



## Letter of Notification (LON) Checklist

### Policy A1.0 New Academic Programs: Approval Process

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A Letter of Notification (LON) must be submitted to the Tennessee Higher Education Commission (THEC) to develop new academic programs as outlined in THEC Policy A1.0 – New Academic Programs: Approval Process. The LON should include all items in checklist below and must be accompanied by a letter from the appropriate President or Chancellor signifying support for development of the proposed program and confirming governing board approval.

Completed LONs 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.

#### Section I: Overview

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##### Program information

- Provide the institution name, proposed academic program and concentration(s), degree designation, proposed CIP code, CIP code title, and CIP code definition.

##### Academic program liaison name and contact information

- The academic program liaison will serve as the information resource for the proposed academic program at the institution.

##### Proposed implementation date

- The proposed implementation date should provide a realistic estimate of when the program will have gone through all of the approval steps, including Commission approval, and be ready to enroll students.

#### Section II: Background

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##### Background concerning academic program development

- Provide a short narrative describing the circumstances that sparked the initiation and development of the proposed academic program.

##### Purpose and nature of academic program

- Provide a general overview of the program including a description of the academic program, total credit hours, target audience, purpose, program outcomes, delivery method (on-ground, online, hybrid, etc.), and any other pertinent information.

##### Alignment with state master plan and institutional mission

- Explain how the proposed academic program specifically aligns with both the [THEC State Master Plan](#) and institutional mission statement or profile.

### **Institutional capacity to deliver the proposed academic program**

- Address how the proposed program will impact the overall capacity of the institution, including potential lost enrollment to other majors/programs, collaborative agreements between departments, etc.

### **Existing programs offered at public and private Tennessee institutions**

- List all academic programs with the same or similar CIP code offered at public and private higher education institutions in Tennessee along with degrees awarded for the last three years of available data.

### **Accreditation**

- If the proposed program has a programmatic accrediting agency, please describe plans, timeline, and any other information required to obtain accreditation.

### **Administrative structure**

- Provide an organizational chart that includes the college, department, administrative unit, and program director for the proposed academic program. *Please note:* If a new academic department will be required for the proposed program, the [THEC Academic Policy A1.3: New Academic Units](#) must be followed and should be noted in this section.

## **Section III: Feasibility Study**

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### **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.

### **Local and regional demand**

- Provide evidence of a local and regional workforce need for the proposed program. Evidence should include anticipated job openings, labor market analysis, and workforce projections for at least five years after the proposed implementation of the program. If similar academic programs exist, how is the local and regional need/demand for the proposed academic program being met by these institutions?

### **Employer demand**

- Provide an assessment of the statewide and national employment opportunities for graduates from the proposed program. Evidence can include the number of anticipated job openings, an employer needs assessment, labor market analysis, and workforce projections. Projections should be for the first three years for associate and certificate programs, five years for undergraduate and master's programs, or seven years for doctoral programs. Suggested resources include the [THEC Supply and Demand Report](#) and the [Bureau of Labor Statistics Occupational Outlook Handbook](#).

### **Community and industry partnerships**

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

- Provide 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.).

**Section IV: Enrollment and Graduation Projections**

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.

**Section V: Projected Costs to Deliver the Proposed Program**

Provide a narrative related to all projected costs necessary to deliver the proposed program for both one-time and recurring expenditures for each category below. These costs should be reflected on the [THEC Financial Projections Form](#).

**Faculty & Instructional Staff**

- Describe any new costs associated with current and anticipated faculty and instructional staff including salary and benefits.

**Non-Instructional Staff**

- Describe any new costs associated with non-instructional staff including salary and benefits.

**Graduate Assistants**

- Describe any new costs associated with current and anticipated graduate assistants including tuition, salary, and benefits.

**Accreditation**

- Describe any costs associated with regional and/or programmatic accreditation.

**Consultants**

- Provide a summary of anticipated consultant needs and associated costs.

**Equipment**

- Describe any new equipment needed and summarize the associated costs.

**Information technology**

- Describe additional information technology acquisitions needed, including associated costs.

**Library resources**

- Describe additional library acquisitions needed and their cost.

**Marketing**

- Outline any anticipated costs associated with the marketing for the proposed program.

**Facilities**

- For new or renovated facilities, clearly outline them and include the amount and type of space, costs identified, and source(s) of funds to cover costs.

**Travel**

- Provide a summary of anticipated travel expenses.

**Other resources**

- Describe additional resources that may be needed to support the program.

**Section VI: Projected Revenues for the Proposed Program**

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Provide a narrative of anticipated revenues associated with the proposed program. These revenues should be reflected on the [THEC Financial Projections Form](#) which should be included in Appendix B.

**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.

**Appendix A: Letters of Support**

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Letters of support must be included regional, community, and/or workforce; should be dated; 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**

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The [THEC Financial Projections Form](#) must be completed with all anticipated new costs and revenues that aligned with Sections V and VI.



## **New Academic Program Proposal (NAPP) Checklist**

### **Policy A1.0 – New Academic Programs: Approval Process**

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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)**

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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**

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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**

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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**

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**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**

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### **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**

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### **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**

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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.