E. Procedures for the Discontinuance of an Academic Department or Program of Instruction Involving Possible Dismissal of Tenured Faculty

1. Whatever the source of the original recommendation to discontinue a department, the official process to discontinue must be initiated by the Provost, at his or her discretion, after consultation with the appropriate dean(s) and being convinced that there is a prima facie case for discontinuance.

2. The process should follow these steps:
   (a) The Provost will consult with the University Faculty Council about procedures not enumerated here that are deemed appropriate for the particular case.
   (b) The Provost will announce to the Department involved his or her intention to open a discontinuance proceeding. There will follow a period of 60 days (within the academic year) during which the Department involved may try to negotiate another remedy.
   (c) If such negotiations fail, the merits of (including the good faith of) the recommendation to discontinue will be studied by an External Review Panel (see number 3 below), which will file a report with the Internal Review Panel.
   (d) The merits of the recommendation will then be studied by an Internal Review Panel (see number 4 below), whose recommendation and supporting case will be forwarded in turn to the affected school(s), the University Senate, the Provost, the President, and the Board of Trustees. Each body leading up to the Board of Trustees will make its own recommendation, supplying reasons for it. The faculty and Dean of a school may choose to file separate recommendations.
   (e) In the event a department or program is discontinued, a Reassignment Panel (see number 5 below) will recommend either appropriate reassignments or full dismissal of affected tenured faculty to the President, who will forward a final recommendation to the Board of Trustees.
   (f) Steps (a) through (d) should be completed within an academic year; step (e) by the end of the following academic year.

3. The External Review panel will consist of three experts with no connection to the University, one chosen by the Provost, one by the Department involved, and one by the University Faculty Council, subject to review and approval by the Academic Program Committee of the Board of Trustees. The panel will visit the campus and remain on campus so long as is necessary to complete a thorough review.

4. The Internal Review Panel will consist of five faculty members, chosen by the University Senate from its body or the larger University faculty according to procedures it deems appropriate for the particular case. Faculty members with a personal interest in the matter should not sit on the Panel.

5. The Reassignment Panel will consist of the Provost, the relevant dean(s), and two faculty members appointed by University Faculty Council.

*Approved by the University Faculty at its May 14, 2001 meeting and by the Board of Trustees at its October 12, 2001 meeting*
109.1 New or Revised Academic Major

A. Background

The Academic Policies Committee, in cooperation with the academic administration, is charged with developing curricular policies for all undergraduate academic programs. All students at Furman University are required to complete an academic major in order to receive a bachelor's degree.

B. Policy

A new academic major or a substantive change in an existing major must be approved by all relevant departments, the Academic Policies Committee, the general faculty, and the academic administration.

C. Guidelines

1. After departmental approval, a proposal for a new academic major or for substantive change to an existing academic major will be submitted first to the Dean of the Faculty, who will evaluate the resources necessary for the adoption or change.
2. The Dean of the Faculty will forward the proposal, with his or her evaluation, to the Academic Policies Committee.
3. The Academic Policies Committee will evaluate the proposal and if it is approved will present it to the faculty for action. (Consideration of new individual courses, if any, will be the responsibility of the Curriculum Committee.)
4. After approval by the faculty, the proposal will be returned to the Dean of the Faculty for approval and then sent to the Provost for final approval.
Here are two URLs from Loyola University--New Orleans. For the first one, look on page 9-5.


For the second one, look on page 16-6


more peer schools’ policies continue

on the following pages
Loyola University—Maryland

I. Rationale and Need for the Program
   A. Describe the extent to which this program is central to the institutional mission, the planning priorities of the campus, and its relationship to the instructional program emphasis.
   B. Describe how this program meets a critical and compelling regional or statewide need as identified in the Maryland state plan.
   C. State the specific local, State, and/or national needs for graduates of the proposed program. Describe job opportunities that are available to persons who complete the program. Provide evidence of market demand through supporting data including results of surveys which have recently been conducted. Present data showing the current and projected supply of graduates from existing programs in the State, if any.
   D. Provide evidence of student interest in the program. What are the projections of program majors full-time and part-time for each of the first five years of the program?
   E. Project the number of graduates for the first five years of the program following the first year of awarding the degrees.
   F. If a similar program exists in the State, describe the similarities or differences in the degree to be awarded, the area(s) of specialization, and the specific academic content of the program or course study.

