New Program Development

A Guide for Departments
Outline of Presentation

♦ Understanding the Approval Process

♦ Writing the Proposal: A Guide through the Proposal Format

♦ Links to Helpful Documents
Approval Process: BOG OR OOC?

♦ Board of Governors Action

♦ New academic program

♦ Office Of the Chancellor Action:

♦ Reorganization of existing approved degree program (changes in name, student learning outcomes, degree designation, credit length that exceeds policies)

♦ Reactivation of a degree program in moratorium
Approval Process:
BOG OR OOC?

Office of Chancellor Notification:

- New concentration, track, specialization, or emphasis
- New academic minor
- New sub-baccalaureate, post-baccalaureate (graduate), or post-master’s certificate
- Conversion of current program to online or interactive video learning modality
- Degree program, minor, concentration, specialization, certificate, letter of completion placed into moratorium
## Approval Process: How long will it take?

<table>
<thead>
<tr>
<th>UCC date</th>
<th>COT dates</th>
<th>LOI</th>
<th>Full-proposal due to PASSHE</th>
<th>Prep for BOG subcom</th>
<th>BOG dates</th>
<th>Earliest classes can start**</th>
<th>Best time for classes to start</th>
</tr>
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<tbody>
<tr>
<td>Sept or Oct 2015</td>
<td>~ Nov. 13 or Dec. 18th</td>
<td>Sept. 20</td>
<td>October 23, 2015</td>
<td>Dec. 20</td>
<td>Jan. 20th/21st 2016</td>
<td>Summer 2016</td>
<td>Fall 2016 or later</td>
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<tr>
<td>April or May 2016</td>
<td>~ May 2016</td>
<td>March 1, 2016</td>
<td>April 1, 2016</td>
<td>June 1, 2016</td>
<td>July 6th/7th 2016</td>
<td>Fall 2016</td>
<td>Jan 2017 or later</td>
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<td>April or May 2016</td>
<td>~ Sept 2016</td>
<td>June 1, 2016</td>
<td>July 1, 2016</td>
<td>Sept 1, 2016</td>
<td>Oct. 5th/6th 2016</td>
<td>Spring 2016</td>
<td>Summer 2017 or later</td>
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Communicating with Other University Offices

Alert the following offices during the program approval process so that they can begin to assemble materials:

♦ Contact Admissions so that the program can be described correctly to prospective students

♦ Contact Marketing/Communications so that the program can be effectively and correctly marketed to target audiences.

♦ Stay in touch with the Registrar’s Office to clarify when the program has received university approvals

♦ Revamp/create a program profile to disseminate (in conjunction with Admissions and Marketing)
Writing the Proposal

1. Appropriateness to Mission
2. Need
3. Academic integrity
4. Coordination with Other Programs
5. Assessment and Accreditation
6. Resource Sufficiency
7. Impact on Educational Opportunity
Writing the Proposal:

1. Appropriateness to Mission

 Proposal asks for:

- Description, scope, and purpose of program
- Alignment with State System mission and goals outlined in its strategic plan, *Leading the Way*
- Appropriateness to university strategic direction
Writing the Proposal: Appropriateness to Mission (Screenshot)

**Appropriateness to Mission**

**Description, scope, and purpose of the program**
(Text)

**Alignment with State System mission and goals outlined in its strategic plan, Leading the Way**
(Text)

**Appropriateness to university strategic direction**
(Text)
1. Appropriateness to Mission: Questions to Ask Yourself

1. What kind of program is being proposed?
2. How does it fit with BOGs’ priorities, university goals, and Commonwealth workforce needs?
3. Why should the State System offer this program?
4. Is it a good match for this university? why does it make sense for the university to respond to the need?
Writing the Proposal:

2. Need

Proposal asks for:

♦ Need as substantiated by employment trends
♦ Demand for the program among current and prospective students
♦ Uniqueness of the program
♦ Enrollment projections
2. Need: Questions to ask Yourself

1. What evidence do you have for need?
   ♦ Find labor projections in this discipline in the US, Commonwealth, and in the area
   ♦ Cite recent statistics on needs for these kinds of programs.
   ♦ Conduct market analysis conducted to determine level of demand
   ♦ Survey prospective students and prospective employers
2. Need: Questions to ask Yourself

2. To what extent is the program unique or different from a similar one in other State System schools?

3. Why is it more important for the university to invest in this program than in other programs it might offer?

4. How will the program be advertised and marketed?

5. How does it respond to disciplinary changes?
Writing the Proposal:

3. Academic Integrity

Proposal asks for:

- Program goals
- Curriculum overview
- Degree requirements
- Course offerings
- Learning experiences and instructional methods
- Program structure/administration
- Leadership and faculty qualifications
- Student qualifications/support/advisement
3. Academic Integrity:
Questions to Ask Yourself (Curriculum)

1. In which department(s) will the program be located?

2. What will graduates be able to do? What are student learning outcomes?

3. What curricular models were used in designing curriculum? Any accreditation criteria? Collaboration with discipline experts, consultants?

4. What are the components of the curriculum? How are courses sequenced? How do courses relate to learning outcome(s)? Provide proposed catalog descriptions.

5. What relationship do major courses have to general education? Does the program fit State System guidelines on balance of major and general education courses?
### SAMPLE Curriculum Overview

**Major and major-related courses**
- Foreign language: 6 credits
- 100/200 level prerequisites and requirements: 15 credits
- 300/400 level requirements: 27 credits

**Specialization courses**: 12 credits
- Electives: 6 credits
- Seminar: 3 credits
- **Total**: 69 credits

**General education courses**
- Wellness: 3 credits
- Composition, math, and speech skills: 9 credits
- Science distribution: 6 credits
- Social sciences distribution: 12 credits

**Credits**
- Humanities distribution: 12 credits
- Electives: 9 credits
- **Total**: 51 credits

**Total**: 120 credits
3. Academic Integrity:
Questions to Ask Yourself (Structure)

1. How is this degree different from related degrees already offered?

2. What kinds of instructional techniques will be used? instructional technologies, team teaching, group projects, practical experiences (e.g., labs), experiential elements (e.g., internships and practica)? What is their purpose?

