

E. INSTRUCTIONS FOR PERMANENT APPROVAL OF NEW PROGRAMS/MAJORS

1. Prepare a Self-Study Report (see Section F for the timeline and process) on the provisional program/major following the relevant items in the [proposal outline](#) provided in Section C. Note any changes, paying special heed to description, curricular requirements, accreditation (where relevant), demand, resources available and required, and assessment of student learning outcomes.
2. Prepare a response to any concerns raised by the various Faculty Senate Committees at the provisional approval stage. Such concerns should be part of the Faculty Senate Minutes or the actual resolution when the Program/Major was given provisional approval.
3. Prepare a response to any concerns raised by the external or internal review that have not been addressed previously.
4. Prepare an appendix that includes the following: A) original application for provisional approval, B) transcript(s) of any open hearing(s) required by the Faculty Senate Coordinating Committee on Education, C) list of any concerns raised by Faculty Senate Committees at the provisional approval stage, D) letters of support from Chairperson and Dean, E) program review report (if applicable), F) new letters of approval from other affected departments.
5. New Programs and Majors seeking permanent approval are listed on the Agenda of the Faculty Senate as an item for discussion. Representatives of the proposing group must be present.

F. TIMELINE FOR PERMANENT STATUS PROGRAM REVIEW (PSPR)

This section explains the timeline and process for permanent status program review (PSPR). The list of provisional program approvals is maintained in the Office of the University Faculty Senate. The Office of the Provost also maintains an updated copy.

1. The Faculty Senate will inform the Office of the Provost that a program needs to be reviewed the following academic year. For example, if a program's provisionary status will be reviewed by the Faculty Senate in academic year 2007-08, the Faculty Senate will send the notification to the Office of the Provost on or before September 2006. This will allow a one-year period to prepare and conduct the PSPR.
2. The Office of the Provost will send a letter, including a deadline for submission of all pertinent materials, to the appropriate dean, with a cc to the department chair and program director, notifying the Dean that a particular program is due for PSPR. It is the responsibility of the Dean to make sure that the review is carried out in a complete and timely manner.
3. The department or program will conduct a self-study report using the PSPR format and submit this to the Office of the Provost with copy to the Dean's Office and Faculty Senate.

4. The Office of the Provost, in consultation with the Dean and Faculty Senate, will decide on either an internal or external review. In the case of undergraduate programs, at least one member of the review committee will be a current member of the Undergraduate Studies Committee of the Faculty Senate. In the case of graduate programs, at least one member of the review committee will be a current member of the Graduate Studies Committee of the Faculty Senate. The selection of the reviewers will be conducted by the Office of the Provost.
5. The Office of the Provost will send the self-study report to the reviewers with a deadline for completion of their review.
6. The reviewers will submit their report to the Office of the Provost. ([See sample outline report](#)).
7. The Office of the Provost will send a copy of the reviewers' report to the appropriate dean, department chair, and program director. The department or program will then be requested to write a formal response to the reviewers' report.
8. The Dean's Office will then submit the self-study report and reviewers' report to the appropriate college curriculum committees for review and action.
9. Following approval by the college curriculum committee and the Dean, the various reports along with approval letters will be submitted to the Senate office for distribution and review by the Faculty Senate committees.
10. The Faculty Senate will inform the department or program of the outcome of the Faculty Senate vote if the provisional program has been endorsed for permanent status. It will then forward the necessary documents to the Office of the Provost for submission to the Board of Trustees for final approval.

C. PROPOSAL OUTLINE

The outline below indicates the types of information necessary. Because changes vary from minor modifications to completely new programs, the outline serves only to guide the unit in deciding what information to provide. All proposals should follow the sequence of the outline, using its items as topical paragraph headings and sub-headings. Complete all components which are affected by the request.