II. Course of Study Leading to the Proposed Degree
   A. State the educational objectives of the program.
   B. Describe the program, as it would appear in a catalog, including each area of concentration.
   C. List the courses (title, number, semester credit hours, and catalog description) that would constitute the requirements and other components of the proposed program. Indicate which are currently offered and which will be new (indicate new courses with an X).
   D. If applicable, describe any selective admissions policy or specific criteria for students selecting this major field of study.
   E. Describe expected student learning outcomes for the proposed program and directly relate these to the general curricular requirements of the program.

III. Faculty
   A. Provide a list of current faculty (and areas of expertise) who will teach in the program.
B. List faculty by rank required for full implementation of the program. Indicate which additional faculty members are to be hired and describe their qualifications.

IV. Accreditation

A. Does the institution intend to seek accreditation for this program by one of the specialized accrediting bodies recognized by the U.S. Department of Education?

B. Does the institution intend to seek any State licensure or certification requirements which may be necessary for graduates to be employed in this field of study?

C. Describe any additional resources, including facilities, required to gain accreditation or licensure.

V. Cooperative Arrangements

A. Describe cooperative arrangements with other institutions and organizations that may be used to offer this program. Specify the nature of such agreements and attach any formal statements of agreement that have been developed.

B. All public institutions shall show evidence of the development and dissemination of Recommended Transfer Programs (RTPs) in cooperation with sending/receiving institutions. All institutions shall also provide evidence that the RTPs are available to students through ARTSYS or in written form. In order to foster articulation with K-12, community colleges will also identify parallel curricula to secondary schools.

VI. Library Requirements

Provide a brief shelf analysis of existing resources to support the proposed program. Indicate the need for additional on-site resources and over what time period you expect that they will be acquired. Discuss additional provisions for access to library holdings – e.g. inter-library loan, local library holding, the UMS integrated library system, and/or other computerized systems that allow access to library resources housed at other institutions. Attach letters of agreement if appropriate.

VII. Facilities and Equipment

A. How will the proposed program impact on the use of existing facilities and equipment?

B. Describe additional facilities, facility modifications, and equipment that will be required for use in the proposed program. Indicate the status of the facility and equipment requests to support your needs.
VIII. Minority Student Achievement

*Identify specific actions and strategies which will be utilized in the recruitment and retention of other-race students.*

IX. Low-Productivity Programs

*Those low-productivity programs directly related to the proposed program should be addressed. Careful review should consider the fiscal resources (faculty, administration, library resources, and general operation expenses) currently devoted to the low-productivity programs and how those resources can be redistributed to help fund the proposed program.*

X. Finance

*This information is requested to permit the Secretary to assess the adequacy of resources requested to support this program. Complete Tables 1 and 2. Please provide a narrative rationale for each of the resource requirements.*

**TABLE 1: RESOURCES**

1. **Reallocated Funds**

   Data: Enter the amount of funds for the first five years of implementation that will be reallocated from existing campus resources to support the proposed program. This would include funds reallocated from the discontinuance or downsizing of academic programs.

   Narrative: Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units.

2. **Tuition and Fee Revenue**

   Data: Enter the estimated tuition and fee revenue that will be directly attributable to students new to the institution enrolled in this program each year. The revenue should be calculated by multiplying the tuition rate by the projected annual FTE enrollment.

   Narrative: Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.

3. **Grants and Contracts**

   Data: Enter the amount of grants, contracts or other external funding which will become available each of the five years as a direct result of this program.

   Narrative: Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available.

