

Ohio Valley University

New Major Program Proposal Template

Information must be submitted as one document. The proposal must include in sequential order all applicable elements (1-14) listed below. Please include a table of contents with the corresponding page numbers for each item. Before submission, please use this template to double-check that the proposal includes all components as stipulated.

1. Name of College: _____ **Name of New Program:** _____

2. Process for review and approval:

Recommended deadlines for submission of new program: Introduce in Academic Council meeting by December 1 and submit completed proposal ready for discussion by March 1.

Deans: Date of first reading: _____ Date of second reading: _____ Approved: Yes No

Review by Academic Council: Date of first reading: _____ Date of second reading: _____

Approved: Yes No School year when program will enter Academic Catalog: _____

Proposed Program Overview:

3. A title page that lists the title of the proposed program, the semester and the year the college plans to begin the program. Include the names of the groups (internal and external) who participated in structuring the new program and the dates when they approved it. Include the name and contact information of the primary author. On the days of the deans' and academic councils' meetings in which the proposal will be evaluated, it would be helpful if this person could be available to participate.

4. Excerpts from minutes of meeting(s) that indicate involvement of faculty (unit, content and institutional levels) in the development and the approval of the proposed program. (Include date, body, and action taken). Include the name of the person(s) who recorded the minutes. Minutes should include discussion of the rationale for offering the new program and some details of its structure.

5. Resources required to support the new program:

- a. Existing resources (i. e. library, electronics, etc.)
- b. New resources

6. Budget: Please provide a description of expenditures and the completed charts for Five-Year Projection of Total Operating Resources Requirements. (See attachment A). If no additional funding is necessary in order to offer the program, provide an explanation as to why additional funding is not necessary.

Proposed Program Development and Implementation:

7. Curriculum Map:

In a spreadsheet, list the Student Learning Outcomes for the program and the courses in which the SLOs will be delivered. Each SLO, as indicated in the matrix(es) should be clearly indicated in relevant syllabi or key program assessment(s).

8. Needs assessment: (In the PDF doc that you sent to us, you have clear statements to put here)

- a. A brief list of peer institutions that offer similar programs.

- b. A needs assessment which includes sufficient data to justify the development and implementation of the proposed program (i. e., surveys, letters of support, community inquiries, and other data).
- c. Data that demonstrate a demand for and student interest in the proposed program.
- d. Career opportunities for graduates (titles of job positions possible through this degree program)

9. Marketing plan

10. A Curriculum Summary Sheet that contains:

- the proposed program title
- a list of the proposed program course titles, numbers and credit hours
- the college faculty meeting review date of proposed program
- the name of the individual preparing the Curriculum Summary Sheet
- a list of all required exams (if college or program must be externally accredited)
- a list of prerequisites, if any (i.e., criteria for admission)

11. A Program of Study: indicate the sequence in which a student should take courses, by year and semester, in order to complete the proposed program as advertised by the institution.

12. Syllabi: Include new ones for now

- a. Syllabi for all courses listed in the content specialization area of the proposed program Curriculum Summary Sheet. Reference each syllabus in the Table of Contents.
- b. Syllabi contain the following information:
 - Course title and number that matches the Curriculum Summary Sheet
 - Credit hours listed per course
 - Instructor name(s)
 - Prerequisite(s)
 - Rationale and course description from current OVU Academic Catalog
 - Faith and Learning statement
 - Student Learning Outcomes for the program
 - Standards covered in the course, such as national association (e.g., IACBE, APA, NCSS, Shape America)
 - Outline/topics
 - Assignments/requirements (must support the objectives, standards (if any), and outline/topics)
 - Assessments (must support the standards (if any), objectives, and outline/topics)
 - Resources/materials

NOTE: The course syllabi need to include all course requirements, including assignments, and show alignment to assessments in a table like this:

Course Learning Objectives	Standards (if any)	Learning Activities	Assessments for the Learning Activities
1.			

13. Internship, Clinical, or Field Experiences (if applicable):

Provide a narrative about the manner in which the internship, clinical, or field experiences will be conducted, and included any additional plans for monitoring students’ work and performance if the proposed program will be delivered primarily online.

