Appendix A: New Program/Program Change Proposal Template

Please submit a copy of the prospectus via email to Nancy Gourash Bliwise, Vice Provost for Academic Planning at nancy.bliwise@emory.edu

The document should include a concisely worded narrative with the information specified below. A prospectus normally does not exceed 25 pages plus appendices. Please note that SACSCOC reserves the right to make amendments to the requirements outlined below for certain types of changes. The following guidelines are generic; each prospectus should be tailored to focus on the specific change being proposed. Some of the items listed may not apply to the proposed change.

Cover Sheet for Prospectus
- Include name, phone number, and e-mail address of person to be contacted with questions regarding the prospectus
- List certificate, diploma and degree programs which are related to the proposed program
- List institutional strengths that facilitate the offering of the proposed program

1. *ABSTRACT* (limit to one page or less)
Describe the proposed change; list the initial date of implementation; projected number of students, if applicable; description of primary target audience; projected life of the program (single cohort or ongoing); instructional delivery methods and, if the change involves the initiation of an off-campus site, its complete physical address.

2. BACKGROUND INFORMATION
Provide a clear statement of the nature and purpose of the change in the context of the institution's mission and goals; evidence of the legal authority for the change (if authorization is required by the governing board or the state); and whether the proposed degree program or similar program is offered on the main campus or at other approved off-campus sites.

3. ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL
Briefly discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution's ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.

4. DESCRIPTION OF THE CHANGE
Provide a description of the proposed change, including the specific outcomes and learning objectives of the program and a schedule of proposed course offerings. In the case of a change involving the initiation of a branch campus or an off-campus site, indicate the educational program(s) to be offered. Describe any differences in admission, curriculum, or graduation requirements for students enrolled at new site(s), or any special arrangements for grading, transcripts, or transfer policies. Describe administrative oversight to ensure the quality of the program or services to be offered. A prospectus for approval of distance learning should describe the infrastructure supporting the delivery method (training of faculty, development of courses for distance delivery, technical support for student and faculty).

5. FACULTY
*Provide a complete roster (using the **Faculty Roster form**) of those faculty employed to teach in the program referred to in the prospectus, including a description of those faculty members' academic qualifications and other experiences relevant to the courses to be taught in the program in question, course load in the new program, and course work taught in other programs currently*

*offered. Please consult the [**Faculty Roster Instructions**](#) for guidance in completing the Roster. Provide a narrative with supporting evidence that the number of full-time faculty members is adequate to support the program; and describe the impact of the new initiative on faculty workload.*

For distance learning programs, describe processes in place to ensure that students have structured access to faculty. For graduate programs, document scholarship and research capability of faculty; for doctoral programs, document faculty experience in directing student research.

6. *LIBRARY AND LEARNING RESOURCES*
Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. If you are citing electronic databases accessed through consortial or statewide groups, please describe the discipline-specific suites of resources and not just the name of the consortium (such as Viva, Tex-Share, Galileo, Louis, etc.). For doctoral programs, document discipline-specific refereed journals and primary source materials.

7. *PHYSICAL RESOURCES*
Provide a description of physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on existing programs and services.

8. *FINANCIAL SUPPORT*
Provide a business plan that includes all of the following:

a. a description of financial resources to support the change, including a budget for the first year (a three-year budget is requested for a new branch campus)
b. projected revenues and expenditures and cash flow
c. the amount of resources going to institutions or organizations for contractual or support services
d. the operational, management, and physical resources available for the change.

Provide contingency plans in case required resources do not materialize.

9. *EVALUATION AND ASSESSMENT*
Describe the means used to monitor and ensure the quality of the program. Using the [Assessment Plan](#) template, summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating the new program as well as using the results of evaluation to improve the program. Attach a completed Assessment Plan form to the prospectus. For compressed time frames describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

10. *APPENDICES*
Appendices may include items such as copies of library and other cooperative or contractual agreements, the Faculty Roster document, the Assessment Plan template, course descriptions, and other items of documentation to support the narrative. Attach letters of support and when appropriate, resolutions from faculty governance groups. All appendices should be referenced in the text.