Curriculum Proposal Policy

Curriculum Proposal Policy
Revised - October 2024

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I.   Academic Program Approval Guidelines

To maintain academic vitality and respond to new needs, opportunities and changes the University occasionally initiates, modifies or eliminates academic programs. This document presents the guidelines for the development, review, and approval of such changes. University of Denver academic program is published annually in the University of Denver Graduate and Undergraduate Bulletins. In addition to serving as a reference for students in meeting program requirements, these documents are used to convey program requirements to accreditors, federal regulators, and other external audiences.

Definitions

Academic Program: An academic program is a combination of courses and related activities organized for the achievement of specific learning outcomes as defined by the University. This includes programming at both the undergraduate, graduate and professional levels and consists of degrees, majors, minors, certificates, and concentrations.

Degree Program: An academic program of study leading to a bachelor's, master's, doctoral or professional degree. All degree programs require that a minimum number of credit hours be earned, specific to the degree. Bachelor's degrees require a minimum of 180 quarter credits. The range of approved graduate credits for a master's degree is 45-92 quarter credits (30 to 60- semester credits. The approved range of graduate credit for the doctoral degree is 90-142 quarter credits (60 to 90 semester credits) beyond the bachelor's degree.

Micro-credentials and badges. A micro-credential may be awarded for completion of a shorter class, workshop, or program to gain specified skills or competencies. A digital badge is the visual representation of having earned a micro-credential and can be shared on various online platforms as evidence of the earner's achievement. Micro-credentials are approved through the institutional curriculum approval procedures.

Major: A described discipline and comprehensive course of study in a given degree or certificate program. The major may be interdisciplinary and may fall within a single department of instruction or overlap several departments. A minimum of 40 quarter credit hours must be earned in an undergraduate major.

Minor: A secondary course of study in a discipline or multidisciplinary area at the undergraduate level. A minimum of 20 quarter credit hours typically is required for the minor.

Concentration: A concentration is an organized program of study in a clearly defined sub-field of an academic major or discipline. It provides in-depth training, but not to the breadth of a major. While no specific number of credits is required for a concentration, there must be sufficient coursework to demonstrate mastery in a

field and to justify expertise in a particular area. Concentrations are captured as part of the student's academic curriculum and posted on the student's transcript. The University recognizes it as an official part of the unit's curriculum

Emphasis or Specialization: An emphasis or specialization provides in-depth training in a sub-field within an academic major or discipline. Academic units may choose to offer an emphasis or specialization in lieu of concentration. An emphasis or specialization is not officially recognized nor recorded as part of a student's curriculum and does not appear on a student's transcript. The development or modification of an emphasis or specialization requires approval only at the unit level.

Dual Graduate Degree Programs: A formal dual degree links two master's degrees or a master's program with a JD program and leads to two degrees. These dual degree combinations allow students to cross count a sub-set of core courses for both fields of study in addition to completing electives from both fields. The amount of credit hour reduction due to cross counting courses is variable across programs. The amount of reduction may be no more than one-third of the total hours of the original degrees.

Graduate units are not permitted to reduce credit hours to combine three or more master's degrees.

There are two types of formal dual degree programs. Type one incorporates two distinct disciplines where students complete two separate sets of core courses and cross-count electives. Type two incorporates two areas of study within one discipline where students can cross-count a common set of core courses and take separate sets of electives.

Dual Undergraduate-Graduate Degree Programs: A dual undergraduate-graduate degree program is an institutionally approved program in which a DU undergraduate student begins taking classes toward a graduate degree program prior to earning a baccalaureate degree. Both degrees must be earned within five years of matriculation into the undergraduate degree program (six years for programs with the JD). Dual undergraduate-graduate degree programs must be presented to the graduate and undergraduate councils and approved by the Councils and the Provost. The admission standards for these programs must be approved by the provost and reflect higher standards than typically required for graduate admission. The programs may reduce a limited number of both undergraduate and graduate credit hours toward both degrees. The amount of the credit hour reduction is variable across programs. Typically, the amount of reduction is no more than one-third of the total hours of the original undergraduate degree or less.

Joint degree: a formal agreement where one degree is conferred from two institutions, some courses/credits taken at both institutions/colleges/schools apply to the degree and both institutions are listed on a single diploma.

Certificate Programs: A certificate program provides a set of learning experiences

concentrated in a specific set of educational goals. Academic credit earned in certificate programs may be awarded at the graduate or undergraduate levels. Such programs may include certificates, diplomas or other non-degree awards. Certificate programs may grant academic credit, continuing education units (CEUs), or they may include noncredit offerings.

Credit-bearing Certificate

Academic Certificate programs provide substantial education in a specific academic discipline or in interdisciplinary areas, but center on a coherent and specific body of knowledge. Academic certificate programs represent the achievement of competence in a well-defined area of study. certificates require a minimum of 24 quarter hours or 16 semester hours of credit. While admission requirements and standards vary by program, applicants must meet minimum requirements for admission to the University. Academic certificates appear on transcripts and are approved through the institutional curriculum approval procedures. Credits applied to shorter certificate programs (e.g., specialized certificates) may be applied to academic certificates, but may not be applied to multiple academic certificates. Credits applied to Academic certificates may be applied to degrees at the same level (i.e., graduate or undergraduate). Transfer credit toward a certificate is limited to 25% of the minimum number of credits required for the certificate. Institutional time limits for completion apply. Digital and paper certificates are produced institutionally.

Graduate Academic Certificate - A postbaccalaureate (graduate) academic certificate program requiring at least 24 quarter hours or 16 semester hours of coursework. These awards will appear on transcripts upon approval and will be reported to IPEDS.

Undergraduate Academic Certificate - A postsecondary (undergraduate) academic certificate program requiring at least 16 quarter hours of coursework. These awards will appear on transcripts. These awards are not reported to IPEDS.

Specialized Certificates (academic credit) may be awarded for completion of shorter sequences of credit courses (12-23 quarter hours or 8-15 semester hours). Specialized certificates issued at the completion of the program indicate certification of attainment specific skills, knowledge, or competencies in a well-defined area of study. While admission requirements and standards vary by program, applicants must meet minimum requirements for admission to the University. Specialized Certificates appear on transcripts and are approved through the institutional curriculum approval procedures. Credits applied to specialized certificates may be applied to Academic Certificates or degrees at the same level (i.e., graduate or undergraduate). Credits may not be applied to multiple specialized certificates. Transfer credit toward a certificate is limited to 25% of the minimum number of credits required for the certificate. Course substitutions and/or waivers are not accepted for a Specialized Graduate Certificate. Institutional time limits for completion apply. Digital and paper certificates are produced institutionally. These awards will appear on transcripts. They are not eligible for federal financial aid but are

reported to IPEDS.

Certificates of specialization/concentrations (academic credit) provide substantial education in an academic discipline and represent the achievement of competence in a well-defined area of study and are embedded within the major and degree programs. The number of credits in the specialization/concentration may vary by unit. Units are encouraged to use "concentrations" to officially denote a specialization within a student's primary area of study. Admission requires acceptance and enrollment into the degree program. Certificates of specialization appear on transcripts associated with an awarded degree. Certificates of participation may be produced by individual units and should not bear the University seal. They are approved through the institutional curriculum approval procedures. These awards will appear on transcripts upon approval. These awards are not reported to IPEDS. Certificates of Specialization may not be awarded separately from the associated degree program.

