



## Guidelines for design and proposal of new academic programs

This document describes the steps that should be taken when designing a new undergraduate program of study. Any questions about this form or the process should be directed to the office of the chief academic officer.

### Phase 1: Initial Planning Considerations (Page 2)

Complete a short report that addresses the 11 questions presented on page 2, New Program Report: Initial Planning Considerations. Submit this report to your unit head and the chief academic officer for feedback prior to progression with the new program process.

Phase 1 Report to academic unit head on \_\_\_\_\_ Approval received on \_\_\_\_\_

Phase 1 Report to chief academic officer on \_\_\_\_\_ Approval received on \_\_\_\_\_

### Phase 2: Preliminary Work and Program Design (Page 3)

Once feedback is received from your unit head and the chief academic officer, the bulk of program design will take place. The material that is generated during phase 2 will be used to populate applications and proposals in later phases.

Phase 2 Report to academic unit head on \_\_\_\_\_ Approved to proceed on \_\_\_\_\_

Phase 2 Report to chief academic officer on \_\_\_\_\_ Approved to proceed on \_\_\_\_\_

### Phase 3 New Program Approval & Accreditation (Page 4)

Program proposal submitted to college C&T committee on \_\_\_\_\_

Program proposal submitted to college faculty on \_\_\_\_\_ Approved on \_\_\_\_\_

External accreditation (if required) completed on \_\_\_\_\_

Completed program application submitted chief academic officer on \_\_\_\_\_

Chief academic officer submitted application to NYS Ed on \_\_\_\_\_ NYS approval received on \_\_\_\_\_

### Phase 4 Marketing and other post-approval follow-up (Page 4)

Phase 4 may not begin until program is approved and registered with NY State Ed

Registrar's office provided with materials for catalog, degreeworks, and banner modules on \_\_\_\_\_

MarComm contacted for marketing and website updates \_\_\_\_\_

Meeting with Admissions on program recruitment on \_\_\_\_\_

### Phase 5 Assessment (Page 5)

Assessment efforts tied into annual college and program efforts

# Phase 1 New Program Report: Initial Planning Considerations

The following considerations will assist you when planning new programs. These tasks will allow you to develop your new program proposal. They consist of a series of necessary research into existing programs, and definition of the unique goals and purposes of the new program. The answer to these questions will be foundational for further development of objectives and program goals.

## **1.1. Why should Alfred University offer the new program?**

*Consider connecting the rationale for your program with broader themes and principles that advance the mission of your Unit and Alfred University. Identify gaps in current program offerings filled by this proposal and the contributions your program will make. Align program with Alfred University strategic plan, mission, and vision statements.*

## **1.2. What's the need for a program in this area?**

*Cite national, regional, or local career/job demand data and/or conduct your own market analysis to show the need for the proposed program. Draw from any other evidence source to demonstrate program need.*

## **1.3. Are there any peer universities that are offering this or a similar program?**

*Explain the presence of similar programs at peer institutions, describe the growth of these programs in the region or nation, and comment on enrollment trends.*

## **1.4. What would make the Alfred University program unique?**

*Highlight the unique features of your proposed program and explain briefly how these unique program features position your Unit ahead of your competition.*

## **1.5. Are there Alfred University programs with similar names?**

*Search for degrees and programs on the Alfred University website using terms/words included in your proposed program/degree name. Acknowledge them in your proposal and identify the status of these programs (e.g., inactive/active). If a similar program exists at Alfred University, obtain an impact statement.*

## **1.6. What makes this program different from existing Alfred University programs?**

*Explain how your proposed program differs from current existing programs, including the expected outcomes of your proposed program.*

## **1.7. What is the proposed delivery model?**

*Explain if you intend to use campus immersion, hybrid, or digital immersion model(s). Justify your choice of delivery model.*

## **1.8. Who is the target audience, what type of student would be attracted to this program?**

*Describe the audience you have in mind in terms of demographics, professional backgrounds and executive level positions, and other relevant aspects. Explain how this population overlaps or differs from the audiences of similar programs.*

