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.						
(check one)	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 <a href="#">substantive change prospectus</a> to SACS. Please contact <a href="mailto:institutionaleffectiveness@uky.edu">institutionaleffectiveness@uky.edu</a> for assistance. <i>The prospectus is required by SACS, but it is NOT required for Senate review.</i>						
3b*	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	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"> <li>• Synchronous and asynchronous components.</li> <li>• Balance between traditional and non-traditional aspects.</li> <li>• Hybrid elements.</li> </ul>					
<b>4. UK Resources</b>						
4a*	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	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>						

<sup>5</sup> For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (<http://www.uky.edu/DistanceLearning/>).

<sup>6</sup> 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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4c	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 inclusion of their courses. (150 word limit)			
If "Yes," two pieces of supporting documentation are required.  <input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units <sup>7</sup> and impact on the course's use on the home educational unit.  <input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.			

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<sup>7</sup> Show evidence of detailed collaborative consultation with such units early in the process.

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4d	<i>(similar to question 19)</i> Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed new master’s program.		
<p align="center"><b>NAME</b></p> <p>List name &amp; identify faculty member as FT (full-time) or PT (part-time).</p>	<p align="center"><b>FACULTY CIP CODE<sup>8</sup></b></p> <p>List the applicable CIP Code for the faculty member.</p>	<p align="center"><b>MAJOR CORE COURSES IN THE PROGRAM</b></p> <p>List the major core courses in the program that the faculty member will teach and the frequency of the offering (e.g. “every spring”)</p>	<p align="center"><b>OTHER QUALIFICATIONS</b></p> <p><i>If applicable, list any other qualifications and comment on how they pertain to the courses in the program the faculty member will teach. If not applicable, mark with “n/a.”</i></p>

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<sup>8</sup> Consult your college’s associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

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

5a	Referring to program objectives, student benefits, and the target audience (questions 2c and 2g), 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	<i>(related to 2d and 14.c)</i> Based on the SLOs from question 2c, append a PDF of the program's course map <sup>9</sup> to the end of this form. <i>(Click <a href="#">HERE</a> for a sample curricular map.)</i>
5c	Append an assessment plan <sup>10</sup> for the SLOs to the end of this form. <i>(Click <a href="#">HERE</a> for a sample assessment plan.)</i>

**6. Non-Course Requirements**

6a	Will the program require completion of a bachelor's degree from a fully accredited institution of higher learning? Yes <input type="checkbox"/> No <input type="checkbox"/>
	If "No," explain below. <i>(150 word limit)</i>
6b	The Graduate School requires applicants to have an overall GPA of 2.75 on undergraduate work. Will the program have a higher undergraduate GPA requirement? Yes <input type="checkbox"/> No <input type="checkbox"/>
	If "Yes," describe below. <i>(150 word limit)</i>
6c	Will the proposed program include requirements for testing (e.g. GRE, GMAT, TOEFL) to be considered for admission? Yes <input type="checkbox"/> No <input type="checkbox"/>
	If "Yes," name each test and describe the specific requirements, scores, etc. below. <i>(150 word limit)</i>
6d	Will the program have a world language requirement? Yes <input type="checkbox"/> No <input type="checkbox"/>
	If "Yes," describe below. <i>(150 word limit)</i>
6e	The Graduate School allows transfer of up to nine credits or 25% of course work. Please describe transfer credit limitations below for the proposed program. <i>(150 word limit)</i>

<sup>9</sup> 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.

<sup>10</sup> An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

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6f	Will the program have a thesis requirement (Plan A)? (If "Yes," explain the requirements below. If "No," proceed to question 6g)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6g	Will the program have a non-thesis requirement (Plan B)? (If "Yes," explain the requirements below. If "No," proceed to question 6h) If "Yes," explain the requirements below.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6h	Provide the final examination criteria?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6i	Describe termination criteria.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**7. Course Requirements.**

7a	Document the total credit hours required by level below. At least two-thirds of the minimum requirements for the master's or specialist degree must be in regular courses, and at least half of the minimum course requirements (excluding thesis, practicum, or internship credit) must be in 600- or 700-level courses.			
	400G-level:	500-level:	600-level:	700-level:

7b	What is the total number of credit hours required for the degree? <sup>11</sup> (e.g. 24, 32)
	If an explanation about the total credit hours is necessary, use the space below. (150 word limit)

*Use the grids below to list core courses, electives, courses for a concentration, etc.  
Use the course title from the Bulletin or from the most recent new/change course form.*

**7c\*** **Program Major Core Courses.** These courses are required for all students in the program and include prerequisite courses. Check the appropriate box to describe the course as either "program core" or "prerequisite". (Click [here](#) for a template with additional rows for courses.)

Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status <sup>12</sup>
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core		Select one....

<sup>11</sup> A non-thesis option (Plan B) requires that six or more graduate credit hours of course work be submitted in lieu of a thesis.

<sup>12</sup> Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").



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		<input type="checkbox"/> Prerequisite			
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....	
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....	
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....	
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....	
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....	
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....	
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....	
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....	
		<input checked="" type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Prerequisite		Select one....	
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....	
		<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....	
<b>Total Core Courses Credit Hours:</b>					
7d	Is there any narrative about prerequisite 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"/>	
7e	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"/>	
<b>Program Guided Electives<sup>13</sup> (Guided electives for all students in the program.)</b>					
7f*	Does the program include any guided electives? (If "Yes," indicate and note the specific courses in the grid below. If "No," indicate and proceed to question 7i.)			Yes <input type="checkbox"/> No <input type="checkbox"/>	
7g*	Using the grid provided, list the guided electives below.				
Prefix & Number	Course Title			Credit Hrs	Course Status <sup>14</sup>

<sup>13</sup> 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.).

<sup>14</sup> Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
		<i>Total Credit Hours as Guided Electives:</i>	
7h	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"/>
<b>Program Free Electives<sup>15</sup>. (Free electives for <u>all</u> students in the program.)</b>			
7i*	Does the program include any free electives? (If "Yes," indicate and proceed to question 7j. If "No," indicate and proceed to 7l.)		Yes <input type="checkbox"/> No <input type="checkbox"/>
7j*	What is the total number of credit hours in free electives?		
7k	Provide the free electives courses language that will be included in the Graduate School Bulletin. (150 word limit)		
<b>Courses for a program's concentration(s). (Click <a href="#">HERE</a> for a template for additional concentrations<sup>16</sup>.)</b>			
7l	Does the program include any concentrations? (If "Yes," indicate and proceed to question 7m. If "No," indicate and proceed to 7p.)		Yes <input type="checkbox"/> No <input type="checkbox"/>
7m	Concentration name:		
Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")	Credit Hrs	Course Status <sup>17</sup>
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core		Select one....

<sup>15</sup> Program free electives are available to all students in the program (regardless of any concentration(s)) and the choice of which course(s) to take is up to the student. Courses are not grouped but can be described as "student must take three courses at the 600-level or above."

<sup>16</sup> Append a PDF with each concentration's courses to the end of this form.

<sup>17</sup> Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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		<input type="checkbox"/> Elective		
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....

7n	Does the program have an additional concentration? (If "Yes," indicate and proceed to question 7o. If "No," indicate and proceed to 7p.)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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7o	Concentration #2 Name:	
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Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")	Credit Hrs	Course Status <sup>18</sup>
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....

<sup>18</sup> Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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*Total Credit Hours, Concentration #2:*

7n	Provide concentration-related language that should be included in the Graduate School Bulletin? (150 word limit)
7o	Is there anything else about the proposed program that should be mentioned? (150 word limit)

**8. Degree Plan**

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for "Year 3" only if necessary. If multiple concentrations are available, click <a href="#">HERE</a> for a template for additional concentrations. Append a PDF with each concentration's semester-by-semester program of study to the end of this form.			
	<b>YEAR 1 - FALL:</b>		<b>YEAR 1 - SPRING:</b>	
	<b>YEAR 2 - FALL :</b>		<b>YEAR 2 - SPRING:</b>	
	<b>YEAR 3 - FALL:</b>		<b>YEAR 3 - SPRING:</b>	
8b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. (150 word limit)			

**9. Approvals/Reviews**

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email	
9a	(Within College)		/	/
			/	/
			/	/
			/	/
9b	(Collaborating and/or Affected Units)		/	/
			/	/
			/	/
			/	/
			/	/
			/	/
			/	/
			/	/
9c	(Senate Academic Council)	<b>Date Approved</b>	<b>Contact Person Name</b>	

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	Health Care Colleges Council (if applicable)		
	Graduate Council		