Noncredit Certificates

Continuing Education Unit (CEU) certificates (non-credit) may be awarded for education programs. A CEU is a standard unit for measuring continuing education and training activities. CEUs generally are calculated based on contact hours. 1 CEU = 10 contact hours. Continuing education units should be awarded based on standards developed by the International Association for Continuing Education and Training (IACET) or other recognized organization governing professional continuing education. Admission requirements vary by program. CEU courses appear on a distinct institutional CEU transcript. CEUs are not equivalent to academic credits and do not count toward academic degrees. CEU certificates may be produced by individual units but should be distinct in appearance from that of any academic certificate or institutional diploma.

Resources

Appropriate allocation of resources is critical to the start of any new program. The New Program Financial Impact Analysis is a critical piece to the review and approval process. Although new resources may occasionally be required, every effort should be pursued in maximizing reallocation of college or department resources to fund a new program. All substantive changes to programs and new program proposals require a pro forma financial analysis.

Timeline

Annually the Office of the Provost promulgates the schedule identifying due dates for curriculum proposals and course changes.

New Program Ideas

Ideas for new academic programs come from many sources. They might be the outcome of student or community requests, college strategic goals, advances in a discipline or success of a similar idea at other institutions.

The number of new programs that could be developed generally exceeds the resources of the University. Indeed, even good programming ideas often surpass the resources available or the strategic directions of the division or university. Thus, various ideas for new programs must be screened at the department and division level (or in the case of proposed interdisciplinary programs with a representative committee).

The <u>general criteria</u> that should be applied in screening a new program idea are the following:

a. Is the proposed program consistent with the mission and strategic plan of the University?
b. Can it be delivered with high academic quality?
c. Is it likely to be profitable, at minimum, on a direct cost basis?
d. Is it consistent with the strength and core competencies of the department?
e. Is the program free from duplication or competition with a current or planned program within the university?
f. Is the program sustainable on a long-term basis?
g. Does it have characteristics that are distinctive from similar programs offered by the competition?
h. How will this program enhance the reputation of the University of Denver?

I.   Concept Proposal Development

A Concept Proposal should be developed for all new degrees, majors, minors and academic certificate programs. Concept proposals are not required for concentrations or dual degree programs.

1.   Concept Proposal Content

The Concept Proposal should include the following:
 a.   A description of the academic program.
 b.   Identify how new program is consistent with university mission and promotes strategic initiatives of the college and University.
 c.   How the new program is consistent with the strength and core competencies of the department and/or college/school.
 d.   Capability of college/department to deliver the new program with high quality.
 e.   Program is not similar to or does not compete with a current or planned program within the university.
 f.   Sustainability of program on a long-term basis.
 g.   Are the characteristics of the new program distinctive from similar programs offered by the competition?
 h.   General statement on student outcomes, market outlook and preliminary enrollment goals.
 i.   Overview of all resource requirements both operating and capital.
 j.   Potential to enhance the reputation of DU.
 k.   Identify where the program is administratively housed.

2.   Concept Proposal Review

The Concept Proposal should be approved by the Dean and submitted to the Vice Provost of Academic Programs for review. The Concept Proposal will be reviewed by the Provost, Vice Provost for Academic Affairs, Vice Provost for Graduate Education and Vice Provost of Budget and Administration (as appropriate). Review will ensure the Concept Proposal adequately addresses the required content areas, review of overall resource implications and impact on other programs on campus. Following Concept Proposal review, units will submit proposal through the CourseLeaf Curriculum Management system (CIM).

II. Proposal/Review/Evaluation Guidelines

The sections listed below provide the proposal guidelines for the noted program and the process for proposal review/approval, and program evaluation. Program proposal should be submitted online via the online Courseleaf Curriculum Management System (CIM).

Section 1: New degree or major
Section 2: New minor
Section 3: New certificate
Section 4: New concentration
Section 5: New dual degree program
Section 6: Modifying an existing program
Section 7: Terminating an existing program
Section 8: Guidance on New Program Financial Impact Analysis
Section 9: Guidance on External and Internal Coding
Section 10: Detailed Program Approval Grid

Higher Learning Commission Approval for Academic Programs
The linked Higher Learning Commission (HLC) document details those programs which either require HLC notification or prior HLC approval before the program can begin. Please review the document as part of the proposal development process. Contact the Vice Provost for Academic Affairs if you have questions or to provide notification that you are developing a program that requires HLC notification or approval.

Approval/Review Process
Proposals for new programs or changes to existing programs should be reviewed within the academic unit in accordance with procedures developed in the unit. Concept proposals for new degrees, majors, minors and academic certificate programs provide the framework for presenting a new program idea to the provost's office. Detailed requirements for each type of curriculum change can be found in the proposal guidelines referenced above. The program approval process for new programs includes several concurrently conducted reviews including academic (curriculum and assessment), enrollment, resource and student financial aid requirements.

Curriculum proposals are processed via CourseLeaf Curriculum Management (CIM) system. Instructions for use of CIM may be found here on the Registrar's Office Website. CIM is administered by the Office of the Registrar. Academic unit personnel and other interested parties are notified of the approvals by the Office of the Registrar.

Section 1: New Degree or Major Proposal

Dean-approved Concept Proposal, as outlined in the Concept Proposal Development, should be submitted to and approved by the Vice Provost for Academic Affairs prior to initiating a new degree or major proposal in the Courseleaf Online Curriculum Management System.

The approved Concept Proposal will be attached to the online proposal after it has been reviewed by the Provost's Office. The proposal form will include basic information about the effective academic term for the proposal and college and department housing the degree or major. Here is a guide to additional information that will be required for the proposal. Approval for new degrees and majors includes a required vote from either graduate or undergraduate council. Potential additional approval requirements are outlined in the Required Documentation and Curriculum Approval Process Matrix.

Degree or Major Proposal

Program proposals for a new degree or major include the following areas:
1) Concept Proposal
2) Program overview
3) Description of the program
4) Special accreditation
5) Courses external to the department offering the program
6) Modality
7) Admission requirements
8) Relationship to other programs
9) Market analysis
10) Assessment blueprint
11) Resource planning
12) Sunset clause

A new degree or major that includes 50% or more new courses may require review by the Higher Learning Commission prior to final approval.

Proposals for new degrees or majors are submitted via the online curriculum management system. The Concept Proposal and other supporting documentation should be attached to the online approval form.
1. Concept Proposal: A brief narrative overview of program, highlighting reason for program, program goals and brief description of resource requirements. (See: Concept Proposal Guidelines).
2. Program Overview: The program overview information will be displayed in the Bulletin after the program is approved. It should consist of the following elements:

     a. Course requirements for the program. The inventory of existing active courses is available within the Curriculum Management System Program Proposal form. Newly proposed courses are available on the form while in process for approval, as well.

     b. Non-course requirements include experiential learning, study abroad, thesis, and dissertation.

     c. A sample style sheet for the program overview is available in the Style Guide.

3. Description of the program.

     a. Narrative description of the program (included in the Bulletin and appearing above the Program Overview within the Bulletin).

