



Institutional Policy for the Development and Approval of New Programs

This document is designed to outline the process of development and approval of new academic programs through the use of a phase-gate approach. A phase-gate process is a technique to take an idea (e.g. a new academic program) through discovery, concept, proposal and implementation (Phases), each phase with increasingly more complex deliverables, with phases separated by decision points (Gates) authorizing continued work on the project to advance to the next phase.

Phase 0: Discovery Phase (optional)

Pre-work designed to discover or uncover academic opportunities and generate new ideas. Can originate within university administration (President, Provost), college administration (Dean, Department Chair, Program Chair) or faculty.

Phase 1: Concept Phase

Programs can be conceptualized at any level (department, college, or Provost) but must go through the approval process of all the entities.

The **Concept Phase** includes a feasibility study that addresses the following:

1. Justification - why does this program make sense to add to Salus?
2. What is the potential impact of adding this new program on key stakeholders, including students, faculty, profession, public being served?
3. Program mission;
4. Market (including program saturation, student and university return on investment);
5. Proposed curricular design;
6. Target student characteristics;
7. Resources required;
8. Input from faculty in the college in which the program will reside and faculty from programs which will be impacted by this new program (e.g., IPE).

Gate 1: Authorization to proceed by Board of Trustees

After review and revision by FOSU and Dean's Council, the President's Council presents the feasibility study to the Board of Trustees with a recommendation to proceed to the proposal phase.

Phase 2: Proposal Phase

This phase includes the development of a full **Proposal** that provides additional detailed information relative to the elements from the Concept Phase (items 1-8) as well as comprehensive information regarding the following:

1. Course of study, overall credit value, learning objectives, assessment plan;
2. Sample course syllabus;
3. Teaching and learning resources;
4. Justification for all personnel and non-personnel resources; physical space needs; constraints, budget and financial feasibility including 5 year financial prospectus.

Gate 2: Approval by the EPCC, Provost/Vice President of Academic Affairs, the President, the Board of Trustees

Phase 3: Implementation Phase

This phase includes the following:

1. Development and approval of Academic Policy and other relevant policies;
2. Development and approval of all course syllabi;
3. Staffing;
4. Acquisition of teaching and learning resources.

All course syllabi must be approved by the EPCC and the Provost/Vice President of Academic Affairs prior to being submitted to professional accrediting bodies and/or program implementation. This may occur at Phase 2 or Phase 3, depending on the requirements of the professional accrediting body.

Gate 3: Approval by the EPCC, the Provost/Vice President of Academic Affairs