Please supply all of the following in the proposal forwarded to the Faculty Senate Office:

1. Academic Program Approval Form
2. Resolution for the Faculty Senate Agenda (if a resolution is required)
3. Curriculum listing in the proper format for the Undergraduate and Graduate Catalog, including fulfillment of University, college and departmental requirements.
4. Detailed proposal (includes the headings listed below and the sub-heading in the following outline: Description; Rationale and Demand; Enrollments, Admissions, and Financial Aid; Curriculum Specifics; Resources Available; Resources Support; Implementation and Evaluation.

5. Appendices (as appropriate): Accreditation Criteria; Letters of Collaborative Agreement; Transfer/Retention Policy; Letters of Approval from Contributing or Affected Departments; Other Pertinent Documents.

Provisional and permanent approvals of all new programs and/or majors are listed in the agenda of the Faculty Senate as an item for discussion. Representatives of the proposing group must be present to help answer detailed questions that may arise during the discussion.

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Proposals should be organized according to the following outline. Topical paragraph headings and sub-headings should be used. Complete all components.

I. DESCRIPTION

Briefly describe the new program and state its objectives. This statement should describe the proposed course of study that can be used as the basis of subsequent program reviews. The description also should focus on the knowledge, values, skills and other learning outcomes that program graduates will be expected to have acquired. A description of how the learning outcomes will be assessed including benchmarks for success should also be provided. [\(Return to proposal outline.\)](#) [\(Return to top.\)](#)

II. RATIONALE AND DEMAND

A. Institutional factors.

1. Explain how the proposed program is compatible with the Academic Priorities of the University.
2. Describe the planning process which resulted in the development and submission of this proposal.
3. Describe any significant impact the proposed curricula might have on other instructional, research, or service programs of the University.
4. Describe how the proposed curricula would more fully utilize existing resources.

B. Student demand

1. Describe how enrollment projections have been derived. Show estimated credit hours to be generated, number of new majors, and number of program graduates. Indicate the extent to which the new curriculum is expected to attract majors and the extent to which it will provide service courses or electives to other majors. Indicate whether new majors will be wholly new to the campus or internal transfers.
2. State whether the curriculum is designed to meet the needs of specific student clienteles, e.g., part-time students, currently employed professionals, non-traditional students, those preparing to reenter the job market, etc.

C. Transferability

Indicate the number of graduates expected to transfer. Document any unique agreements concerning the transfer of students or credits.

D. Access to graduate and professional programs

Please respond to this item only if the proposed course of study will prepare students for entry into graduate or professional schools. Describe briefly (1) the requirements for admission into the appropriate graduate or professional program, and (2) the prospects for appropriate employment after completion of the advanced program.

E. Demand and employment factors

Please respond to this item only if preparing students for specific employment opportunities is a key objective. In such cases, describe the audience and unique career paths.

F. Regional, state, and national factors

1. List comparable courses of study in the region or the State, and explain why these existing programs cannot meet the needs of prospective students and/or employers in the geographic area which the curriculum would serve. Describe any significant differences between the proposed course of study and others in the region or State that have some similar characteristics.
2. Describe the regional accrediting, professional association, and licensing requirements that have helped shape the proposed curriculum. Indicate the effects such agencies have had on the length, content or mode of deliver, and on such budgetary requirements as staffing levels, equipment needs, and facilities. Also, describe the participation of any non-campus person or organization in the development of this proposal. Report on timetables that have been established to meet any external requirements.

G. Describe other strengths

1. Describe any special features which convey the character or personality and make the proposed course of study distinctive. (Examples might include the interest and special expertise of certain faculty members, the location and availability of unique materials or technologies at or near the campus, special relationships to other departments, organizations, or institutions, etc.)
2. Report on any anticipated collaborative arrangements with other parties (for example, inter-institutional arrangements for resource sharing, cooperative programs, clinical affiliations, etc.). The extent of the relationship should be explained and instructional or other resources to be provided by the various parties described. Any written confirmation of the commitment, including drafts of contracts or agreements, should be attached.