3. Is a final project required? How will it be reviewed?

4. Are concentrations, options, specializations being offered within the major program? have they been delineated sufficiently?
3. Academic Integrity:
Questions to Ask (Faculty and Students)

Faculty Qualifications:, academic credentials (screenshot)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Years at University:</th>
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<tbody>
<tr>
<td>Degree(s) Earned:</td>
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</table>

| Current Teaching Responsibilities (list course numbers and titles): |
| Teaching Responsibilities for Proposed Program (list course numbers and titles): |
| Scholarship Related to the Proposed Program: |
| Additional Responsibilities Related to the Proposed Program: |
| Other Information Relevant to the Proposed Program: |
3. Academic Integrity:

Questions to Ask (Faculty and Students)

1. What evidence is there of faculty and administration commitment to and interest in the program’s success?
2. What is the planned faculty/student ratio?
3. Will there be a program director, an oversight committee? How will continuity be ensured?
4. Are students expected to enter with specific competencies? A GPA to maintain? Certification tests to pass?
5. How will students be advised and mentored?
Writing the Proposal:

4. Coordination with Other Programs

♦ With related programs at other institutions
♦ With other departments/units on campus
♦ With outsides agencies, corporations, etc.
4. Coordination with Other Programs: Questions to Ask Yourself

1. How have other departments, organizations, and universities been involved?

2. How will relationships with business, industry, public agencies, etc., strengthen this program?
Writing the Proposal:

5. Assessment and Accreditation

Proposal asks for:

◊ Collecting and evaluating student-learning outcomes data (BOG Policy 1997-01, Assessing Student Learning Outcomes).

◊ Use of student-learning outcomes data to improve the program (the feedback loop)

◊ Collecting and evaluating program goals

◊ Use of program assessment to improve the program

◊ Plan for achieving specialized accreditation (if available for the program)
5. Assessment and Accreditation: Questions to Ask Yourself

1. What are the intended learning outcomes of the program, and how will they be assessed?
2. What data will be collected in order to assess success?
3. Will you track graduates in some way?
4. Are accrediting agencies involved in reviewing this program?
5. At five-year program review, how will you judge the success of the program?
Writing the Proposal:

6. Resource Sufficiency

Proposal asks for overview of resource sufficiency:

- Staff: faculty and support
- Learning resources: books, periodicals, films, CDs
- Facilities or facility modifications
6. Resource Sufficiency: 
Questions to Ask Yourself

1. Does the program require a significant investment of university or State System resources? Do we have it?

2. Have you worked with the budget office to produce a five-year balance sheet of anticipated revenues and expenses?

3. How many new courses and sections of courses will the program generate?

4. Are external funds going to be available or sought to help build the program?

5. Is the budget table consistent with the narrative provided?

6. Have you accounted not only for initial start-up costs but also for annual continuation costs?

7. Have you accounted for costs such as personnel, equipment, clerical support, materials, library resources, cooperating/supervising personnel; facilities; etc.?

8. Will there be new students or faculty, or will each be shifted from somewhere else?
Writing the Proposal: Impact on Educational Opportunity

Proposal asks for:

- Effect on under-represented groups of students
- Effect on faculty, advisors, etc.
- Effect on employers
Impact on Educational Opportunity: Questions to Ask Yourself

1. How will this program provide opportunities to serve diverse student populations?

2. How will it reach out to different employers and/or influence hiring patterns of historical employers?

3. How will the department recruit faculty who offer new role models, or use advisors with differing perspectives?

4. If the field is characterized by prior gender, racial, or ethnic biases, how will the program de-mystify the field?
Writing the Proposal: Other Elements

Proposal should also have:

♦ Bibliography (Optional)
♦ Executive Summary (should not exceed three pages)
♦ Five-Year Budget Projection (form provided)
## Five-Year Budget Projection

**University:**
**Proposed Program:**

<table>
<thead>
<tr>
<th>Estimated Revenues</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td>Tuition or University E&amp;G</td>
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<td>External Grants and Contracts</td>
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<td>Other</td>
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<td><strong>Total Revenue</strong></td>
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<tr>
<td>Estimated Expenses</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
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<td>Salaries and/or benefits (Faculty and Staff)</td>
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<tr>
<td>Learning resources</td>
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<td>Instructional equipment</td>
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<td>Facilities and/or modifications</td>
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<td>Other</td>
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<tr>
<td><strong>Total Expenses</strong></td>
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<td>Difference (Rev.-Exp.)</td>
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**Estimated Impact of New Program**

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<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td>FTE Enrollment</td>
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<td>Projected Annual Credits Generated</td>
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<tr>
<td>Tuition Generated</td>
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General questions in writing the proposal

1. Have you convinced an educated readership that this program is necessary and has every chance of success? Have you been persuasive on both philosophical and factual levels?

2. What objections are likely to be raised to the program, and have you addressed those potential concerns?

3. Have you asked others to read and react to a draft of this document to get an outside perspective?

4. Given the considerable cost to offer new programs, does the proposal demonstrate a likelihood of economic success? Would it pass a litmus test for accountability from the taxpayer’s viewpoint?
Helpful Links

♦ BOG Policies: Policy 1985-01-A: Requirements for Initiation or Change of Credit-Based Academic Programs

♦ Others? They’re crossed off!

♦ Shippensburg’s UCC web site (Baccalaureate major or Master’s Degree)