

## Academic Program Proposal Template

Last update: 2023-10-05

### Program Development notes/process steps

- Units should develop new and substantially revised curriculum proposals outside of the catalog workflow and in conversation with their college deans. Proposals supported by the dean should address all *relevant* items from the numbered list below but may otherwise be submitted in any format. Sponsoring deans will send to the provost office when ready for full AALT review and are encouraged to consult informally with other AALT members at any time during process as needed to provide faculty in proposing units with clear guidance as to the likelihood of success.
- UNC is required to notify HLC ***of substantial changes to existing programs as well as the development of new programs***. Substantial changes include
  - 25% or re of the program content is modified
  - the modality is changed (i.e., from primarily in person to fully online, from standard term to short course format, etc.).

Information required for the HLC screening is included in questions (1), (4), (6) and (7) of this template. Proposing units are encouraged to reach out to UNC's HLC Accreditation Liaison Officer (Kim Black) early in the process of developing/revising curriculum to determine whether HLC pre-approval is likely to be required (*if required, HLC approval can take up to 9 months*).

- Extended Campus will typically only conduct market analyses *after* preliminary approval has been granted by the provost (with support from the Academic Affairs Leadership Team). Provost office will forward request for market analysis to Extended Campus when required for campus approval.
- Access to new program forms in the curriculum workflow will be granted *after* this template has been reviewed by the provost (and any follow up questions raised from those steps have been answered); provost office staff will notify the Catalog Curriculum Team in the registrar's office to provide links when appropriate, and the proposal can be uploaded to document rationale and resource impact.
- *Note on revised programs*: Units making significant revisions to existing programs should review questions (2), (5) and (6) when developing the rationale and resource impact statements required on the revised program form. Units are encouraged to consult with their dean's office to determine whether completing the entire template will be needed to secure approval.

### Elements to Address

#### 1) Program information

- a. Type of program
  - For new undergraduate degrees, indicate whether BA, BS, BFA etc.
  - For new concentration pathways, indicate the existing degree they will be a concentration within
    1. *Only the degree type (BA/BS, PhD, etc.) and major name appear on the diploma.*
    2. *For concentrations, the concentration name is included on student transcripts as follows, and students may complete multiple concentrations (all of which would be listed).*  
*BA/BS in [degree name]*  
*Concentration in [concentration name]*
  - For new graduate programs, indicate whether MA, MS, PhD, EdD, or other professional degree.
  - For graduate or undergraduate certificates, indicate whether embedded or standalone.
  - For graduate or undergraduate minors, simply indicate the level.
- b. Proposed program name:
- c. Proposing unit/college:
- d. Unit level contact person for proposal (in addition to sponsoring college dean)

- e. Proposed six-digit CIP code
- f. Expected delivery modality (e.g., fully online, primarily in-person, etc.)
  - For revisions to existing programs, explain whether the primary delivery modality will change and if so, briefly describe the changes.
  - For short course formats, note that the instructor contact hours and total learning hours should be the same as for a 16-week course, so students are required to work more quickly.
- g. Expected campus (e.g., extended campus online, Lowry, Greeley campus)
- h. Expected funding source (state or cash).

**2) Rationale (evidence of need/demand) for the proposed program.**

Please provide any/all relevant considerations. Key questions to address include

- *Who is the target audience?* In particular, what reasons or evidence do we have that it will (a) attract new students to UNC (students who might otherwise matriculate somewhere else), (b) retain or better serve existing students/students in our current demographic who might otherwise transfer, drop out, etc.
- *What distinctive contribution will the program make to UNC's academic portfolio.* In particular, how does the new program relate to the mission of UNC, the college, and the unit. What existing UNC programs will it supplement, complement, and/or compete with (including other programs offered by the same unit/college *and* programs in other units/colleges)? Will the proposed program replace a program currently offered at UNC?
- *What is the employment landscape/demand for graduates from the new program? How have potential employers contributed to the development of this program?*

Any other evidence of need/demand should be included in this section.

