



New Academic Program Proposal

Policy A1.0 – New Academic Programs: Approval Process

A New Academic Program Proposal (NAPP) must be submitted to the Tennessee Higher Education Commission (THEC) as outlined in [THEC Policy A1.0 – New Academic Programs: Approval Process](#). The NAPP should follow the structure of the checklist below.

Completed NAPPs will be uploaded as PDF files through the New Academic Program [Formstack](#). All documents should be continuously paginated (including all appendices) and should include a table of contents. Please format the document to include each element from the checklist as a heading.

THEC staff will review the submission to ensure all required elements are present and evaluate recommended reviewers.

Reviewer Recommendation

Campus will provide a list of reviewers for THEC staff to vet in accordance with SACSCOC and THEC guidelines. **These recommendations should be submitted as a separate file via Formstack.**

Letter of Notification (LON)

The most current version of the LON (Sections I-III) must appear as the first section of the NAPP and should be adjusted to align with subsequent sections of the NAPP.

Section IV: Implementation Timeline

Provide an implementation timeline for the proposed program that includes:

- If the proposal is considered substantive change, include accreditation considerations and timeline for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). If not, please indicate it is not a substantive change.
- Accreditation considerations and timeline for professional disciplinary accreditation organizations.
- Proposed dates for the external review site visit.
- Estimated date of submission of the external review report to THEC and the institution (within 30 days after the site visit).
- Estimated date of institution's response to external review (within 30 days upon receipt of external reviewer report)
- Proposed date of the THEC meeting for the academic program to be considered for Commission approval.

Section V: Student Interest and Community Partnerships

Student Interest

- Provide compelling evidence of student interest in the proposed program. Types of evidence vary and may include enrollment in related concentrations or minors; representative student and alumni surveys; and national, statewide, and professional employment forecasts and surveys.
- Provide a brief narrative concerning projected enrollment, attrition, and graduates. Additionally, using Table 1 – Projected Enrollments and Graduates, provide initial projections

for the first five-seven years of enrollment and graduates. Enrollment projections should be realistic and based on demonstrable student demand.

Table 1 – Projected Enrollments and Graduates

Projected Enrollments and Graduates				
Year	Academic Year	Projected Total Fall Enrollment	Projected Attrition	Projected Graduates
1				
2				
3				
4				
5				
6*				
7*				

*Year 6 and 7 projections are only required for doctoral programs.

Community and industry partnerships

- Provide an overview of existing and anticipated community and industry partnerships and how they will support the proposed program.

Section VI: Curriculum

- Provide an adequately structured curriculum that meets the stated objectives of the academic program, and reflects breadth, depth, theory, and practice appropriate to the discipline and the level of the degree. The curriculum should be compatible with disciplinary accreditation and meet the criteria for the general education core, as well as articulation and transfer, where applicable.

Goals and Outcomes

- Program-specific goals/objectives: Provide the program-specific goals/objectives for the proposed program. Goals/objectives should represent planned outcomes for the proposed program and include a plan for assessment of these goals/objectives.
 - Identify who will be responsible for conducting program assessments and evaluations.
 - Provide the schedule for program assessments or evaluations including program evaluations and major field test associated with Quality Assurance Funding, institutional program review, student evaluations, faculty review, accreditation, and employer evaluation. Include copies of relevant documents, rubrics, or other materials as appendices.
- Student learning outcomes: Outline the student learning outcomes for the proposed program. Outcomes should clearly state the specific and measurable outcomes students will display to verify learning has occurred and include information regarding how each student learning outcome will be assessed.

Academic program requirements

- Include the required number of semester credit hours (SCH), courses, (course prefix and number, title, SCH) and any special requirements including thesis, internships, practicum, etc.

Existing and new courses

- List existing and new courses for the proposed academic program including a catalog description and credit hours for each course.

Program of study

- Provide a program of study for full-time students enrolled in the program. The program of study should include all courses listed by semester necessary for students to complete the proposed program.
- If applicable, provide a program of study for targeted transfer students, including potential TTPs that would be accepted.

Section VII: Projected Costs and Revenues for the Proposed Program

Provide a narrative of anticipated revenues associated with the proposed program.

Costs

- Provide an overview of anticipated costs for the proposed program and submit a financial projections form.

Tuition

- Provide an overview of anticipated tuition revenue which aligns with enrollment and graduation projections.

Grants

- If applicable, identify any grants that will be used to support the proposed program.

Other

- Describe any other revenue sources that will be associated with the proposed program.

Section VIII: Institutional Resources

Faculty resources

- Current and anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards.

Current faculty

- Provide a list of current faculty, including primary department, highest degree earned, and describe how they will support the proposed program (time devoted to the program, administrative responsibilities, etc.),

Anticipated new faculty and instructional staff

- Provide a list of anticipated new faculty and instructional staff positions required along with a narrative of how these positions will support the new program.

Non-Instructional staff

- Provide a list of anticipated non-instructional staff positions required along with a narrative of how these positions will support the new program.

Student support services

- Provide an overview of student support services that will be available to all students in the proposed program (e.g., academic advising, tutoring, internship placement, career counseling, or others).

Equipment

- Assess the adequacy of the existing equipment available for the proposed academic program. Include physical equipment, computer facilities, special classrooms, etc.

Information technology

- Describe current information technology resources available to support the program.

Library resources

- Provide an overview of the current library resources available to support the proposed program. This might include a summary or listing of the appropriate monographs, serials, databases, and online resources that are held by the campus or college libraries to support the proposed program.

Facilities

- Describe facilities that will support of the proposed program. For existing space and facilities, briefly describe the type(s) of space and facilities (e.g., a listing of the number and types of classrooms or labs, student offices or spaces, etc.).

Other resources

- Describe other support resources available to support the program.

Section IX: NAPP Appendices

The NAPP must be accompanied by several required Appendices, which are outlined below. Additional appendices can be included as the proposal requires.

Appendix A – Letters of Support

- Provide any additional letters of support from regional, community, and/or workforce partners in the LON Appendix A. Letters should be dated and appear on letterhead and address how the partner will support the proposed program (job placements, internships, advisory board, etc.).

Appendix B – THEC Financial Projections Form

- The THEC Financial Projections Form must be completed with all anticipated new costs and revenues.

Appendix C – Faculty CVs (if requested by reviewer)

- If requested by the external reviewer, a CV must be included for each faculty member who will participate in the delivery of the proposed program. Each CV must not extend more than three pages.

Appendix D – Course Syllabi (if requested by reviewer)

- If requested by the external reviewer, syllabi for all existing courses must be included.