**New Program Prospectus**

|  |  |  |  |
| --- | --- | --- | --- |
| Date: |  | Effective Date: | AY |
| School/College: |  | | |
| Program Name: |  | | |
| 6-digit CIP & CIP Title: |  | | |
| Submitted by: |  | | |

CIP info here: <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56>

**ABSTRACT**

In the space below, introduce the new program you are proposing. Provide a succinct summary of the new program’s most important points, both the overall nature and thrust of the program and the essential features that define and distinguish it. Briefly explain how the program fits with Mercer’s strengths and resources. Complete the information in the table beneath your response.

|  |  |
| --- | --- |
| Implementation Term & YR |  |
| Locations | Atlanta Douglas Henry Macon  Savannah Columbus Other: |
| Primary target audience |  |
| Gray Associates PES Market  (Online programs choose National.) | Macon 200m Atlanta 50m Georgia  Southern Region (NC, SC, TN, AL, GA, FL, east TX)  National |
| Delivery mode | Face-to-Face Blended Online |
| CIP Description |  |

**RELATIONSHIP TO MISSION AND TO EXISTING PROGRAMS**

Explain how the program is compatible with Mercer’s mission and goals and how it would more fully utilize existing resources. If any similar programs are offered at Mercer, identify them and explain how the proposed program will be distinctive. If the program could have an impact on other instructional, research, or service programs of the University, describe those potential impacts.

**PROJECTED ENROLLMENT**

Complete the table below with the enrollment projection data from your pro forma. Below the table, explain how these projections were derived and whether they represent new students/revenue or a redistribution of current students/revenue. In the case of redistribution, identify which program enrollments might be impacted. Indicate the extent to which the new curriculum will be providing service courses or electives for students in other programs.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|  |  | FY 20XX | FY 20XX | FY 20XX | FY 20XX | FY 20XX |
| A. Program Majors (Headcount) | |  |  |  |  |  |
|  | 1. Full-time New Students (each year) |  |  |  |  |  |
|  | 2nd-Year Continuing Students | n/a |  |  |  |  |
|  | 3rd-Year Continuing Students | n/a | n/a |  |  |  |
|  | 4th-Year Continuing Students | n/a | n/a | n/a |  |  |
|  | 5th-Year Continuing Students | n/a | n/a | n/a | n/a |  |
|  |  |  |  |  |  |  |
|  | 2. Part-time New Students (each year) |  |  |  |  |  |
|  | 2nd-Year Continuing Students | n/a |  |  |  |  |
|  | 3rd-Year Continuing Students | n/a | n/a |  |  |  |
|  | 4th-Year Continuing Students | n/a | n/a | n/a |  |  |
|  | 5th-Year Continuing Students | n/a | n/a | n/a | n/a |  |
|  | Total: | **0** | **0** | **0** | **0** | **0** |

**RATIONALE/NEED/MARKET**

Use this section to present the rationale for the program and how you determined there is a need for it. Discuss any market-related insights you gleaned from the Gray Associates data (place data tables in appendix). List comparable programs in your market, include current tuition for your most direct competitors, explain why existing programs cannot meet the needs of prospective students and/or employers in the geographic area the program would serve, and describe any significant differences between the proposed program and similar competing programs. Consider the employment outlook for program graduates, including salary ranges. Reference any additional evidence you have to support your argument, such as statements, reports, data from leaders/agencies/organizations about the need for more graduates in your market. [See appendix for examples of the required Gray Associates PES tables to include; you may choose to include additional Gray tables, if they are useful.]

**EXTERNAL FACTORS THAT SHAPED THE PROGRAM**

**Accreditor/Professional Society/Licensing Requirements**

Identify any accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

Describe any accrediting, professional association, or licensing requirements that have helped shape the program’s curriculum. Indicate the effects such agencies have had on the length of the program, on program content or mode of delivery, and on such budgetary requirements as staffing levels, equipment needs, and facilities. Describe any needs analysis data that the external agency gathers. Include any deadlines that are required by external agencies.

If accreditation is available, indicate whether or not the program plans to seek it. If accreditation is a goal, explain the process and timeline for achieving it. If the program does not intend to seek accreditation, explain why.

**Post-graduate preparation**

How is your program designed to prepare students for further graduate or professional study or for direct employability (including passing licensure exams, if applicable)?

**PROGRAM DESCRIPTION**

**Admission Requirements**

List program-specific admission requirements as they will appear in the catalog.