Conditional approval may be granted to a proposal which is dependent on grant funds which have not been officially awarded at the time of proposal submission, but in which substantial evidence has been provided to indicate a favorable review and an impending grant award is imminent.
Under these conditions, program approval may be granted for a twelve-month period. During this period, the program may not be implemented. Full program approval is granted only after funding documentation is accepted. Under extraordinary circumstances, a one-time extension to conditional approval may be granted to an institution that provides compelling information to warrant an extension.

4. **Other Sources**

Data: Enter any additional funds from sources other than in 1, 2, and 3 that have been specifically designated for the program.

Narrative: Provide detailed information on the sources of the funding, including supporting documentation.

5. **Total Year**

Data: Total the financial resources that will be available for each year of program implementation. Include cumulative as well as one-time resources.

Narrative: Additional explanation or comments as needed.
I. Introduction

The purpose of this document is to assist in the planning and approval process of new academic programs at Creighton University. By requiring specific data and background information, these guidelines are intended to ensure appropriate consistency and care in designing and presenting new academic program proposals. They are also intended to clarify the institutional procedures that govern internal and external approvals and thereby eliminate confusion and unnecessary delays.

This protocol governs all proposed new graduate degrees. The process also pertains to changes in format of delivery and to changes which have implications for one or more of the other Colleges. Whenever the phrase “new academic program’ is used in this document, it refers to one or more of the foregoing categories.

II. Academic Governance and Review of Proposals

A. College/School Planning

STEP 1: Pre-proposal: Initial steps for program planning and approval begin at the level of the College or School which will provide the primary program content. Because the responsibility for curriculum belongs to the faculty, it is essential that faculty members in the discipline are involved in the planning and execution of a curriculum leading to a new degree. All planning should be in concert with the Dean of the School or College who will be responsible for providing resources for the new program. Initial planning should be done by developing a pre-proposal and using screening questions regarding the viability of such a program. (Appendix A –Pre-proposal Guidelines) There should be an initial School review of the pre-proposal and approval to develop a full proposal. The pre-proposal should be discussed by the Dean(s) and the appropriate Vice President (either health sciences or academic affairs).
STEP 2: **Program Proposal**: The second step in the process is the development and evaluation of a full program proposal that includes the fiscal impact of such a program. (Appendix B-Proposal Guidelines) The Dean discusses this with the Academic Vice President, who in turn presents it to the President. If the fiscal impact is acceptable to the Academic Vice President and the President, the proposal may proceed to the next step.

STEP 3: **School or College Review**: The third step in the approval process is the evaluation of the full proposal by the School or College review committee or governing board. For example, the Graduate Board evaluates the proposal based on graduate policy related to such items as admission criteria and comprehensive examinations. In addition, the Board is concerned with whether the program will be able to recruit and retain qualified students in sufficient numbers to provide a critical mass and adequate interaction. While content is not generally examined in terms of specific disciplinary elements, the Graduate Board does attempt to determine whether there is a sufficient theoretical base in the discipline to provide for substantive content at a level befitting graduate study. Program goals must be explicitly stated and a plan for assessment must be present. The Assessment plan for all new programs must be examined by the Associate Vice President for Academic Excellence and Assessment and concerns must be addressed.
INTRODUCTION:

New program development is critical to the University and both encouraged and expected. New programs refers to any new degree program, graduate certificate program, or doctoral minor. These guidelines are intended to be helpful in the planning and implementation of new programs.

INITIAL PLANNING

STEP 1: Idea Generation

Idea generation for a new program can come from many sources. They may come from competing institutions, market needs, societal or community needs or individual/administrator or donor ideas.

STEP 2: Program Concept Pre-Proposal – screening questions

While there could be new program development in several areas, resources are limited at most institutions. A screening process is an important step before moving forward with development of a full program proposal. The following questions are meant to provide initial screening of the viability of new programs.

1) Is the proposed program consistent with the mission of Creighton University and does it fulfill the Resolution on the Catholic-Jesuit Mission of Creighton University approved by the Academic Council on October 25, 2007?
2) Can this program be delivered with sufficient academic quality at Creighton?

