

## PROPOSAL FOR A NEW DOCTORAL PROGRAM

Institution Submitting Proposal:  
EEO Status:  
Degree Designation as on Diploma:  
Title of Proposed Degree Program:  
CIP Code:  
Academic Unit (e.g. Department, Division, School)  
Name of Academic Unit :  
Name of Program Director:  
Intended Date of Implementation:  
Anticipated Date for Granting First Degrees:  
Name, Title and Information of Contact Person:  
Date of Governing Board Approval:  
Date of CPE Approval:

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### Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy.

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

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan.

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.
2. Explain how the proposed program relates to the institutional mission and academic plan.
3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.
4. Explain how the proposed program furthers the statewide implementation plan.

#### B. Program Quality and Student Success

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

1. List all student learning outcomes of the program.
2. 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.
3. Highlight any distinctive qualities of this proposed program.
4. Will this program replace or enhance any existing program(s) or concentration(s) within an existing program?

- a. If yes, please specify. Include the projected faculty/student in major ratio.
- 5. Is there a specialized accrediting agency related to this program?
  - a. If yes, identify the agency.
  - b. Do you plan to seek accreditation?
  - c. If yes, explain your plans for accreditation. If no, explain your rationale for not seeking accreditation.
- 6. Attach the SACS Faculty Roster Form. Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program.
- 7. 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. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.
  - a. Describe the library resources available to support this program. You may attach any documentation provided to SACS.
  - b. Describe the physical facilities and instructional equipment available to support this program.
- 8. Clearly state the admission, retention, and completion standards designed to encourage high quality.
- 9. Clearly state the degree completion requirements for the program.
- 10. Provide the following information for the program and for each concentration (some categories may not apply to all programs):
  - a. Total number of hours required for degree:
  - b. Number of hours in degree program core:
  - c. Number of hours in concentration:
  - d. Number of hours in guided electives:
  - e. Number of hours in free electives:
- 11. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.
- 12. List courses under the appropriate curricular headings.

|                                  |              |                    |              |     |
|----------------------------------|--------------|--------------------|--------------|-----|
| <b>Core Courses</b>              |              |                    |              |     |
| Prefix & Number                  | Course Title | Course Description | Credit Hours | New |
|                                  |              |                    |              | Y/N |
| <b>Elective Courses</b>          |              |                    |              |     |
| Prefix & Number                  | Course Title | Course Description | Credit Hours | New |
|                                  |              |                    |              | Y/N |
| <b>Courses in Specialization</b> |              |                    |              |     |
| Prefix & Number                  | Course Title | Course Description | Credit Hours | New |
|                                  |              |                    |              | Y/N |

- 13. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address

student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

14. If the proposed program is an advanced practice doctorate, describe how the doctorate builds upon the reputation and resources of the existing master’s degree program in the field.
15. If the program is an advanced practice doctorate, 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.
16. If the proposed program is an advanced practice doctorate, list and discuss the nature and appropriateness of available 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.

**C. 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. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.
  - a. Provide evidence of student demand at the regional, state, and national levels.
  - b. Identify the applicant pool and how they will be reached.
  - c. Describe the student recruitment and selection process.
  - d. Identify the primary feeders for the program.
  - e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.
  - f. Project estimated student demand for the first five years of the program.

| Academic Year | Doctoral Candidacies | Degrees Conferred | Majors (Headcount) – Fall Semester |
|---------------|----------------------|-------------------|------------------------------------|
|               |                      |                   |                                    |
|               |                      |                   |                                    |
|               |                      |                   |                                    |
|               |                      |                   |                                    |
|               |                      |                   |                                    |

2. Employer Demand: 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.
  - a. 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.

3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.
  - a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.
  
4. Similar programs: A new program may serve the same potential student population, the proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.
  - a. Identify similar programs in other Southern Regional Education Board (SREB) states and in the nation.
  - b. If similar programs exist in Kentucky,
    - i. Does the proposed program differ from existing programs? If yes, please explain.
    - ii. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs? If yes, please explain.
    - iii. Is access to existing programs limited? If yes, please explain.
    - iv. Is there excess demand for existing similar programs? If yes, please explain.
    - v. Will there be collaboration between the proposed program and existing programs?
      - i. If yes, please explain the collaborative arrangements with existing programs.
      - ii. If no, please explain why there is no proposed collaboration with existing programs.

#### **D. 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?
  - a. If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.
2. Will this program impact existing programs and/or organizational units within your institution?
  - a. If yes, please describe the impact.
3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.
4. If this is an advanced practice doctorate, provide assurance that funding for the program will not impair funding of any existing program at any other public university.