**Transfer Policy** (Undergraduate programs need only provide transfer policy if it is more restrictive than University policy.)

Include the maximum number of hours allowed in transfer courses. Specify any courses that will not be accepted as transfer.

**Competitive Admissions?**

If enrollments are to be limited, describe the restrictions, the reasons for them, and the criteria for selecting among applicants.

**Comparability of admissions standards** (Graduate/Professional programs only)

Compare admission requirements with those of similar programs at other institutions.

**Student Financial Support** (Graduate/Professional programs only)

Indicate anticipated levels of student financial support to be provided from the University and other sources.

**Curriculum Requirements**

List the program course requirements, as they will appear in the catalog.

**Graduation/Completion Requirements**

List any *non-course-based* requirements, as they will appear in the catalog.

**Projected schedule of course offerings**

**Program Goals, if applicable**

**Student Learning Outcomes**

**Assessment Plan**

Describe how the student learning outcomes will be assessed; include at least two measures (at least one direct) for each SLO.

**Curriculum Map**

A curriculum map aligns courses with the program’s SLOs and indicates where content, concepts, skills are introduced, reinforced, expected to be mastered, and will be assessed. (In appendix)

**Course Descriptions**

ONLY IF OIE HAS CONFIRMED THAT THIS PROSPECTUS MUST BE SUBMITTED TO SACSCOC, provide descriptions for all courses in the proposed program. (In appendix)

**Program Rigor**

If Mercer currently has a program at a different degree level in the same field (or if there is a related proposal for a program at a different level), explain how the proposed program is appropriately different in rigor.

**Graduate/Professional-level Content** (Graduate/Professional programs only)

Explain how the literature of the discipline is incorporated into the curriculum requirements and how the program requires students to engage in ongoing research and/or appropriate professional practice and training experiences.

**Credit Hour Policy Compliance**

Demonstrate compliance with Mercer’s credit hour policy (<http://policies.mercer.edu/www/mu-policies/upload/MU-Credit-Hour-Policy.pdf>). For a program offered in compressed timeframes, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

**Program Coordinator**

Identify the faculty member who will serve as program coordinator and list their academic qualifications. If the degree credentials are not a close match to the program content, also provide additional information that justifies the faculty member’s qualifications to coordinate this program.

**FACULTY QUALIFICATIONS**

**Faculty Roster**

Complete the Faculty Roster Form in the **appendix** for faculty members scheduled to teach in the program (add additional rows, as necessary). If new faculty need to be hired, indicate the courses to be assigned and the minimum credentials you will require of the new hire(s). For graduate programs, use the fourth column in the roster table to document scholarship and research productivity of faculty members and document faculty experience in directing student research.

**Faculty Sufficiency**

Provide narrative with supporting evidence that the number of full-time faculty members will be adequate to support the program and describe the impact on faculty workload of the new program.

**LIBRARY AND LEARNING RESOURCES** (consult with your library liaison to collect this information)

* 1. List and describe discipline-specific learning resources to support a new program. Please do not list all resources located in the library if they do not relate to the specific program.
  2. Document discipline-specific refereed journals and primary source materials.
  3. Describe specifically how students enrolled in the new program will access these learning resources, including electronic resources.
  4. Describe how faculty and students are instructed in the use of online resources as well as on site library resources.
  5. Describe resources to support students in access to and use of learning resources.
  6. Describe any specific needs for additional print, non-print, and electronic library collections that, if unmet, will prohibit the offering of a high quality program.

Note: If electronic databases are listed, describe the discipline-specific suites of resources and not just the name of the database or the consortium through which it is accessed.

**TECHNOLOGY SUPPORT SERVICES** (if applicable)

Describe any specific technological resources and special equipment needed for the program. How will this be acquired and maintained?

**STUDENT SUPPORT SERVICES**

Describe specific programs, services, and activities that will support students enrolled in the new program. Do not list student support services that are not relevant to the specific program.

**PHYSICAL RESOURCES**

Describe the adequacy of physical facilities that will support the program, including classrooms, laboratories, clinical facilities, research facilities, etc.). Describe equipment that will be available for the new program. Identify any additional physical resources (facilities and equipment) needed, if any. Describe the impact the proposed program will have on physical facilities and equipment for existing programs.