4. Special accreditation

     a. If the program has special accreditation, note the name of the accrediting body

     b. Provide documentation that this change will not affect this accreditation or that you have gained approval from that body to proceed with these changes for the next academic year.

5. Courses External to the Department Offering the Program

     a. Programs utilizing courses offered by other departments or colleges must include in the proposal documentation from the department chair(s) or college dean(s) that support inclusion of their course(s) for the new program and identify resource implications.

6. Modality

     a. Address whether all or part of this program will be delivered online.

     b. Address whether this program will be offered at a satellite location.

7. Admission requirements

8. Relationship to other programs. The following elements should be considered

     a. Program proposals must address how the new program will affect enrollment in existing programs and offering of current courses as applicable. Statements should be included from the affected dean or department chair identifying the impact.

9. Market Feasibility Analysis: New degrees or majors require a formal market feasibility analysis. The Offices of Undergraduate Admission or Graduate Education to assist departments in creating market analyses. The completed market analysis should be included with the Concept Proposal and uploaded with the final curriculum proposal. See section 9 of this document for information required for the market analysis.

Market feasibility analysis for a new degree or major proposal NOT requiring new resources may be less extensive than one requiring new resources. However, the proposal for a new degree or major will require an analysis that addresses market demand expectations in some formal manner and answers the basic questions listed below. More rigorous evidence is required for programs with (higher) resource demands.

The market demand analysis section should document what steps the

sponsor has taken to judge the extent of student demand for the proposed program. For example: have surveys or focus groups been conducted with the relevant target market of students? Do demographic and occupational trends support the proposed program? What has the demand experience been at comparable institutions offering similar programs? (Include the specifics of such data.) Because of the variety of possible new programs in a comprehensive university, it is impossible to specify a precise marketing research regimen that would apply to all possible colleges and departments. Educational target markets of opportunity differ. Economies of scale in different departments vary; that is, some departments have sufficient excess capacity to launch new programs without requiring significant additional resources. Some new programs will have substantial synergy with existing programs while still other proposals require standalone offerings. In any event, it is important that all new degree or major proposals cover at least the following basic market-related information:

    a. Describe the target market of students intended to be serviced by the new program. Descriptions might include age, qualifications, career goals, disciplines, etc.

    b. Discuss the various factors (external and internal) that suggest adequate demand for this program.

    c. Include a list of similar competitor programs external to DU, regionally and nationally. What has been their enrollment performance? Do you expect this program to compete at the national or regional level?

    d. List the programmatic characteristics that demonstrate how the proposed program is distinctive from competing programs (e.g., quality, geography, available financial aid, etc.).

    e. Provide evidence addressing why the proposed program can be positioned in the "quality" sector of the market.

    f. What are the skills and careers that the program is intended to prepare students for? See Part VI for instructions on education program – career crosswalks.

Again, the degree of detail necessary to justify a particular program will vary depending upon the resource demands and innovative nature of the proposed program. Custom marketing research may be done in select situations to better document the need and to analyze the competition, but it is not always required. In other cases, published secondary information (e.g., industry demand for intensive care nurses) may be sufficient to justify serving the market. However, all new program proposals will require a dedicated section that addresses s demand expectations in some formal manner and answers the basic questions listed above.

10. Assessment Blueprint: All new degree or major proposals must have an assessment blueprint. To make this process as efficient as possible, please visit the following resources:

    a. Part I (Student Learning Outcomes): Learning Outcomes (LOs) describe

what you hope students will be able to know, do, and value by the time they graduate from your program. There are three types of outcomes and their relationships that should be considered when developing a program blueprint.

i. First, there are the university outcomes for undergraduate and graduate programs. You can see these outcomes at: https://academicaffairs.du.edu/about/learning-outcomes. These outcomes are the university stated goals for students at the end of their time at DU.

ii. Second, there are the program learning outcomes. These are the outcomes you expect students to achieve a level of growth toward by the end of the program.

iii. Third, there are the course level outcomes for each course in the program. These are the outcomes a student should achieve at the end of a course or experience included in the program's curriculum.

There should be alignment between the three sets of outcomes. Alignment in an assessment blueprint ensures that course-level outcomes contribute to one or more of the program-level outcomes, which in turn supports the university-level outcomes. Alignment occurs when a course level outcome and assignment are determined to meet a program level outcome. The program level outcome should be related then to one or more of the university level outcomes.

If your program has external specialized accreditation, then you should consider how the accrediting body's requirements shape your program level outcomes. To jumpstart the process of writing SLOs, visit this link: https://otl.du.edu/plan-a-course/teaching-resources/writing-learning-outcomes/.

You can also set a meeting with the Director of Academic Assessment to consult on how best to write or align outcomes.

b. Part II (Data Sources): After you have drafted SLOs, we invite you to think about data sources, or the assignments, surveys, or other pieces of evidence that faculty can collect and analyze to reflect on student learning.

There are two main types of data that can support assessment of student learning during program reviews.

i. Direct Evidence: which includes student work directly related to course and program outcomes.

ii. Indirect Evidence: which includes student reflection about their learning. This can be in the form of survey or interview responses.

Visit this link: https://otl.du.edu/advance-my-practice/assessmentdu/assessment-evidence/ to strategize what data will best support your faculty in this reflection of student learning.

Please identify at least one assignment from one class that your department will use to conduct program assessment for each program outcome.

c. Part III (Program Assessment Plan): Creating an assessment plan helps ensure that the work of assessment is an ongoing process of reflection and growth rather than a one-time event. Assessment plans should be organized around the program learning outcomes and the necessary data to show how students are doing in each outcome. A plan can include a simple explanation of when each outcome will be analyzed, what courses will be examined to support the particular outcome, and who will lead the efforts of collecting and analyzing the data. Some programs do this with a curriculum map.

In the plan, be sure to include every agreed upon program learning outcome and any required course within the curriculum for the assessment plan. The Director of Academic Assessment recommends putting your program learning outcomes on a 3-year rotation of evaluation unless required otherwise by an accrediting agency. This will ensure that outcomes will be evaluated every three years and assessment will not become an overwhelming task.

Please contact the Director of Academic Assessment for assistance in developing your program assessment plan

Example Program Assessment Plan Template
Please fill out the table with a line per outcome and source of evidence.