3) Will the program meet direct costs and/or be profitable?

4) Is the program consistent with the strengths of the department(s) and/or School?

5) Will the program require a substantive change report and possible visit from the Higher Learning Commission/NCA?

6) Is this program sustainable on a long term basis?

7) Are there any program delivery formats that would be new or different?

8) Is the program similar to any other program on campus?

9) Are there characteristics that distinguish this program from other programs offered by competing institutions?

If the answer to these questions is yes, then developing a short concept proposal is in order.

STEP 3: New Program Pre-Proposal/Concept Paper

The next step stems from the answers to the screening questions. These should be summarized in a short pre-proposal that also includes a new program concept description (3 to 5 pages). This concept description should be shared with the Dean and Vice President in the area for approval of the “concept.”

Key elements to address:

1) Provide a brief justification for why Creighton needs this program and why Creighton should offer the program.

2) Provide a brief description of whether and why students will enroll in the program.

3) Estimate start-up costs for the program and indicate possible fund sources.

4) Facilities - If additional facilities are needed, how they will be acquired.
5) Curriculum and delivery: Are there special characteristics of the curriculum (as compared to similar programs)?

6) Will the program be attractive to under-served populations?

7) If there are similar programs in your service area, how will the proposed program affect them?

8) Do you plan a collaborative arrangement with other departments or another institution or entity?

Once the Pre-Proposal/Concept piece has been approved by the Dean and appropriate Vice President, the department(s)/units will be invited to submit a Formal Proposal.
APPENDIX B

NEW PROGRAM FULL PROPOSAL DEVELOPMENT

FORMAL NEW PROGRAM PROPOSALS

The formal program proposal should contain the following components.

1. **Program Description/Objectives**

2. **Justification/Rationale for Program/Link to Jesuit institution/Educational philosophy**

   This section should include a description of the “history” of the idea and the planning process that led to the proposal. It should confirm that there is an unmet need and demand for the proposed program and that the proposal is likely to attract and maintain a sufficient number of enrolled, tuition-paying students to be financially viable. Data to support the need should include statistics and opinions by authorities about the external environment generally and about educational needs that Creighton University would meet by offering the program. Ideally, statistics should reflect both the current environment as well as the projected future environment.

3. **Market Demand Analysis**

   The rationale should also include an assessment of the student market. Activities of local and regional competitors that directly or tangentially address this market niche/educational need should be analyzed. The discussion should explain how the new program would address the weakness of current competitors’ programs. It should also address the following concerns:

   - Why would students opt to come to Creighton?
   - Would this program or campus location draw students from other University programs or locations, or would it attract new learners? Competing programs?
• What is the anticipated impact of the proposed program on the wider community, and what is the basis for this conclusion?

4. Admission Requirements

5. Learning Goals/Student Outcomes

For all new academic programs, this section should include a statement of the broad curricular philosophy and rationale for the curricular architecture. Listing of learning goals/program outcomes. It should include a listing of all courses that constitute the proposed program with clear identification of all new courses and any cross listing of courses. The curricular cycle, including the timing and sequence of course offerings, the mode of delivery, and the proposed start date should be addressed.

Graduate Programs

For new graduate programs, the proposal should address how the course offerings relate to the University’s mission and the graduate philosophy statement. All new program proposals should describe learning outcomes and specify methods of assessing student learning.

All new graduate programs must meet the following curricular standards. The program:

• Includes a minimum of 30 semester hours; a curriculum exceeding 36 semester hours requires special justification;
• Includes a research component;
• Includes a thesis or applied project and substantive written report.

Describe any field or internship requirements

6. Accreditation
This section should address all accreditation implications raised by the proposal and any steps taken to satisfy them.

7. **Assessment Plan for Student Learning**

All new academic program proposals should describe learning outcomes and specify methods of assessing student learning.

8. **External Comparisons**

This section should include a comparison of the proposed program with similar programs in other regionally accredited institutions in Nebraska and elsewhere and comparable Jesuit institutions.

