

PRE-PROPOSAL/KENTUCKY POSTSECONDARY PROGRAM PROPOSAL SYSTEM IMPLEMENTATION GUIDE

MISSION TAB

Centrality to the Institution's Mission and Consistency with State's Goals

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's strategic plan. There should be a clear connection between the program and the institution's mission and the state's goals.

- 1 Provide a brief description of the program.
- 2 What are the objectives of the proposed program?
 - **These objectives should deal with the specific institutional and societal needs that this program will address.**
 - **Societal needs encompasses social, economic, environmental, and other needs at the local through global levels.**
- 3 Explain how the objectives support the institutional mission and strategic priorities, the statewide [postsecondary education strategic agenda](#) , and the statewide strategic implementation plan. Explain how the proposed program relates to the institutional mission and strategic plan.
 - **Review your institution's mission and strategic plan. Highlight which areas of the academic plan will be accomplished through implementation of this program.**
 - **The state's strategic plan for postsecondary education focuses on four areas. Please choose which area(s) your proposed program relates to along with which policy objective(s) that your proposed program will address.**
 - **College readiness – Will the program increase the number of college-ready Kentuckians entering postsecondary education? Will it increase the number of college-ready GED graduates? Will it increase the effectiveness of Kentucky's K-12 teachers and school leaders?**
 - **Student success – Does this program increase high-quality degree production and completion rates and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students? Does this program decrease financial barriers to college access and completion.**
 - **Research, economic, and community development: Does this program increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach?**
 - **Efficiency and innovation: Does this program increase academic productivity through program innovations? Does this program maximize the use of postsecondary and adult education resources?**
- 4 Is an approval letter from Education Professional Standards Board (EPSB) required?
 - **For example, any program leading to teacher, principal, or superintendent certification, rank change, etc.**
 - If yes, attach the approval letter from EPSB

QUALITY TAB**Program Quality and Student Success**

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. What are the intended student learning outcomes of the proposed program?
 - **For example, you can use The Degree Qualifications Profile as a guide. The profile describes five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning - that students should be able to meet at the associate, bachelor, and master’s degree levels. This work is related to the Bologna Process which has outlined academic quality standards to ensure comparability of degrees throughout Europe.**
 - **Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.**
 - ~ **You may provide a narrative, a visual (chart, table, graphic), or both that demonstrates the relationships between course-level student learning outcomes and program-level student learning outcomes.**

2. How will the program support or be supported by other programs within the institution?
 - **For example, shared faculty, shared courses, collaborative research, etc.**

3. Will this program replace or enhance any existing program(s) or specializations within an existing program? **If so, please specify.**

4. Will this be a 100% distance learning program?
 - **Defined as an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.**

5. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? **If yes, please check all that apply.**
 - **Distance learning**
 - **Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web?**
 - **Technology-enhanced instruction**
 - **Evening/weekend/early morning classes**
 - **Accelerated courses**
 - **Instruction at nontraditional locations, such as employer worksite**
 - **Courses with multiple entry, exit, and reentry points**
 - **Courses with “rolling” entrance and completion times, based on self-pacing**
 - **Modularized courses**

6. Are new or additional faculty needed?
 - **Faculty resources should be adequate and appropriate for the proposed program. The qualifications of faculty should support the objectives and curriculum of the proposed program.**
 - **Note whether they will be full-time or part-time.**

DEMAND TAB**Program Demand/Unnecessary Duplication**

Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

1. Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.
 - **This evidence is typically in the form of surveys of potential students and/or enrollments in related programs at the institution.**
 - **Anecdotal evidence is not sufficient. The institution must demonstrate that it has systematically gathered data, studied the data, and can reasonably estimate student demand for the program.**
 - **Provide evidence of student demand within your area of geographic responsibility as well as the state and national levels.**

2. Specify any distinctive qualities of the program. For instance:
 - **Are any of your 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 your institution?**
 - **Do you have any specialized research facilities or equipment that are uniquely suited to this program?**