Program Learning Outcome	Assessment Evidence	Related Courses or Experiences	Evaluation Year	Responsible Person
PLO1	Assignment	Course 1	Year 1	Person
PLO2	Survey	Graduating Seniors	Year 2	Person

11. Resource Planning the New Program Financial Impact Analysis is a critical piece to the review and approval process. The following guidance is designed to assist with the development of the Financial Impact Analysis. It is expected that the Analysis is reviewed by the division business officer before submission. Questions on any part of the form can be directed to the Office of the Provost.

a. Description of the New Program Financial Impact Analysis: The New Program Financial Impact Analysis should consider all revenue and expense changes to the base operating budget for a division, associated one-time expenses, and include all resource reallocation that is a result of offering the proposed new program. Divisions are expected to make a material effort in identifying resources that can be reallocated to new programs, as this is a very important consideration for approval of the new program.

b. Revenues: The revenue section should be completed with the change in student headcount (new students to the University) and associated tuition and revenue. Tuition rates should always be proposed at the current-year rate with no modeling for tuition rate increase. Tuition can be calculated by multiplying headcount by estimated average credits taken, multiplied by tuition rate per credit.
Unfunded aid, in the form of discount and/or graduate assistant waivers) should be considered. Funded aid should also be considered but included only when recognized gifts have been received or agreements are signed. Documentation of funded aid sources should be provided with the proposal.

c. Recurring Expenses: Recurring expenses are those expenses that will become part of the base operating budget and would be incurred year after year. This includes all expected changes to faculty, staff, and student compensation. Supporting schedules should be provided for appointed positions proposed including proposed title, rank, and salary. Fringe rates should be calculated using the current fringe rates. Changes to fringe rates or merit increases in future years should not be modeled. All other (non-compensation) direct expenses should be modeled. These do not need to be broken out by account code on the pro forma document but supporting details can be submitted.
Indirect expenses should not be modeled, but expenses to other divisions or institutional expenses should be considered. These might include new technology expenses, human resource expenses, need for new space, or marketing and communication expenses.

d. One-Time Expenses: One-time expenses might include faculty start-up, building/renovation costs, or program marketing expense necessary to launch the program but not needed in an ongoing way.

e. Timeline and Review: The New Program Financial Impact Analysis projects five years of revenue and expense activity. The new program, if approved, will be reviewed after five years to compare projected enrollment, revenue, and expense to actual enrollment, revenue and expense. Programs that do not meet plan may be subject to alteration or elimination.

12. Additional Information/Sunset Clause:

a. The degree or major proposal must include a detailed plan for terminating the program if the revenue and/or enrollment targets as identified in the proposal are not achieved by the fourth year or subsequently maintained during periodic program reviews.

Section 2: New Minor

Dean-approved Concept Proposal, as outlined in the Concept Proposal Development, should be submitted to and approved by the Vice Provost for Academic Affairs prior to initiating a new minor proposal in the Courseleaf Online Curriculum Management System.

The approved Concept Proposal will be attached to the online proposal after it has been reviewed by the Provost's Office. The proposal form will include basic information about the effective academic term for the proposal and college and department housing the minor. Here is a guide to additional information that will be required for the proposal. Approval for new minors includes a required vote from either graduate or undergraduate council. Potential additional approval requirements are outlined in the Required Documentation and Curriculum Approval Process Matrix.

Minor Proposal

Program proposals for a new minor include the following areas:
1) Concept Proposal
2) Program overview
3) Description of the program
4) Special accreditation
5) Courses external to the department offering the program
6) Availability of minor to undergraduate students
7) Modality
8) Relationship to other programs
9) Resource planning
10) Sunset clause

Proposals for new minors are submitted via the online curriculum management system. The Concept Proposal and other supporting documentation should be attached to the online approval form.
1.   Concept Proposal: A brief narrative overview of program, highlighting reason for program, program goals and brief description of resource requirements. (See Part II: Concept Proposal Guidelines).
2.   Program Overview: The program overview information will be displayed in the Bulletin after the program is approved. It should consist of the following elements:
     a. Course requirements for the program. The inventory of existing active courses is available within the Curriculum Management System Program Proposal form. Newly proposed courses are available on the form while in process for approval, as well.
     b. Non-course requirements include experiential learning, study abroad, thesis, and dissertation.

      c. A sample style sheet for the program overview is available in the Style Guide.

3.   Description of the program.
   a. Narrative description of the program (included in the Bulletin and appearing above the Program Overview within the Bulletin).

4.   Special accreditation
   a. If the program has special accreditation, note the name of the accrediting body
   b. Provide documentation that this change will not affect this accreditation or that you have gained approval from that body to proceed with these changes for the next academic year.

5.   Courses External to the Department Offering the Program
   a. Programs utilizing courses offered by other departments or colleges must include in the proposal documentation from the department chair(s) or college dean(s) that support inclusion of their course(s) for the new program and identify resource implications.

6.   Specify whether the minor is available to all undergraduate students.

7.   Modality
   a. Address whether all or part of this program will be delivered online.
   b. Address whether this program will be offered at a satellite location.

8.   Relationship to other programs. The following elements should be considered
   a. Program proposals must address how the new program will affect enrollment in existing programs and offering of current courses as applicable. Statements should be included from the affected dean or department chair identifying the impact.

9.   Resource Planning the New Program Financial Impact Analysis is a critical piece to the review and approval process. The following guidance is designed to assist with the development of the Financial Impact Analysis. It is expected that the Analysis is reviewed by the division business officer before submission. Questions on any part of the form can be directed to the Office of the Provost.
   a. Description of the New Program Financial Impact Analysis: The New Program Financial Impact Analysis should consider all revenue and expense changes to the base operating budget for a division, associated one-time expenses, and include all resource reallocation that is a result of offering the proposed new program. Divisions are expected to make a material effort in identifying resources that can be reallocated to new programs, as this is a very important consideration for approval of the new program.
   b. Revenues: The revenue section should be completed with the change in student headcount (new students to the University) and associated tuition and revenue. Tuition rates should always be proposed at the current-year rate with no modeling for tuition rate increase. Tuition can be calculated by multiplying headcount by estimated average credits

taken, multiplied by tuition rate per credit.

Unfunded aid, in the form of discount and/or graduate assistant waivers) should be considered. Funded aid should also be considered but included only when recognized gifts have been received or agreements are signed. Documentation of funded aid sources should be provided with the proposal.

c. Recurring Expenses: Recurring expenses are those expenses that will become part of the base operating budget and would be incurred year after year. This includes all expected changes to faculty, staff, and student compensation. Supporting schedules should be provided for appointed positions proposed including proposed title, rank, and salary. Fringe rates should be calculated using the current fringe rates. Changes to fringe rates or merit increases in future years should not be modeled. All other (non-compensation) direct expenses should be modeled. These do not need to be broken out by account code on the pro forma document but supporting detail can be submitted.

Indirect expenses should not be modeled, but expenses to other divisions or institutional expenses should be considered. These might include new technology expenses, human resource expenses, need for new space, or marketing and communication expenses.

d. One-Time Expenses: One-time expenses might include faculty start-up, building/renovation costs, or program marketing expense necessary to launch the program but not needed in an ongoing way.

e. Timeline and Review: The New Program Financial Impact Analysis projects five years of revenue and expense activity. The new program, if approved, will be reviewed after five years to compare projected enrollment, revenue, and expense to actual enrollment, revenue and expense. Programs that do not meet plan may be subject to alteration or elimination.

10. Additional Information/Sunset Clause:

a. The minor proposal must include a detailed plan for terminating the program if the revenue and/or enrollment targets as identified in the proposal are not achieved by the fourth year or subsequently maintained during periodic program reviews.

Section 3: New Certificate

Dean-approved Concept Proposal, as outlined in the Concept Proposal Development, should be submitted to and approved by the Vice Provost for Academic Affairs prior to initiating a new certificate proposal in the Courseleaf Online Curriculum Management System.

The approved Concept Proposal will be attached to the online proposal after it has been reviewed by the Provost's Office. The proposal form will include basic information about the effective academic term for the proposal and college and department housing the certificate. Here is a guide to additional information that will be required for the proposal. Approval for new certificates includes a required vote from either graduate or undergraduate council.