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<b>SECTION B – INFORMATION REQUIRED BY CPE AND SACS</b>	
<b>10. Program Overview – Program Quality and Student Success</b>	
10a	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? <i>(300 word limit)</i>
10b*	<i>(similar to 2b)</i> 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. <i>(300 word limit)</i>
10c	Clearly state the student admission, retention, and completion standards designed to encourage high quality. <i>(300 words)</i>
10d	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. <i>(300 word limit)</i>
10e	Identify the applicant pool and how applicants will be reached. <i>(300 word limit)</i>
<b>11. Mission: Centrality to the Institution’s Mission and Consistency with State’s Goals</b>	
11a*	<i>(similar to question 2c)</i> List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. <i>(300 word limit)</i>
11b*	Explain how the program objectives above in item 11a support at least two aspects of <a href="#">UK’s institutional mission and academic strategic plan</a> ? <i>(150 word limit)</i>
11c*	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? <i>(300 word limit)</i>
11d*	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.)
<b>12. Resources</b>	
12a*	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. <i>(300 word limit)</i>
12b	What will be the projected “faculty-to-student in major” ratio? <i>(150 word limit)</i>

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12c	Describe the library resources available <sup>19</sup> 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	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>		
<b>13. Demand and Unnecessary Duplication</b>			
13a*	<p>Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, employer demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. <i>(300 word limit)</i></p> <ul style="list-style-type: none"> <li>• This evidence is typically in the form of surveys of potential students, enrollments in related programs at the institution, employer surveys, and current labor market analyses.</li> <li>• Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program.</li> <li>• Provide evidence of student demand at state and national levels.</li> </ul>		
13b	Clearly state the degree completion requirements for the proposed program. <i>(150 word limit)</i>		
13c*	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>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain:		
13d	Identify the primary feeders for the program. <i>(150 word limit)</i>		
13e	Describe the student recruitment and selection process. <i>(300 word limit)</i>		
13f*	Specify any distinctive qualities of the proposed program. <i>(300 word limit)</i>		
13g	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	Use table below to estimate student demand for the first five years following implementation.		
	Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
	20 - 20		
	20 - 20		

<sup>19</sup> Please contact Institutional Effectiveness ([institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu)) for more information.

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	20 - 20		
	20 - 20		
	20 - 20		
13i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)		
13j	Has the Council on Postsecondary Education identified similar programs? <sup>20</sup>	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*	Are there similar programs in other <a href="#">Southern Regional Education Board (SREB)</a> states in the nation?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.		
13k. i*	Identify similar programs in other SREB states and in the nation.		
13k.ii*	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain. (300 word limit)		
13k.iii*	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain. (300 word limit)		

<sup>20</sup> Please contact Institutional Effectiveness ([institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu)) for help with this question.



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13k.iv*	Is access to existing programs limited? If "Yes," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13k.v*	Is there excess demand for existing similar programs? If "Yes," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13k.vi*	Will there be collaboration between the proposed program and existing programs? If "No," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13l	Would your institution like to make this program available through the <a href="#">Academic Common Market</a> <sup>21</sup> ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13m	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*	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.		
<b>14. Assessment and Oversight</b>			
14a*	Describe <i>program</i> 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	Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will be assessed. (300 word limit)		
14c	<b>Procedures for Course Mapping of SLOs (related to question 5b)</b>		
14c.i	Which components will be evaluated, i.e. course mapping? (300 word limit)		
14c.ii	When will components be evaluated? (150 word limit)		
14c.iii	When will the data be collected? (150 word limit)		

<sup>21</sup> Please contact Institutional Effectiveness ([institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu)) for more information.

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14c.iv	How will the data be collected? <i>(150 word limit)</i>
14c.v	What will be the benchmarks and/or targets to be achieved? <i>(150 word limit)</i>
14c.vi	What individuals or groups will be responsible for data collection? <i>(150 word limit)</i>
14c.vii	How will the data and findings be shared with faculty? <i>(150 word limit)</i>
14c.viii	How will the data be used for making programmatic improvements? <i>(150 word limit)</i>
14c.ix	What are the measures of teaching effectiveness? <i>(150 word limit)</i>
14c.x	What efforts to improve teaching effectiveness will be pursued based on these measures? <i>(150 word limit)</i>
14c.xi	What are the plans to evaluate students' post-graduate success? <i>(150 word limit)</i>

**15. Cost and Funding of the Proposed Program<sup>22</sup>**

15a	Will this program require additional resources? If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. <i>(300 word limit)</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
15b	Will this program impact existing programs and/or organizational units within your institution? <i>(300 word limit)</i> If "Yes, briefly describe.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
15c	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.\* Budget Funding Sources, by Year of Program**

All the fields in number 16 are required for the CPE's pre-proposal form. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below. Please answer in terms of dollar amounts. All narratives have a 100-word limit.