**Faculty Roster for Proposed New Program**

**Qualifications of Full-Time and Part-Time Faculty and Adjuncts**

**Name of Institution: Mercer University**

**Name of Proposed Program:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| **NAME (F, P, A)** | **COURSES TO BE TAUGHT IN THE PROGRAM**  **Including Course Number & Title, Credit Hours** | **ACADEMIC DEGREES& COURSEWORK**  **Relevant to Courses To Be Taught, Including Institution & Major**  **List specific graduate coursework, if needed for justification** | **OTHER QUALIFICATIONS & COMMENTS**  **Related to Courses To Be Taught (if degree credentials are insufficient)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**F: Full-time; P: Part-time; A: Adjunct**

Copy-and-paste your complete catalog copy here, including masthead, if relevant. Only include course descriptions if OIE has said the prospectus must be sent to SACSCOC for approval.

# Tables from Gray Associates Program Evaluation System

[Each school/college should have someone who has access to the Gray system and has been trained to create and extract these tables for you.]

The following tables are required unless otherwise noted; you may choose to include additional ones.

IPEDS Institutions with Graduates

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| IPEDS Institutions: Campuses with Graduates | IPEDS Institutions: Year-over-Year Change (Units) | Number of Private For-Profit Institutions | Number of Private Not-for-Profit Institutions | Number of Public Institutions |
|  |  |  |  |  |

2-year Market Median Data on Program Size and YoY % Change and IPEDS Completions YoY%.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Size: 2017 Median Completions/ Institution | Program Size: 2016 Median Completions/ Institution | Program Size: Year-over-Year Change (%) | IPEDS Completions: Year-over-Year Change (%) | Inquiries:  Year-over-Year Change (%) |
|  |  |  |  |  |

Gray Institutional and Online Completions Data (Online programs only)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Online Competition (National): Institutions with Program Online | Online Competition (National): % of Institutions | Online Competition (National): % of Completions | IPEDS Completions: 2017 in Programs Offered Online | IPEDS Completions: 2016 in Programs Offered Online |
|  |  |  |  |  |

Market Inquiries Data (Online programs only)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Inquiries (Market): Undergrad Certificate | Inquiries (Market): Associates Degree | Inquiries (Market): Bachelors Degree | Inquiries (Market): Post-baccalaureate Certificate | Inquiries (Market): Masters Degree | Inquiries (Market): Post-Masters Certificate | Inquiries (Market): Doctoral Degree | Inquiries (Market): Unknown Level |
|  |  |  |  |  |  |  |  |

Market Competitor Table for the appropriate award level of select (at least 5) competitors. [If online program, choose completions from online programs.]

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Campus | Award Level | 2012 Completions | 2013 Completions | 2014 Completions | 2015 Completions | 2016 Completions | 2017 Completions |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

Job Posting and BLS Jobs Forecast Table.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Market | Job Postings: Job Postings per Graduate | BLS Direct Prep Jobs: Job Openings per Graduate | BLS Direct Prep Jobs: Year-over-Year Change (%) | BLS Direct Prep Jobs: 3-Year Historic Growth (CAGR) | BLS Direct Prep Jobs: 5-Year Historic Growth (CAGR) | BLS Direct Prep Jobs: 10-Year Forecast CAGR |
|  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| Market | BLS Direct Prep Jobs: 10th-Percentile Wages | BLS Direct Prep Jobs: 25th-Percentile Wages |
|  |  |  |

BLS Direct Prep Salary Table

BLS Workforce Educational Attainment Table

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| BLS Workforce Educ. Attainment (Natl): No College | BLS Workforce Educ. Attainment (Natl): Some College | BLS Workforce Educ. Attainment (Natl): Associates | BLS Workforce Educ. Attainment (Natl): Bachelors | BLS Workforce Educ. Attainment (Natl): Masters | BLS Workforce Educ. Attainment (Natl): Doctoral | BLS Workforce Educ. Attainment (Natl): Graduate |
|  |  |  |  |  |  |  |

Inquiry and Completions Awards Level Table

|  |  |  |  |
| --- | --- | --- | --- |
| **Award Level** | **Inquiries (Market)** | **Completions (Market)** | **Completions  (National)** |
| Certificate | % | % | % |
| Associates | % | % | % |
| Bachelors | % | % | % |
| Postbaccalaureate Certificate | % | % | % |
| Masters | % | % | % |
| Post-masters Certificate | % | % | % |
| Doctoral | % | % | % |

(Optional\*) Occupations Table from Gray Workplace Requirements.

|  |  |
| --- | --- |
| **Skills Engine Score** | **Skills Engine Result** |
|  |  |
|  |  |
|  |  |
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*\*Utility of Skills Engine Tables varies greatly by CIP code.*