Certificate Proposal

Program proposals for new certificates include the following areas:
1) Concept Proposal
2) Program overview
3) Description of the program
4) Special accreditation
5) courses external to the department offering the program
6) Modality
7) Relationship to other programs
8) Market analysis
9) Resource planning
10) Sunset clause

Proposals for new certificates are submitted via the online curriculum management system. The Concept Proposal and other supporting documentation should be attached to the online approval form.

1. Concept Proposal: A brief narrative overview of program, highlighting reason for program, program goals and brief description of resource requirements. (See Part II: Concept Proposal Guidelines).
2. Program Overview: The program overview information will be displayed in the Bulletin after the program is approved. It should consist of the following elements:
   a. Course requirements for the program. The inventory of existing active courses is available within the Curriculum Management System Program Proposal form. Newly proposed courses are available on the form while in process for approval, as well.
   b. Non-course requirements include experiential learning, study abroad, thesis, and dissertation.
   c. A sample style sheet for the program overview is available in the Style

Guide.

3. Description of the program.
    a. Narrative description of the program (included in the Bulletin and appearing above the Program Overview within the Bulletin).
4. Special accreditation
    a. If the program has special accreditation, note the name of the accrediting body
    b. Provide documentation that this change will not affect this accreditation or that you have gained approval from that body to proceed with these changes for the next academic year.
5. Courses External to the Department Offering the Program
    a. Programs utilizing courses offered by other departments or colleges must include in the proposal documentation from the department chair(s) or college dean(s) that support inclusion of their course(s) for the new program and identify resource implications.
6. Modality
    a. Address whether all or part of this program will be delivered online.
    b. Address whether this program will be offered at a satellite location.
7. Relationship to other programs. The following elements should be considered
    a. Program proposals must address how the new program will affect enrollment in existing programs and offering of current courses as applicable. Statements should be included from the affected dean or department chair identifying the impact.
8. Market feasibility analysis for a new certificate program not requiring new resources may be less extensive than one requiring new resources. However, a new certificate program proposal will require a dedicated section that addresses market demand expectations in some formal manner and answers the basic questions listed below. More rigorous evidence is required for programs with higher resource demands. The market demand analysis section should document what steps the sponsor has taken to judge the extent of student demand for the proposed program. For example: have surveys or focus groups been conducted with the relevant target market of students? Do demographic and occupational trends support the proposed program? What has the demand experience been at comparable institutions offering similar programs? (Include the specifics of such data.) Because of the variety of possible new programs in a comprehensive university, it is impossible to specify a precise marketing research regimen that would apply to all possible colleges and departments. Educational target markets of opportunity differ. Economies of scale in different departments vary; that is, some departments have sufficient excess capacity to launch new programs without requiring significant additional resources. Some new programs will have substantial synergy with existing programs while still other proposals require standalone offerings. In any event, it is important that all new certificate proposals cover at least the following basic market-related

information:

a. Describe the target market of students intended to be serviced by the new program. Descriptions might include age, qualifications, career goals, disciplines, etc.

b. Discuss the various factors (external and internal) that suggest adequate demand for this program.

c. Include a list of similar competitor programs external to DU, regionally and nationally. What has been their enrollment performance? Do you expect this program to compete at the national or regional level?

d. List the programmatic characteristics that demonstrate how the proposed program is distinctive from competing programs (e.g., quality, geography, available financial aid, etc.).

e. Provide evidence addressing why the proposed program can be positioned in the "quality" sector of the market.

f. What are the skills and careers that the program is intended to prepare students for? See Part VI for instructions on education program – career crosswalks.

Again, the degree of detail necessary to justify a particular program will vary depending upon the resource demands and innovative nature of the proposed program. Custom marketing research may be done in select situations to better document the need and to analyze the competition, but it is not always required. In other cases, published secondary information (e.g., industry demand for intensive care nurses) may be sufficient to justify serving the market. However, all new program proposals will require a dedicated section that addresses demand expectations in some formal manner and answers the basic questions listed above.

9. Resource Planning: The New Program Financial Impact Analysis is a critical piece to the review and approval process. The following guidance is designed to assist with the development of the Financial Impact Analysis. It is expected that the Analysis is reviewed by the division business officer before submission. Questions on any part of the form can be directed to the Office of the Provost.

a. Description of the New Program Financial Impact Analysis: The New Program Financial Impact Analysis should consider all revenue and expense changes to the base operating budget for a division, associated one-time expenses, and include all resource reallocation that is a result of offering the proposed new program. Divisions are expected to make a material effort in identifying resources that can be reallocated to new programs, as this is a very important consideration for approval of the new program.

b. Revenues: The revenue section should be completed with the change in student headcount (new students to the University) and associated tuition and revenue. Tuition rates should always be proposed at the current-year rate with no modeling for tuition rate increase. Tuition can

be calculated by multiplying headcount by estimated average credits taken, multiplied by tuition rate per credit.

Unfunded aid, in the form of discount and/or graduate assistant waivers) should be considered. Funded aid should also be considered but included only when recognized gifts have been received or agreements are signed. Documentation of funded aid sources should be provided with the proposal.

c. Recurring Expenses: Recurring expenses are those expenses that will become part of the base operating budget and would be incurred year after year. This includes all expected changes to faculty, staff, and student compensation. Supporting schedules should be provided for appointed positions proposed including proposed title, rank, and salary. Fringe rates should be calculated using the current fringe rates. Changes to fringe rates or merit increases in future years should not be modeled. All other (non-compensation) direct expenses should be modeled. These do not need to be broken out by account code on the pro forma document but supporting details can be submitted.

Indirect expenses should not be modeled, but expenses to other divisions or institutional expenses should be considered. These might include new technology expenses, human resource expenses, need for new space, or marketing and communication expenses.

d. One-Time Expenses: One-time expenses might include faculty start-up, building/renovation costs, or program marketing expense necessary to launch the program but not needed in an ongoing way.

e. Timeline and Review: The New Program Financial Impact Analysis projects five years of revenue and expense activity. The new program, if approved, will be reviewed after five years to compare projected enrollment, revenue, and expense to actual enrollment, revenue and expense. Programs that do not meet plan may be subject to alteration or elimination.

10. Additional Information/Sunset Clause:

a. The certificate proposal must include a detailed plan for terminating the program if the revenue and/or enrollment targets as identified in the proposal are not achieved by the fourth year or subsequently maintained during periodic program reviews.

Section 4: New Concentration

Dean-approved informational memo will be submitted with the proposal. The template for the informational memo is available at: Insert URL Here.

The approved informational memo will be attached to the online proposal. The proposal form will include basic information about the effective academic term for the proposal and college and department housing the concentration. Here is a guide to additional information that will be required for the proposal. Approval for new concentrations includes a presentation to either graduate or undergraduate council. Potential additional approval requirements are outlined in the Required Documentation and Curriculum Approval Process Matrix.