<b>Total Resources Available from Federal Sources</b> (grants, earmarks, etc.)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year

<sup>22</sup> 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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New					
Existing					
Narrative/Explanation:					
<b>Total Resources Available from Other Non-State Sources:</b> (foundations, donors, etc.)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative/Explanation:					
<b>State Resources:</b> (general fund and pass-through funds, etc.)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative/Explanation:					
<b>Internal<sup>23</sup>:</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
(New) Allocated Resources					
(Existing) Reallocated Resources					
Narrative/Explanation:					
<b>Student Tuition</b> (describe impact on enrollment, tuition, and fees)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative/Explanation:					
<b>Total Funding Sources</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
<u>Total</u> New					
<u>Total</u> Existing					
<u>TOTAL FUNDING SOURCES</u>					
<b>17. Breakdown of Program Expenses/Requirements<sup>4</sup></b>					
<b>(Please note – all the fields in number 17 are required for the CPE's pre-proposal form.)</b>					
<b>Staff: Executive, Administrative &amp; Managerial</b> (include salaries)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative/Explanation <sup>24</sup> :					

<sup>23</sup> The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organizational units.

<sup>24</sup> Discuss whether new hires will be full-time or part-time.

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<b>Other Professional</b> (include salaries)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative/Explanation:					
<b>Faculty</b> (include salaries)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative/Explanation <sup>25</sup> :					
<b>Graduate Assistants<sup>26</sup></b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:					
<b>Student Employees</b> (include salaries/stipends)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:					
<b>Equipment and Instructional Materials</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:					
<b>Library</b> (new journal subscriptions, collections, electronic access, etc.)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:					
<b>Contractual Services</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					

<sup>25</sup> If new hires are involved, explain whether new hires will be full-time or part-time.

<sup>26</sup> Identify the number of assistantships/stipends to be provided; Include the level of support for each.

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Existing					
Narrative Explanation/Justification:					
<b>Academic and/or Student Services</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:					
<b>Other Support Services</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:					
<b>Faculty Development</b> (travel, conference fees, consultants, etc.)	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:					
<b>Assessment</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:					
<b>Student Space and Equipment</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:					
<b>Other</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					
Narrative Explanation/Justification:					
<b>Total Expenses/Requirements</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					

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Existing					
TOTAL Program Budgeted Expenses/Requirements:					

<b>GRAND TOTAL</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
<b>TOTAL NET COST:</b>	_____	_____	_____	_____	_____

**18. Course Descriptions**

**18a Program Core Courses (includes pre-major and pre-professional courses)**

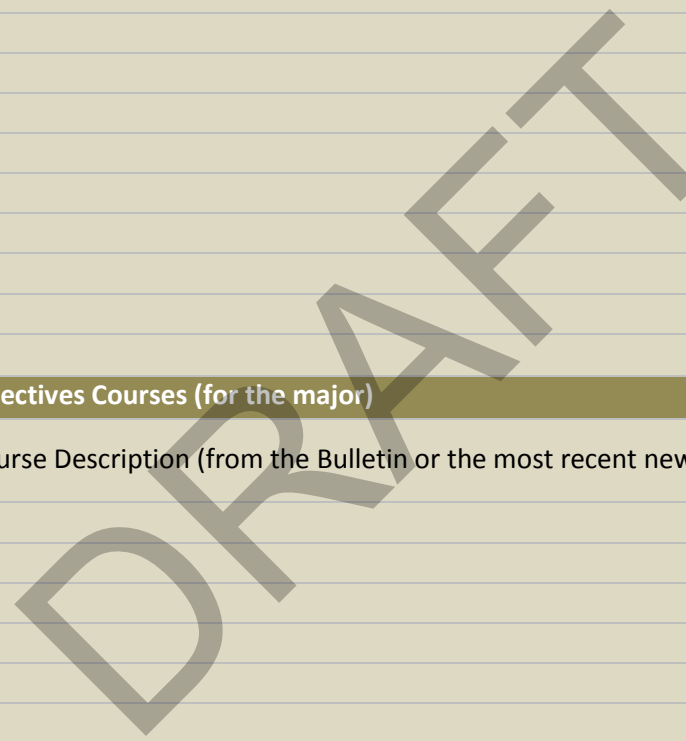
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)

**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)



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18d	<b>Courses for a Track.</b> (If multiple tracks are available, click <a href="#">HERE</a> 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	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
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	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	

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**19. Specific faculty involved in the degree program.**

*(similar to question 4d)* Fill out the SACS<sup>27</sup>-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. *Please contact Institutional Effectiveness ([institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu)) for help with this question.*

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

<sup>27</sup> Southern Association of Colleges and Schools Commission on Colleges (SACS).