## **1.9. What resources will be needed?**

*Describe if you have the faculty and other academic resources germane to the proposed program. If not, explain how you would obtain them.*

## **1.10. What are the target fields and potential career opportunities?**

*Describe the fields/disciplines/professions in which graduates of this program could be hired. If available, explain career opportunities in terms of potential job titles and salary. Cite data about the employability of these graduates drawing from peer institutions and/or national statistics (e.g., [xx] % of graduates obtain a job within [xx] months upon graduation).*

## **1.11. What are the program's learning outcomes and assessment strategies?**

*Specify the learning outcomes of the program and how they will be measured with performance indicators.*

## Phase 2 New Program Report: Preliminary Work & Design

### 2.1 Develop a Plan of Study

- 2.1.1. Identify required and elective courses required for completion of the major
- 2.1.2. Identify any experiences and experiential learning required
- 2.1.3. Identify new courses that would be required for the major
- 2.1.4. Outline a recommended 4-year plan of study
- 2.1.5. Outline a recommended accelerated 3-year plan of study, for transfer students entering with credits or those who enter Alfred as undecided students and shift to the major in their sophomore year
- 2.1.6. Outline a recommended accelerated 2-year plan of study, if reasonable

*NOTE: accelerated plans of study still require 120+ credits and all major requirements. Accelerated plans are designed for students who commit to the major having already earned general education, elective, or preliminary courses in the major.*

### 2.2 New Course Design

*if identified as a need in 2.1.3*

- 2.2.1. Identify objectives and purpose for each new course
- 2.2.2. Build preliminary syllabus for new course

*NOTE: C&T paperwork and approval is not necessary at this stage*

### 2.3 General Education Requirements

- 2.3.1. Determine fit of major into university organization – which college will the major be housed in?
- 2.3.2. Make sure that room in left the plans of study for general education courses, or the number of previously completed courses required for the accelerated plans of study

### 2.4 Faculty Load Planning

- 2.4.1. List fall and spring semester teaching loads for each current faculty member in the division
- 2.4.2. If new faculty will be requested/needed, chart the teaching loads per semester
- 2.4.3. Include any release time that is necessary or negotiated
- 2.4.4. If the plan of study includes a 2-year rotation for courses, then faculty load lists should be over 4 consecutive semesters

### 2.5 Identify required resources:

*Describe the administrative structure and necessary resources required for a sustainable program*

- 2.5.1. Outline administrative hierarchy for oversight of program
- 2.5.2. List existing faculty required to maintain program and identify new faculty necessary
- 2.5.3. List existing and new support staff requirements
- 2.5.4. List materials, supplies, and other consumables required on an annual basis
- 2.5.5. Produce an annual operating budget

### 2.6 Campus Consultations

- 2.6.1. Consult with AU libraries regarding necessary resources or investments required
- 2.6.2. Consult with departments that offer required or recommended classes (determine capacity)
- 2.6.3. Consult with CDC for experiential learning/internship support
- 2.6.4. Consult with other units as necessary

### 2.7 Write catalog description

*Description of goals and objectives for inclusion in catalog, for longitudinal program assessment, and next steps to seek program approvals*

- 2.7.1. Write catalog description
- 2.7.2. Outline program objectives

## 2.8 Describe desired end state

*What will successful establishment of this program look like?*

- 2.8.1. How many students are expected in the short term?
- 2.8.2. How many students are needed to maintain sustainability?
- 2.8.3. Complete Cost Revenue Projection (accompanying excel file)
- 2.8.4. How will we measure student success beyond Alfred? (Placements, career satisfaction, etc.)