**3) Program Learning Outcomes and Curriculum Map**

- a. List all program level learning outcomes (these must be distinct from course level outcomes).
  - **Note: for revised/restructured programs, indicate whether there are substantive changes to the program outcomes, competencies or required clinical/internship experiences. If so, briefly describe the change.**
  - **For concentrations, list all common degree PLOs but also indicate at least one PLO that distinguishes the new concentration from existing pathways.**
- b. Provide a curriculum map indicating how each required course in the proposed program contributes to (Introduces; Develops; or facilitates/assesses **M**astery of) one or more of the Program Learning Outcomes). Example:

|                  | PLO #1    | PLO#2 | PLO#3 | PLO#4 | etc. |
|------------------|-----------|-------|-------|-------|------|
| Course 1         | I, D or M |       |       |       |      |
| Course 2         |           |       |       |       |      |
| Elective group 1 |           |       |       |       |      |
| Etc.             |           |       |       |       |      |

**4) Curriculum details**

Please note: every undergraduate *degree* program consists of three parts: (i) the 31/37 credit hour Liberal Arts Curriculum, (ii) the major curriculum, and (iii) university-wide electives to get to the

minimum requirement of 120 credit hours. For undergraduate degree programs, including concentration pathways within existing degrees, only information about required courses in the degree/pathway needs to be included here (this includes courses required for the major that double count as LACs). For minors, certificates, graduate degrees, and professional development programs, provide all program requirements.

- a. *Complete the table below or provide the same information in another format.*
- Course lists (including the title and # of credits for each course) should be provided in the table (left most column) unless they are provided elsewhere in the proposal (i.e., in the curriculum map above or as part of faculty capacity response below).
  - **Note:** for revised/restructured programs, indicate whether the total number of credit hours has changed. If so, explain the reasons for the change and the original number of credit hours.

| Category   | # of credit hours | % of total  |
|--|-------------------|-------------|
| <b>Existing or repackaged curricula:</b><br>*Provide a list all courses from the existing inventory of courses at UNC that will be required in the program.            |                   |             |
| <b>Revised or redesigned curricula:</b><br>*Provide a list of courses for which content will be revised for the new program and address any impacts on other programs. |                   |             |
| <b>New curricula:</b><br>*Provide a list of new courses for the program that haven't been offered at the institution.  |                   |             |
| <b>TOTAL: credit hours required for the program</b>  |                   | <b>100%</b> |

- b. *Provide any other information about admissions or satisfactory academic performance requirements (if stricter than the university). This includes prerequisites for required courses.*
- c. *List any accreditation requirements and explain how they will be monitored and met.*
- d. *For restructured programs, does the change involve establishing customizable pathways or abbreviated/modified courses or programs to accommodate a student's existing knowledge and close competency gaps?*

Note: in completing this section, please make sure the program is consistent with all rules/requirements specified in the current undergraduate or graduate catalog (e.g., upper division credit hour minimums, double counting, etc.).

**5) Faculty Capacity and other Unit-Level impacts**

- a. *Indicate any other courses/programs you plan to deactivate in order to free up faculty resources to deliver the proposed curriculum.*
- b. *Explain how adding the proposed program will affect full-time faculty workloads (teaching, research, and service obligations) in the unit. For example, how many course sections must your unit offer right now in order for students to complete your existing degree programs on time? What is the actual course production by (a) full time and (b) adjunct faculty in your unit (including additional sections offered as service courses). How many additional course sections (if any) will be required for students to complete the proposed program on time? Will*

implementation of the program require teaching by adjuncts or overloads for full time faculty with specific expertise? Will course caps or faculty workload weights change in order to deliver the program? Why or why not?

- c. *For any required courses outside the unit (including courses that may be used to fulfill required program elective categories), request and include an impact statement from the department/school/program who offers the course. Also provide impact statements from potentially affected units if you will need to significantly reduce service courses in order to offer courses that fulfill your program-specific requirements in the proposed program (and continuing programs housed in your units).*

**6) Other resource impacts**

- a. *Explain any other costs to launch or deliver the program (laboratory space, specialized equipment, etc.)*
- b. *Request and include an impact statement from Michener Library regarding university collections.*
- c. *For fully online options of existing main campus programs, note that we are required to provide the same services to both main campus and online students.*

**7) Target enrollment estimates:**

- Provide the information requested in the table below and ***explain how numbers were generated.***

| <b>Student enrollment</b>                                | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|--|---------------|---------------|---------------|---------------|---------------|
| <b>New resident</b>                                      |               |               |               |               |               |
| <b>New non-resident/international<sup>1</sup></b>        |               |               |               |               |               |
| <b>Continuing resident</b>                               |               |               |               |               |               |
| <b>Continuing non-resident/international<sup>1</sup></b> |               |               |               |               |               |
| <b>Total enrolled</b>                                    |               |               |               |               |               |
| <b>#Graduating after completing year</b>                 |               |               |               |               |               |

- What is your plan for unrolling the program if target enrollments are *not* achieved?
- ***Identify the enrollment point at which additional faculty hires would be needed.***
- Identify the enrollment point at which other additional resources (space, equipment, specialized software, IDD or other staff support, etc.) would be needed.

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<sup>1</sup> If you don't have an obvious reason to expect a dedicated number of international students, it is fine to leave this row blank and count all expected enrollments in the 'resident' rows.