9. **Resources**

This section should describe how the University has organized and planned for adequate human, financial, physical, and instructional resources to initiate and support the proposed program or site. For all resources, the proposal should clearly indicate which resources already exist, which resources must be acquired, and what strategies will be employed to acquire them. Proposals should include a discussion of the following:

**Human Resources**

- A person qualified by education and experience to administer the program
- An administrative structure through which appropriate control can be exercised
- The number and qualifications of administrative and support personnel needed to support the proposal
- Student support resources
- The number and qualifications of faculty needed to provide the instruction required by the proposal (include faculty CVs and/or proposed requirements)

**Financial Resources**
• A detailed account of the financial resources available and budgeted to cover all start-up costs as well as anticipated costs to maintain the necessary administrative, instructional, and support personnel over succeeding years.

• An institutionally approved projected budget for the first five years of the new program including one-time start-up expenses, the anticipated sources for first-year funding, projected operating costs and income for at least five years, and a line item justification showing the derivation of each estimation of cost and revenue. A Schedule 5 New Program Request form must be submitted for approval to the Dean or Director, the area Vice President, and the Budget Director. (See http://www2.creighton.edu/adminfinance/budget/policiesprocedures/)

• A sound business plan enumerating underlying assumptions that has been received and approved by the College’s academic governance body.

**Physical Resources**

• Adequate classroom and office space

**Instructional Resources**

• Admission and degree requirements for the proposal developed and approved by faculty.

• For new graduate programs, admission standards must include four of the following or their equivalents: (1) Bachelor’s degree from a regionally accredited college or university; (2) demonstration of satisfactory writing ability; (3) demonstration of appropriate academic preparation of applicant; (4) specification of required grade point average for admission; (5) minimum TOEFL score or personal interview to assure language proficiency for international students; (6) other: equivalent experience, testing, etc.

• Assurance that the library core collection is adequate for faculty course preparation and student use and plans for continued growth of these holdings.

10. **Plan for Program Evaluation**

11. **Affirmative action considerations**

12. **Timeline**

13. **Outside consultation**
The pathway for the proposal, submission, review and implementation of a new academic program would be dependent upon the extent of the program creation/change, if the program warrants Board of Trustee approval, and/or if warrants a substantive change notification of SACS. The accompanying template is to be used to guide this process.

Phases

- **Phase I – Initial Conceptualization and School Review**
  a. The school dean proposes the new program concept and/or significant program change to the Provost/EVP.
  b. The school dean and/or designee (e.g. associate dean, department chair) reviews the approved program concept and/or significant program change with the Associate Provost with particular regard to the process, timeline and forms, and to determine if Board of Trustees and SACS notification warranted.
  c. The school dean and/or designee initiates completion of the new academic program forms, and moves the new program and/or significant program change through their respective school’s curriculum committee for review and approval.
  d. The school dean and/or designee completes the new academic program forms and submits to the Associate Provost.

- **Phase 2 – University Academic and Administrative Review**
  a. The school dean and/or designee meets with the Provost/EVP, Associate Provost, Assistant Provost and the VP of Business Affairs (or their designee) to review the completed new academic program proposal. Emphasis is placed on the academic and administrative support anticipated.
  b. The school dean and/or designee meets with representatives from the administrative units of admissions, bursars, financial aid, student records, and technology services to review the completed new academic program proposal. Emphasis is placed on the administrative processes to admit and track program students, review financial aid capabilities and billing needs.
  c. The school dean and/or designee submits the new academic program form and related University Curriculum Committee (UCC) forms to the UCC chair (1st Friday of every month) for the committee’s review and approval at their next meeting (2nd Friday of every month).

- **Phase 3 – Trustee and Regional Accreditation Review**
  a. The Provost/EVP brings the proposed new academic program to the Board of Trustees (Executive board meets every September and March; full board meets every December and April) for approval.
  b. The President or designee sends a letter of intent and a substantive change prospectus (if warranted) to the Southern Association of Colleges and Schools (SACS) for review and approval.