Include the objectives for each internship, clinical, or field experience, the length of time required, and the assessment instrument(s) used to evaluate each of the experiences. If the internship, clinical,

or field experience is associated with a specific course, please identify on the appropriate course syllabus.

14. Assessments:

Provide a list of four-five assessments (with the first five identified below) used to evaluate students' demonstration/mastery of the Student Learning Outcomes (SLOs). The assessments must be clearly aligned to the appropriate SLOs and any national standards. This may be provided in a narrative, list, or table format. Clear indication must be provided as to when/where/how the assessments will be completed across the program. Each assessment instrument must be provided.

- Assessment 1: Content knowledge exam
- Assessment 2: Additional content assessment (e. g., GPA in content specialization courses under specific criteria for focus on the content)
- Assessment 3: Assessment that demonstrates students' skills under the SLOs
- Assessment 4: Assessment of the student's internship, clinical, or field experience
- Assessment 5: Assessment of dispositions/attitudes/behaviors

15. Faculty: Includes Attachment B used to identify each faculty member teaching within the program, the courses each faculty member will teach, all pertinent degrees with name of institution, and relevant experience, academic preparation, scholarly activities within the last three years, professional experiences. Include all full-time and part-time employees and adjuncts involved in delivery of the proposed program.

16. Continuous Improvement Process

Ohio Valley University

Date: _____

College of _____

Continuous Improvement Process

Data on Student Achievement of Learning Outcomes measured through Key Assessments

Dean: _____

School/Program	Chair	Student Learning Outcomes	Key Program Assessment	When Measured	Person Responsible
Bible –all degrees	Dr. Bruce Terry	Demonstrate the ability to interpret and communicate the biblical message	Preaching assignment in BIB	May 2016	Pennington
		Demonstrate the ability to think theologically	Section in comp exam in BIB: God's Creation and New Creation	April 2016	Terry

ATTACHMENT A

FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (20__)	Second Year (20__)	Third Year (20__)	Fourth Year (20__)	Fifth Year (20__)
Number of Students Served through Course Offerings of the Program:					
Headcount:					
FTE:					
Number of student credit hours generated by courses within the program (entire academic year):					

Number of Majors:

- Headcount:
- FTE majors:
- Number of student credit hours
generated by majors in the
program (entire academic year):
- Number of degrees to be granted
(annual total):

**FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES
REQUIREMENTS***

	First Year (20__)	Second Year (20__)	Third Year (20__)	Fourth Year (20__)	Fifth Year (20__)
A. FTE POSITIONS					
1. Administrators					
2. Full-time Faculty					
3. Adjunct Faculty					
4. Graduate Assistants					
5. Other Personnel:					
a. Clerical Workers					
b. Professionals					

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated Funds Only)

- 1. Personal Services:
 - a. Administrators
 - b. Full-time Faculty
 - c. Adjunct Faculty
 - d. Graduate Assistants
 - e. Non-Academic Personnel:
 - Clerical Workers
 - Professionals

Total Salaries

**FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES
REQUIREMENTS***

	First Year (20__)	Second Year (20__)	Third Year (20__)	Fourth Year (20__)	Fifth Year (20__)
2. Current Expenses					
3. Repairs and Alterations					
4. Equipment: <ul style="list-style-type: none">Educational EquipmentLibrary Books					
5. Instructional Technology					
6. Nonrecurring Expense (specify)					
Total Costs					

C. SOURCES

- 1. General Fund Appropriations
(Appropriated Funds Only)
 - Reallocation New funds
(check one)
- 2. Federal Government
(Non-appropriated Funds Only)
- 3. Private and Other
(specify)

Total All Sources

Note: Total costs should be equal to total sources of funding

*Explain your Method for Predicting the Numbers (use additional sheet if necessary)

Attachment B
Faculty Qualifications Chart

Faculty Member Name	All Degrees, Fields, & University	Role of the faculty member, Courses Taught	Faculty Rank	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Experience in the Field