



New Academic Program Proposal (NAPP) Checklist

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 is to be submitted in its entirety to THEC at the time the campus seeks to request an external review and 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.

Letter of Notification (LON)

The most current version of the LON (Sections I-VI) must appear as the first section of the NAPP and should be adjusted to align with subsequent sections of the NAPP. *Please note:* the THEC Financial Projections Form and associated budget narrative should be updated to reflect any program adjustments to the program after the approval of the LON.

Section VII: Implementation Timeline

Provide an implementation timeline for the proposed program that includes:

- Accreditation considerations and timeline for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- 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 VIII: 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.

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

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. Include syllabi for all courses as an Appendix to the NAPP.

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.

Assessment and evaluation

- Identify who will be responsible for conducting program assessments and evaluations.
- Provide the schedule for program assessments or evaluations including program evaluations 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.

Articulation and transfer

- For proposed bachelor's programs, indicate all [Tennessee Transfer Pathways \(TTP\)](#) that may be acceptable for entry into the proposed program and provide a sample degree plan for transfer students.
- Indicate any additional community college or technical college programs that may be articulated for transfer into the proposed bachelor's program.

Section IX: Students

Academic standards

- Clearly state the admission, retention, and graduation standards, which should align with institutional or governing board policy.

Marketing and recruitment

- Provide a plan that outlines how the proposed program will market and recruit a diverse population of students including underserved and historically underrepresented students and is aligned with the proposed implementation timeline.

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).

Section X: Instructional and Administrative 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.

Section XI: Resources

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.

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

- Appendix A is a carryover from the LON submission and should be updated if any new letters of support have been received.

Appendix B – Updated THEC Financial Projections Form

- Appendix B is a carryover from the LON submission and should be updated to reflect any adjustments in projected new costs or revenues.

Appendix C – Faculty CVs

- 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

- Syllabi for all existing courses must be included.