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III. ENROLLMENT, ADMISSIONS AND FINANCIAL AID

A. Enrollment

If enrollments are to be limited, e.g., by size, by pre-requisites, or by academic performance, describe the restrictions and the reasons for them. Be sure to indicate the effective academic year. A letter of support from the Admissions Office for undergraduate programs or Office of Graduate Studies will also be helpful in projecting enrollments for the proposed program.

B. Admission Requirements

1. Describe the criteria for selecting among applicants.
2. Distinguish, if necessary, selection criteria between freshman, transfers from other institutions and transfers from within the University.
3. Attach any Retention Policy that might apply and provide rationale for this policy.

C. Student Expenses and Financial Aid

1. Indicate the need for any required student expenses beyond the traditional book and supplies, for example, personal computer, extensive laboratory fees, etc. For Graduate and professional courses of study, indicate anticipated levels of student financial support to be provided from (a) institutional and (b) other sources.

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IV. CURRICULUM SPECIFICS

A. Institutional Factors

State the degree to be awarded to those who complete the program and explain why this is the appropriate form of recognition.

B. Describe the curriculum

1. Describe requirements involving total credit hours, credit hour distribution, field experiences, etc.
2. Provide a sample curriculum by following the format in the Undergraduate and Graduate Catalog.
3. Indicate how the curriculum satisfies University of Delaware, college and departmental requirements, such as ENGL110, multicultural, college core, etc.
4. In the Appendices, provide approval from affected departments for all newly required courses that support the proposed curriculum.

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V. RESOURCES AVAILABLE

A. Learning Resources

Describe briefly the scope and quality of available library holdings, audio-visual materials, special equipment and collections, laboratories, clinical facilities, research facilities, etc., that are available and would directly support the proposed course of study. If appropriate, obtain a Library Assessment Statement.

Library Assessment Statement :A formal written assessment from the Director of Libraries of the Library's ability to support a proposal for a new or expanded academic degree or program is required as part of a formal proposal. The assessment statement may include but is not limited to the strength of collections; access to electronic and networked information access to collections not owned by the University of Delaware; library space and library computer requirements; language and subject capabilities of library staff; and nature of service and increased usage demands resulting from the proposed new degree/program. The request for the library assessment accompanied by details of a proposed degree or program needs to be received by the Library at least one month before the Library's assessment of a proposed degree or program is required. The Library will respond in a timely manner, usually within two weeks in order to allow time for faculty discussion of the library assessment and possible further discussion and/or interaction with the Director of Libraries, if desired.

B. Faculty / Administrative Resources

Describe the available program administrators and faculty expertise which support the proposed curriculum. List name, rank, specialization, nature of appointment (regular, full-time, adjunct, etc.) and highest academic degree earned by those who would be directly involved, including campus administrators. If appropriate, provide pertinent information about the professional and scholarly accomplishments, including training, courses and workshops taught, publications and projects, and other relevant documentation of the faculty.

C. External Funding

Indicate any resource or source of funding external to the University which has been garnered to support the curriculum.

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VI. RESOURCES REQUIRED

A. Learning Resources

Identify needed additional learning resources. Indicate which of these are essential for basic implementation and whose which will produce a premiere program able to compete favorably for the highest caliber of student.

B. Personnel Resources

Indicate any new faculty positions required and the qualifications and subject matter specialties that will be sought. Give reasons for needing new position.

C. Budgetary Needs

Attach an accounting of budgetary needs.

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VII. IMPLEMENTATION AND EVALUATION

A. Implementation Plan

Describe how the curriculum will be implemented.

B. Assessment Plan

Indicate how the program will be evaluated and assessed. Some measures should be quantitative, other qualitative. Success should be measured against the criteria listed including stated learning outcomes and against whatever objectives have been set forth in the first section of the proposal. Academic units are encouraged to consult with the Office of Educational Assessment in developing the appropriate learning outcomes, assessment criteria, and benchmarks for success.

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VIII. APPENDICES

- A. Accreditation Criteria (if appropriate)
- B. Letters of Collaborative Agreement
- C. Transfer / Retention Policy
- D. Letters of Approval from Contributing Departments
- E. Other Pertinent Documents