3. If similar programs exist:
 - Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.?
 - Does the proposed program serve a different student population (i.e., students in a different geographic area, non-traditional students) from existing programs? **If yes, please explain.**
 - ~ **Is the proposed program online? Are existing programs online?**
 - ~ **If so, explain how your program targets a different student population than existing programs? For instance, is it focused on adult learners and provides the flexible programming options required by this student population?**
 - Is access to existing programs limited? **If yes, please explain.**
 - ~ **For example, are other programs geographically remote from your target student population?**
 - ~ **Are they delivered in a face-to-face format only?**
 - Is there excess demand for existing similar programs? **If yes, please explain.**
 - ~ **Is there a waiting list at other programs? If so, how many students are on the waiting list?**
 - Is there collaboration between the proposed program and existing programs?
 - **If the proposed program serves the same student population and the curriculum does not differ substantially from existing programs, then the proposing institution should describe the collaborative arrangements being pursued with institutions that offer similar programs.**

If program is an Advanced Practice Doctorate:

1. Does the curriculum include a clinical or experiential component? **If yes, list and discuss the nature and appropriateness of available clinical sites.**
 - **Does your institution have official agreements with the clinical sites?**
 - **Supply letters of commitment from each clinical site that specifies the number of students to be accommodated and identifies other academic programs that also use the facilities.**
2. Describe how the doctorate builds upon the reputation and resources of the existing master's degree program in the field.
3. Explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.
4. Explain the impact of the proposed program on undergraduate education at the institution. Within the explanation, note specifically if new undergraduate courses in the field will be needed, or if any courses will be cut.
5. Provide evidence that funding for the program will not impair funding of any existing program at any other public university. For example:
 - **Get financial and enrollment data from institution**
 - **Letter from institution, stating that there will not be an impact on their existing program**

COST TAB

Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution’s overall need for funds.

1. Will this program require additional resources? **If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.**

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs.

A. Funding Sources, by year of program	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources New Existing					
Narrative Explanation/Justification: Federal sources include grants, earmarks, etc.					
Total Resources Available from Other Non-State Sources New Existing					
Narrative Explanation/Justification: Non-state sources include philanthropies, foundations, individual donors, etc.					
State Resources New Existing					
Narrative Explanation/Justification: State sources include general fund revenue, grants, pass-thru funds, etc.					
Internal Allocation Internal Reallocation					
Narrative Explanation/Justification: 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 organization units					
Student Tuition New Existing					
Narrative Explanation/Justification: Describe the impact of this program on enrollment, tuition, and fees.					
TOTAL					

B. Breakdown of Budget Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Staff:					
Executive, administrative, and managerial					
New					
Existing					
Other Professional					
New					
Existing					
Faculty					
New					
Existing					
Graduate Assistants					
New					
Existing					
Student Employees					
New					
Existing					
Narrative Explanation/Justification: Includes salaries of all listed above. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.					
Equipment and Instructional Materials					
New					
Existing					
Narrative Explanation/Justification:					
Library					
New					
Existing					
Narrative Explanation/Justification: Includes new journal subscriptions, collections, and electronic access					
Contractual Services					
New					
Existing					
Narrative Explanation/Justification					
Academic and/or Student Services					
New					
Existing					
Narrative Explanation/Justification					
Other Support Services					
New					
Existing					
Narrative Explanation/Justification					

Faculty Development New Existing					
Narrative Explanation/Justification : Includes travel, conference fees, consultants, etc.					
Assessment New Existing					
Narrative Explanation/Justification					
Student Space and Equipment New Existing					
Narrative Explanation/Justification					
Faculty Space and Equipment New Existing					
Narrative Explanation/Justification: Includes computer, office furniture, etc.					
Other New Existing					
Narrative Explanation/Justification:					
TOTAL New Existing					

ASSESS TAB**Program Review and Assessment**

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.

1. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.
 - **Please note that the assessment is at the program-level, not course-level.**