#### **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. \*The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

| <b>a. Funding Sources, by year of program</b>                             | <b>1<sup>st</sup> Year</b> | <b>2<sup>nd</sup> Year</b> | <b>3<sup>rd</sup> Year</b> | <b>4<sup>th</sup> Year</b> | <b>5<sup>th</sup> Year</b> |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Total Resources Available from Federal Sources<br>New<br>Existing         |                            |                            |                            |                            |                            |
| Narrative Explanation/Justification                                       |                            |                            |                            |                            |                            |
| Total Resources Available from Other Non-State Sources<br>New<br>Existing |                            |                            |                            |                            |                            |
| Narrative Explanation/Justification:                                      |                            |                            |                            |                            |                            |
| State Resources<br>New<br>Existing  |                            |                            |                            |                            |                            |
| Narrative Explanation/Justification:                                      |                            |                            |                            |                            |                            |
| Internal Allocation<br>Internal Reallocation                              |                            |                            |                            |                            |                            |
| Narrative Explanation/Justification:                                      |                            |                            |                            |                            |                            |
| Student Tuition<br>New<br>Existing  |                            |                            |                            |                            |                            |
| Narrative Explanation/Justification:                                      |                            |                            |                            |                            |                            |
| <b>TOTAL</b>  |                            |                            |                            |                            |                            |

| <b>b. Breakdown of Budget Expenses/Requirements</b>   | <b>1<sup>st</sup> Year</b> | <b>2<sup>nd</sup> Year</b> | <b>3<sup>rd</sup> Year</b> | <b>4<sup>th</sup> Year</b> | <b>5<sup>th</sup> Year</b> |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Staff   |                            |                            |                            |                            |                            |
| <u>Executive, Administrative, Managerial</u><br>New<br>Existing   |                            |                            |                            |                            |                            |
| <u>Other Professional</u><br>New<br>Existing  |                            |                            |                            |                            |                            |
| <u>Faculty</u><br>New<br>Existing   |                            |                            |                            |                            |                            |
| <u>Graduate Assistants</u><br>New<br>Existing   |                            |                            |                            |                            |                            |
| Student Employees<br>New<br>Existing  |                            |                            |                            |                            |                            |
| Narrative Explanation/Justification: <i>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.</i> |                            |                            |                            |                            |                            |
| Equipment and Instructional Materials<br>New<br>Existing  |                            |                            |                            |                            |                            |
| Narrative Explanation/Justification:  |                            |                            |                            |                            |                            |
| Library<br>New<br>Existing  |                            |                            |                            |                            |                            |
| Narrative Explanation/Justification:  |                            |                            |                            |                            |                            |
| Contractual Services<br>New<br>Existing   |                            |                            |                            |                            |                            |
| Narrative Explanation/Justification   |                            |                            |                            |                            |                            |
| Academic and/or Student Services<br>New<br>Existing   |                            |                            |                            |                            |                            |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Narrative Explanation/Justification                              |  |  |  |  |  |
| Other Support Services<br>New<br>Existing                        |  |  |  |  |  |
| Narrative Explanation/Justification                              |  |  |  |  |  |
| Faculty Development<br>New<br>Existing                           |  |  |  |  |  |
| Narrative Explanation/Justification                              |  |  |  |  |  |
| Assessment<br>New<br>Existing                                    |  |  |  |  |  |
| Narrative Explanation/Justification                              |  |  |  |  |  |
| Student Space and Equipment (if<br>doctorate)<br>New<br>Existing |  |  |  |  |  |
| Narrative Explanation/Justification                              |  |  |  |  |  |
| Faculty Space and Equipment (if<br>doctorate)<br>New<br>Existing |  |  |  |  |  |
| Narrative Explanation/Justification:                             |  |  |  |  |  |
| Other<br>New<br>Existing   |  |  |  |  |  |
| Narrative Explanation/Justification:                             |  |  |  |  |  |
| <b>TOTAL</b><br>New<br>Existing                                  |  |  |  |  |  |



## **E. 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. For each assessment method, please provide the direct indicators of achievement of program-level student learning outcomes and frequency of data collection:
  - a. Which components will be evaluated? When will the components be evaluated?
  - b. When will the data be collected?
  - c. How will the data be collected?
  - d. What will be the benchmarks and/or targets to be achieved?
  - e. What individuals or groups will be responsible for data collection?
  - f. How will the data and findings be shared with faculty?
  - g. How will the data be used for making programmatic decisions?
2. What are the measures of teaching effectiveness?
3. What efforts to improve teaching effectiveness will be pursued based on these measures?
4. What are the plans to evaluate students' post-graduate success?