Concentration Proposal

Program proposals for new Concentrations are composed of the following sections:
1) Informational memo
2) Program overview
3) Description of the program
4) Special accreditation
5) Courses external to the department offering the program
6) Modality
7) Relationship to other programs
8) Market analysis*****
9) Resource planning*****
10) Sunset clause

* *If new resources or additional space are required to support the proposed Concentration the Market Demand Analysis and Financial Analysis sections must be completed.*

Proposals for new concentrations are submitted via the online Courseleaf Curriculum Management System. Supporting documentation should be attached to the online approval form.
1. Informational memo
    a. Summary (provide a narrative overview of proposed changes)
    b. Rationale (provide a summary of reason for changes and how they fit with strategic objectives)
    c. Program Requirements (list courses within the credential indicating existing courses and any that need to be developed).
2. Program Overview: The program overview information will be displayed in the Bulletin after the program is approved. It should consist of the following elements:

     a. Course requirements for the program. The inventory of existing active courses is available within the Curriculum Management System Program Proposal form. Newly proposed courses are available within the form while in-process for approval, as well.

     b. Non-course requirements include experiential learning, study abroad, thesis, and dissertation.

     c. A sample style sheet for the program overview is available in the Style Guide.

3. Description of the program.
    a. Narrative description of the program (included in the Bulletin and appearing above the Program Overview within the Bulletin).

4. Special accreditation
    a. If the program has special accreditation, note the name of the accrediting body
    b. Provide documentation that this change will not affect this accreditation or that you have gained approval from that body to proceed with these changes for the next academic year.

5. Courses External to the Department Offering the Program
    a. Programs utilizing courses offered by other departments or colleges must include in the proposal documentation from the department chair(s) or college dean(s) that support inclusion of their course(s) for the new program and identify resource implications.

6. Modality
    a. Address whether all or part of this program will be delivered online.
    b. Address whether this program will be offered at a satellite location.

7. Relationship to other programs. The following elements should be considered
    a. Program proposals must address how the new program will affect enrollment in existing programs and offering of current courses as applicable. Statements should be included from the affected dean or department chair identifying the impact.

8. Market feasibility analysis for a new certificate program not requiring new resources may be less extensive than one requiring new resources. However, a new certificate program proposal will require a dedicated section that addresses market demand expectations in some formal manner and answers the basic questions listed below. More rigorous evidence is required for programs with higher resource demands. The market demand analysis section should document what steps the sponsor has taken to judge the extent of student demand for the proposed program. For example: have surveys or focus groups been conducted with the relevant target market of students? Do demographic and occupational trends support the proposed program? What has the demand experience been at comparable institutions offering similar programs? (Include the specifics of such data.) Because of the variety of possible new programs in a comprehensive university, it is impossible to specify a precise marketing research regimen that would apply to all possible colleges and departments.

Educational target markets of opportunity differ. Economies of scale in different departments vary; that is, some departments have sufficient excess capacity to launch new programs without requiring significant additional resources. Some new programs will have substantial synergy with existing programs while still other proposals require standalone offerings. In any event, it is important that all new concentration proposals cover at least the following basic market-related information:

a. Describe the target market of students intended to be serviced by the new program. Descriptions might include age, qualifications, career goals, disciplines, etc.

b. Discuss the various factors (external and internal) that suggest adequate demand for this program.

c. Include a list of similar competitor programs external to DU, regionally and nationally. What has been their enrollment performance? Do you expect this program to compete at the national or regional level?

d. List the programmatic characteristics that demonstrate how the proposed program is distinctive from competing programs (e.g., quality, geography, available financial aid, etc.).

e. Provide evidence addressing why the proposed program can be positioned in the "quality" sector of the market.

f. What are the skills and careers that the program is intended to prepare students for? See Part VI for instructions on education program – career crosswalks.

Again, the degree of detail necessary to justify a particular program will vary depending upon the resource demands and innovative nature of the proposed program. Custom marketing research may be done in select situations to better document the need and to analyze the competition, but it is not always required. In other cases, published secondary information (e.g., industry demand for intensive care nurses) may be sufficient to justify serving the market. However, all new program proposals will require a dedicated section that addresses demand expectations in some formal manner and answers the basic questions listed above.

9. Resource Planning: The New Program Financial Impact Analysis is a critical piece to the review and approval process. The following guidance is designed to assist with the development of the Financial Impact Analysis. It is expected that the Analysis is reviewed by the division business officer before submission. Questions on any part of the form can be directed to the Office of the Provost.

a. Description of the New Program Financial Impact Analysis: The New Program Financial Impact Analysis should consider all revenue and expense changes to the base operating budget for a division, associated one-time expenses, and include all resource reallocation that is a result of offering the proposed new program. Divisions are expected to make a material effort in identifying resources that can be reallocated to new programs, as this is a very important consideration for approval of the

new program.

b. Revenues: The revenue section should be completed with the change in student headcount (new students to the University) and associated tuition and revenue. Tuition rates should always be proposed at the current-year rate with no modeling for tuition rate increase. Tuition can be calculated by multiplying headcount by estimated average credits taken, multiplied by tuition rate per credit.
Unfunded aid, in the form of discount and/or graduate assistant waivers) should be considered. Funded aid should also be considered but included only when recognized gifts have been received or agreements are signed. Documentation of funded aid sources should be provided with the proposal.

c. Recurring Expenses: Recurring expenses are those expenses that will become part of the base operating budget and would be incurred year after year. This includes all expected changes to faculty, staff, and student compensation. Supporting schedules should be provided for appointed positions proposed including proposed title, rank, and salary. Fringe rates should be calculated using the current fringe rates. Changes to fringe rates or merit increases in future years should not be modeled. All other (non-compensation) direct expenses should be modeled. These do not need to be broken out by account code on the pro forma document but supporting details can be submitted.
Indirect expenses should not be modeled, but expenses to other divisions or institutional expenses should be considered. These might include new technology expenses, human resource expenses, need for new space, or marketing and communication expenses.

d. One-Time Expenses: One-time expenses might include faculty start-up, building/renovation costs, or program marketing expense necessary to launch the program but not needed in an ongoing way.

e. Timeline and Review: The New Program Financial Impact Analysis projects five years of revenue and expense activity. The new program, if approved, will be reviewed after five years to compare projected enrollment, revenue, and expense to actual enrollment, revenue and expense. Programs that do not meet plan may be subject to alteration or elimination.

10. Additional Information/Sunset Clause:

a. The concentration proposal must include a detailed plan for terminating the program if the revenue and/or enrollment targets as identified in the proposal are not achieved by the fourth year or subsequently maintained during periodic program reviews.

Section 5: New dual degree program

Dean-approved cover sheet will be submitted with the proposal. The template for the cover sheet is available at: <mark>Insert URL Here.</mark>

A Dual Undergraduate-Graduate Degree Program is an institutionally approved program in which a DU undergraduate student begins taking classes toward a graduate degree program prior to earning a baccalaureate degree. Both degrees must be earned within five years of matriculation into the undergraduate degree program. Students pursuing a dual degree with a Juris Doctorate must earn both degrees within six years.

The admission standards for these programs must be approved by the provost and reflect higher standards than typically required for graduate admission. The programs may reduce a limited number of both undergraduate and graduate credit hours toward both degrees. The amount of the credit hour reduction is variable across programs. Typically, the amount of reduction is no more than one-third of the total hours of the original undergraduate degree or less.