## Phase 3 New Program Approval & Accreditation

3.1 Prepare New Major Proposal for college C&T committee and faculty

*As this will likely be the introduction of the program to the AU community, it is recommended that the division prepares an introductory document in addition to required paperwork. The following list includes recommended information to be included, so that the college may carefully evaluate the major prior to a college vote. New programs that have been approved by college faculty must then be sent to New York State Ed and, if necessary, external accreditors, prior to recruitment of students into the program.*

- 3.1.1. Document includes catalog description of new major
- 3.1.2. Document includes justification for addition of new major
- 3.1.3. Document includes required courses
- 3.1.4. Document includes plan(s) of study
- 3.1.5. Document includes justification for new resources

3.2 External Accreditation

- 3.2.1. Identify steps necessary for external accreditations
- 3.2.2. Outline resources necessary for outside accreditation
- 3.2.3. Complete paperwork and submit outside accreditation

3.3 Complete NYS Ed application for new academic programs: <https://www.nysed.gov/sites/default/files/gapropoposal-absolute.docx>. Notes on that form include:

- HEGIS code is available here: <https://www.nysed.gov/college-university-evaluation/new-york-state-taxonomy-academic-programs-hegis-codes>
- The Lead Contact is the chief academic officer of the institution
- Application includes program purpose and 3 objectives
- Application includes program targets: enrollment, retention, graduation, job placement
- Application includes syllabi for new courses, or descriptions and objectives for the courses
- Application includes a 4-year plan of study
- Application includes all faculty who will teach courses that are required in the major. Note: % of time to the program may be listed as “up to x%” for faculty who will teach electives in the program, or where students may have one of several faculty teaching who teach a common required course.

## Phase 4 Marketing and other post-approval follow-up

*Following NYS approval, program details will need to be entered into the Alfred University catalog and posted to relevant websites. Press releases and other relevant marketing will be initiated. This phase should not be started until NYSEd approval has been received.*

4.1 New Course Paperwork: For each new course proposed in your new program, complete the AU Course Proposal Form 2020 (addendum) and submit to your college’s Curriculum and Teaching committee.

4.2 Catalog Inclusion

- 4.2.1. Notify registrar’s office of new major
- 4.2.2. Provide registrar’s office with major requirements, catalog description, program objectives

4.3 Admissions and recruitment of students into the new program

4.3.1. When State Ed approval received, meet with admissions staff to inform them of new major

4.3.2. Participate in campus recruitment events to build incoming classes.

4.4 Program advertisement/marketing

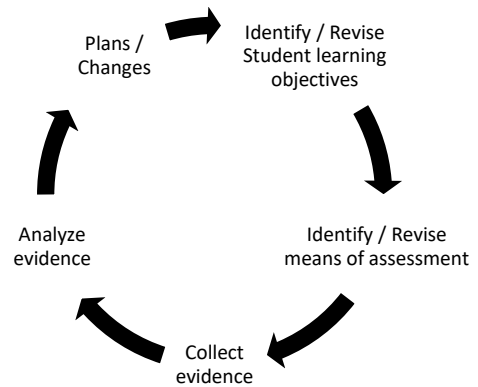
4.3.3. Work with MarCom to update relevant webpages

4.3.4. Work with MarCom on marketing

## Phase 5 Assessment

5.1 Prepare an annual assessment plan.

- The new program will undergo annual assessment of learning as well as contribute to college and university general education assessment efforts.
- Where relevant, it is acceptable/advisable to align assessment efforts across program, college, and university cycles.
- All program objectives should be assessed over a 3 to 5 year cycle. Each cycle should have the following steps for each objective as that objective is up for assessment.
  - Review assessment results from previous cycle to identify changes needed
  - Review/Define measurement tool
  - Implement changes identified in the previous assessment
  - Collect student work for assessment of the student learning objective
  - Analyze results of the collected work and the effectiveness of the process.
  - Prepare an annual assessment report outlining the above.



5.2 Programs will be expected to contribute to university assessment efforts. The cycle of assessment of undergraduate learning objectives is below.

**Current University-Wide Undergraduate Learning Outcomes Assessment Cycle for Alfred University**

<i>Alfred University students will:</i>	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Demonstrate expanded cultural and global awareness and cultural sensitivity</b>		x			x		
<b>Recognize values, ethics, and diverse perspectives</b>		x			x		
<b>Integrate knowledges critically and analytically</b>	x			x			x
<b>Communicate proficiently in writing, and orally</b>				x			x
<b>Demonstrate scientific and quantitative reasoning</b>			x			x	
<b>Describe and explain the interconnections among physical fitness, healthy lifestyle decisions, and well-being across the lifespan</b>			x			x	