The dual degree proposal guidelines are only for programs with <u>current degree programs that can be</u> <u>combined.</u> Academic units that want to create a new program, or modify the master's degree in other ways, should follow the appropriate procedures laid out within the Academic Program Approval Guidelines.

The dual degree proposal guidelines only apply to proposals in the same or related department/program and meet the following requirements:

- Approved bachelor's programs already in the Bulletin
- Approved master's programs already in the Bulletin
- No new courses
- No additional financial resources
- No additional space requirements
- No additional staff requirements
- No impact on accreditation

Dual Undergraduate-Graduate Degree Program Proposal

Program proposals for new Dual Undergraduate-Graduate Degree Programs are composed of the following sections:
    1) Cover Sheet (no CourseLeaf form exists for these programs)

1.   Cover Sheet
         a. Summary (provide a narrative overview of proposal or change)
         b. Rationale (provide a summary of reason for proposal or change and how it fits with strategic objectives)

    c. Program Requirements (list courses within the credential indicating existing courses and any that need to be developed).
- i. Name of the sponsoring department or program and approval by the chair.
- ii. Current structure of the bachelor's degree.
- iii. Current structure of the master's degree.
- iv. Current and future availability of graduate level courses.
- v. Projected enrollment projections for the three academic years beyond commencement of the dual degree program.
- vi. Identification of the stage at which a student may enroll in the dual degree program.
- vii. The admissions requirements and procedure for the dual degree program
- viii. The advising procedure for the accelerated degree program.
- ix. A description of the accelerated degree program to be included in both Undergraduate and Graduate Bulletins.

    d. Facilities and Resources (outline facilities and resources needed to deliver proposed program or support outlined changes including faculty, facilities, technology, library and other expenses. Describe mode of delivery and address whether any part of this program will be taught satellite location).
- i. Statement of available resources in place for the dual program.
- ii. Statement that no additional resources will be required to initiate and maintain the dual degree program.

    e. Relationship to Other Programs (identify competing programs within the University, and how the characteristics of the new program are distinctive. Address how the new program will affect enrollment in existing programs and offering of current courses as applicable. If the program includes courses from other department, approval from other department chair for inclusion of courses. If college/school/or this program is accredited, provide documentation that this change will not affect this accreditation or that you have gained approval from that body to proceed with these changes.)
- i. • Statement that there will be no effect on accreditation if applicable.

    f. Market Feasibility (Include a list of similar competitor programs external to DU, regionally and nationally. What will full enrollment look like in this program? How many years do you expect it to take to reach full enrollment?)
- i. No market demand analysis or financial impact analysis will be required unless there are any additional resource

demands.
g. Assessment (General statement on student learning outcomes)
    i. Assessment of the combined degree will normally use the same metrics as the current master's program.

Section 6: Modifying an Existing Program

Modifications to existing programs are submitted via the online Courseleaf Curriculum Management System. There are three categories of program modifications:

1. Modifications not requiring council notification
   a. Changes to descriptive text
   b. Changes to required or elective courses
   c. Changes to non-course requirements (e,g., thesis, experiential learning)
2. Modifications requiring council presentation
   a. Creation of a concentration within an existing major or degree
   b. Creation of or name change of a department.
   c. Creation of a credential offered through a continuing education program
   d. Closure of a concentration or credential offered through a continuing education program
3. Modifications requiring council vote
   a. Credit hours
   b. Required courses from other departments
   c. Resources related
   d. Delivery modality

Changes in program names generally should be processed as terminating an existing program and creating a new program.

Changes are entered as edits on existing program curriculum forms in the Courseleaf Curriculum Management System.

The rationale for the change may be entered in the "Justification for Request" field. Detail will vary based on the scale of the change. Program changes requiring adjustments to current resource allocation will require a pro forma financial analysis.

1. Modifications not requiring council notification are processed by the Office of the Registrar.
2. Modifications requiring a council presentation must be submitted with the following documentation:
   a. Informational Memo
   b. CourseLeaf Program Form
3. Modifications requiring a council vote are reviewed and voted upon by the appropriate academic Council.
   a. Cover Sheet
   b. CourseLeaf Program Form

The Vice Provost for Academic Programs may at their discretion bring any modification to the Graduate or Undergraduate Council for review.

Accreditation: If college/school/or this program has special accreditation, proposal should address any affect this accreditation.

The templates for the Informational Memo and the Cover Sheet are available at this site.

The required approvals for modifications to an existing program are in the Required Documentation and Curriculum Approval Process Matrix.

Section 7: Terminating a Program

Program termination includes termination of degree, major, minor, certificate, concentration, combined degree program. Termination permanently ends the program at the University.

Program terminations are submitted via a cover sheet and a proposal through the online Courseleaf Curriculum Management System. Supporting documentation should be attached to the online approval form. The termination must be approved through a vote in the appropriate council.

Program Termination Proposal
1) Cover sheet
    a. Summary providing a narrative of the proposed change
    b. Rationale for terminating the program.
    c. Program requirements: Describe the impact on students and faculty, identifying how any negative effects will be minimized or mitigated, including the Teach Out plan for those students still enrolled in the program.
    d. Facilities and resources:
        i. If your college/school/or this program is accredited, provide documentation that this change will not affect this accreditation or that you have gained approval from that body to proceed with these changes for the next academic year. If unable to do so, this proposal must be delayed until this documentation can be provided.
    e. Relationship to Other Programs:
        i. Acknowledgement that other units whose programs may be affected by this termination have been notified. Summation in writing of the financial impact of terminating program.
2) Deactivation proposal through the online Courseleaf Curriculum Management System.
3) Reactivation of a program requires re-proposing the program and providing all documents listed for that program type.

The template for the Cover Sheet is available at this site.

III.   Guidance on the New Program Financial Impact Analysis

The New Program Financial Impact Analysis is a critical piece to the review and approval process. The following guidance is designed to assist with the development of the Financial Impact Analysis. It is expected that the Analysis is reviewed by the division business officer before submission. Questions on any part of the form can be directed to the Office of the Provost.

Description of the New Program Financial Impact Analysis
The New Program Financial Impact Analysis should consider all revenue and expense changes to the base operating budget for a division, associated one-time expenses, and include all resource reallocation that is a result of offering the proposed new program. Divisions are expected to make a material effort in identifying resources that can be reallocated to new programs, as this is a very important consideration for approval of the new program.

Revenues
The revenue section should be completed with the change in student headcount (new students to the University) and associated tuition and revenue. Tuition rates should always be proposed at the current-year rate with no modeling for tuition rate increase. Tuition can be calculated by multiplying headcount by estimated average credits taken, multiplied by tuition rate per credit.
Unfunded aid, in the form of discount and/or graduate assistant waivers) should be considered. Funded aid should also be considered but included only when recognized gifts have been received or agreements are signed. Documentation of funded aid sources should be provided with the proposal.

Recurring Expenses
Recurring expenses are those expenses that will become part of the base operating budget and would be incurred year after year. This includes all expected changes to faculty, staff, and student compensation. Supporting schedules should be provided for appointed positions proposed including proposed title, rank, and salary. Fringe rates should be calculated using the current fringe rates. Changes to fringe rates or merit increases in future years should not be modeled.
All other (non-compensation) direct expenses should be modeled. These do not need to be broken out by account code on the pro forma document but supporting details can be submitted.
Indirect expenses should not be modeled, but expenses to other divisions or institutional expenses should be considered. These might include new technology expenses, human resource expense, need for new space, or marketing and communication expenses.

One-Time Expenses
One-time expenses might include faculty start-up, building/renovation costs, or marketing expense necessary, but not needed in an ongoing way.

Timeline and Review

The New Program Financial Impact Analysis projects five years of revenue and expense activity. The new program, if approved, will be reviewed after five years to compare projected enrollment, revenue, and expense to actual enrollment, revenue and expense. Programs that do not meet plan may be subject to alteration or elimination.

IV.   Guidance on the New Program Market Analysis

Undergraduate Admission Program Analysis – Request Form

Each College proposing a new undergraduate degree program/major will need to work with Undergraduate Admission and the Provost's Office on a market feasibility analysis. This analysis will provide keen insights on market supply and demand, career opportunities, potential salary ranges, and other key data points to support the program request. No program request will move forward without review and approval by the Provost and Vice Chancellor for Enrollment.

- Academic College:

- Name of proposed Degree/Major:

- Degree Description:

- Degree Rationale:

  o Brief description/justification

  o How is the program aligned with DU's mission/vision/goals? How will the program support the College's mission/vision/goals? Align with unit's strategic plan?

  o Known competitors offering the program

  o Competitors in Colorado offering the program

  o What is informing you that the market will support another program in this field and how will your program differ from existing programs at competitor schools?

Impact on enrollment/existing programs:

  o How many new students do you expect to enroll each fall, and how many total majors do you anticipate once the program has four classes of students?

  o Do you project these will be new students, or will they migrate from other existing majors?

  o What types of students/demographic characteristics will this program influence? How will this program support DU's enrollment goals?

Employment Data/Landscape:

  o What types of careers and what specific jobs will graduates be prepared to work in after receiving this degree?

  o Will students be competitive to directly enter the workforce, or will a graduate degree most likely be required?

  o Please provide the *Standard Occupational Classification/s* (SOC) to ensure the market analysis is aligned with the respective fields/jobs:

Required Resources:

V.   Guidance on the Learning Assessment Blueprint

1. Assessment Blueprint

All new degree or major proposals must have assessment blueprint. To make this process as efficient as possible, please visit the following resources:

Part I (Student Learning Outcomes): Learning Outcomes (LOs) describe what you hope students will be able to know, do, and value by the time they graduate from your program. There are three types of outcomes and their relationships that should be considered when developing a program blueprint.

- First, there are the university outcomes for undergraduate and graduate programs. You can see these outcomes at: https://academicaffairs.du.edu/about/learning-outcomes These outcomes are the university stated goals for students at the end of their time at DU.
- Second, there are the program learning outcomes. These are the outcomes you expect students to achieve a level of growth toward by the end of the program.
- Third, there are the course level outcomes for each course in the program. These are the outcomes a student should achieve a level of growth toward at the end of a course or experience included in the program's curriculum.

There should be alignment between the three sets of outcomes. Alignment in an assessment blueprint ensures that course-level outcomes contribute to one or more of the program-level outcomes, which in turn support the university-level outcomes. Alignment occurs when a course level outcome and assignment are determined to meet a program level outcome. The program level outcome should be related then to one or more of the university level outcomes.

If your program has external specialized accreditation, then you should consider how the accrediting body's requirements shape your program level outcomes.

To jumpstart the process of writing SLOs, visit this link: https://otl.du.edu/plan-a-course/teaching-resources/writing-learning-outcomes/

You can also set a meeting with the Director of Academic Assessment to consult on how best to write or align outcomes.

Part II (Data Sources): After you have drafted SLOs, we invite you to think about data sources, or the assignments, surveys, or other pieces of evidence that faculty can collect and analyze to reflect on student learning.

There are two main types of data that can support assessment of student learning during program reviews.

- Direct Evidence: which includes student work directly related to course and program outcomes.
- Indirect Evidence: which includes student reflection about their learning. This can be in the form of survey or interview responses.

Visit this link: https://otl.du.edu/advance-my-practice/assessmentdu/assessment-evidence/ to strategize what data will best support your faculty in this reflection of student learning.

Please identify at least one assignment from one class that your department will use to conduct program assessment for each program outcome.

Part III (Program Assessment Plan): Creating an assessment plan helps ensure that the the work of assessment is an ongoing process of reflection and growth rather than a one-time event. Assessment plans should be organized around the program learning outcomes and the necessary data to show how students are doing in each outcome. A plan can include a simple explanation of when each outcome will be analyzed, what courses will be examined to support the particular outcome, and who will lead the efforts of collecting and analyzing the data. Some programs do this with a curriculum map.

In the plan, be sure to include every agreed upon program learning outcome and any required course within the curriculum for the assessment plan. The Director of Academic Assessment recommends putting your program learning outcomes on a 3-year rotation of evaluation unless required otherwise by an accrediting agency. This will ensure that outcomes will be evaluated every three years and assessment will not become an overwhelming task.

Please contact the Director of Academic Assessment for assistance in developing your program assessment plan

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Example Program Assessment Plan Template
Please fill out the table with a line per outcome and source of evidence.
Program Name: _____

Program Learning Outcome	Assessment Evidence	Related Courses or Experiences	Evaluation Year	Responsible Person
PLO1	Assignment	Course 1	Year 1	Person
PLO2	Survey	Graduating Seniors	Year 2	Person

VI.   Guidance on External and Internal Coding

A variety of codes are used for academic programs. These include internal codes used by the Banner Student Information System as well as codes promulgated by external agencies. This guidance is to assist departments in identifying accurate codes describing DU academic programs. These codes are used for a variety of purposes and accuracy is critical.

Classification of Instructional Programs (CIP) Codes

The Classification of Instructional Programs (CIP) Codes were developed by the U.S. Department of Education as the national taxonomic standard of academic program titles for federal surveys and state reporting of institutional data. Each DU program of study (e.g., major) is associated with a six-digit CIP Code for the purposes of reporting data to the federal government and other entities.

New program proposals should include an accurate six-digit CIP code. Several tools are available on the CIP Code web site (https://nces.ed.gov/ipeds/cipcode/). You may search for specific terms (e.g., statistics) or browse all CIP codes.

The Office of the Registrar is responsible for maintaining accurate CIP codes based on the approved curriculum. Contact the Office of the Registrar for assistance in determining the correct CIP code.

Standard Occupational Classification (SOC) Codes

The Standard Occupational Classification (SOC) System is developed by the U.S. Bureau of Labor Statistics for federal and other agencies to classify occupational categories for the purpose of collecting, calculating, and disseminating labor data.

Market Demand Analysis for new programs should include information on the occupations for which programs prepare students for market analysis and external reporting purposes. Several tools to determine occupation codes are available on the Occupational Information Network (O*NET) web page (https://www.onetonline.org/). You may search for specific terms (e.g., statistician) or browse all SOC codes.

There is a crosswalk tool (https://www.onetonline.org/crosswalk/) where you can enter a CIP code to find relevant occupations.

The Office of the Registrar is responsible for maintaining accurate SOC codes based on the approved curriculum. Contact the Office of the Registrar for assistance in determining the correct SOC code