

PROPOSAL OUTLINE FOR NEW ACADEMIC DEGREE PROGRAMS

(Adapted from the 2014-15 *New Jersey Presidents' Council Academic Issues Committee (AIC Manual)* <http://njpc.org/documents/2014-15-aic-manual/view>)

The basic template for creating a proposal (no more than 12 pages) for a new academic program is as follows:

A. Cover Page including the following information:

- Title of the new program
- CIP code
- Name, credentials, title, School and signature of the Proposal Coordinator
- Planning committee and name, credentials, title, School and signature of each member of the Planning Committee
- Date

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A-B. Program Objectives

Briefly summarize the nature and focus of the proposed program, indicate the objectives, knowledge, and skills students will acquire, and identify cooperative arrangements with other institutions or external agencies in offering the program. The external review required for state approval (AIC) will assess whether or not the program objectives are sound and clearly stated.

- State the level of the program (baccalaureate, master's, or doctoral).
- State whether the proposed program exceeds the programmatic mission of the institution (as listed in Appendix C of the AIC guidelines) – <http://njpc.org/documents/2014-15-aic-manual/view>
- Provide the conceptual framework for the program with supporting peer-reviewed evidence. Describe the expectations, concepts, theories and assumptions that give rise to the need for this distinct program.

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B-C. Evaluation and Learning Outcomes Assessment Plan

Proposal should provide evidence that appropriate evaluation and learning outcomes assessment plans have been developed to measure the effectiveness of the program. Criteria may include:

- Clearly articulated program level goals *
- The incorporation of Institutional Level Learning Goals into the Program Level Learning Goals*
- Examples of how the achievement of program goals are assessed, including direct and indirect measures*
- The sustainability of the assessment process*

- A curriculum map which demonstrates how the program learning goals (and institutional goals, as appropriate) are achieved in the program*
- A clear articulation of learning outcomes (qualitative and quantitative)
- Evidence that a program review process has been developed (qualitative and quantitative)

*See Appendix A (pp. 4-7 of this document) for additional information and examples from the Academic Issues Committee Manual

C.D. Relationship of the program to the institutional strategic plan and its effect on other programs at the same institution

State how the proposed program fits within the institutional mission, the strategic plan and the educational goals.

D.E. Provide justification of the need for this program

- If the program is housed within the liberal arts and sciences and does not specifically prepare students for a career, provide evidence of student demand and indicate opportunities for students to pursue advanced study (if the degree is not terminal with regard to further education).
- If the program is career-oriented or professional in nature, provide evidence of student demand, labor market need, and results of prospective employer surveys. Report labor market need as appropriate on local, regional, and national bases. Specify job titles and entry-level positions for program graduates, and/or indicate opportunities for graduates to pursue additional studies.
- Describe the relationship of the program to institutional master plans and priorities.
- List similar programs within the state and in neighboring states and compare this program with those currently being offered.
- For doctoral programs only, supply a select list of distinguished programs nationally in this discipline.
- The demand analysis should be convincing and contain both qualitative and quantitative analyses.

E.F. Students

Estimate anticipated enrollments from the program's inception until a steady state or optimum enrollment is reached. The external review (AIC) will assess whether or not the enrollment plan is reasonable.

F.G. Program Resources

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Briefly describe the additional resources needed to implement and operate the program during the program's first five years (e.g., adequate faculty whom are appropriately credentialed with the necessary scholarly/creative/ research expertise), budget to support the program, the number of full-time faculty, number of adjunct faculty, computer equipment, adequate facilities including library and laboratory equipment, technological infrastructure and computing, print and non-print material, adequate staff, and support personnel and administration.

G. H. Degree Requirements

Provide an outline of the curriculum, including a list of the proposed courses and credits per course. Indicate the total number of credits in the degree program and, for undergraduate programs, the number of general education credits (Include FRST, W, and Q courses). If specialty accreditation is available, does the program meet those standards? If state licensure is required, is there evidence of meeting state licensure standards?

The external review (AIC) will assess whether or not a review of the curriculum suggests that there will be rigor in the program.

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APPENDIX A

**Guidelines for the Evaluation and Learning Outcomes Assessment Plan
in New Degree Program Proposals from the
*Academic Issues Committee Manual***

<http://njpc.org/documents/2014-15-aic-manual/view>

The purpose of this section is to show that there is a concrete plan in place for evaluating the effectiveness of the program in terms of curricular design, student achievement, program effectiveness, and stakeholder satisfaction. The instructions in the *Academic Issues Committee Manual* regarding this section are as follows:

Evidence should be provided that appropriate evaluation and learning outcomes assessment plans are in place to measure the effectiveness of the program. Criteria may include:

- *Clearly articulated program level goals*
- *The incorporation of Institutional Level Learning Goals into the Program Level Learning Goals*
- *Examples of how the achievement of program goals are assessed, including direct and indirect measures*
- *The sustainability of the assessment process*

Below is a more detailed outline of the information that should be provided to clearly present the assessment plan:

- Program goals or objectives (broad statements of the purpose of the program: what will it prepare students to do?)

*Note: Your institution may have explicit "Institutional Level Learning Goals" that are shared across all programs and included in the "Program Level Learning Goals" of all programs. More commonly, Institutional Level Learning Goals are implicit or reflected in the Program Level Learning Goals. Your discussion elsewhere in the program proposal of **Relationship of the Program to the Institutional Strategic Plan and Impact on Other Institutional Offerings** explains the educational objectives of your institution and how the new program aligns with those.*

- Student learning goals (more specific statements of how the program is designed to deliver the program goals: what will students learn?)

- Student learning outcomes (specific statements of how students will demonstrate their achievement of the student learning goals: what will students do to show what they have learned?)
- Courses or other points in the curriculum where outcomes are assessed
- Student learning outcomes assessment methods or tools (student work products such as exams, term papers, projects, practicums, etc. that will serve as direct measures of student learning)
- Program evaluation methods or tools (surveys, focus groups, job placement data, etc. that will serve as indirect measures of student and employer satisfaction)
- Sustainability of assessment and evaluation process (oversight and cycles for reporting, including department or college processes, institutional reporting, and accreditation if applicable)

A table such as this one is an ideal way to show how program goals and learning outcomes map onto the curriculum and how appropriate assessment tools are used at particular points in the curriculum.

Program Goals	Student Learning Goals	Students Learning Outcomes	Courses or Other Points in the Curriculum Where Outcomes are Assessed	Assessment Methods or Tools

Below are two partial examples:

Program Goals	Student Learning Goals	Students Learning Outcomes	Courses or Other Points in the Curriculum Where Outcomes are Assessed	Assessment Methods or Tools
Program Goal 1. Develop graduates with the requisite professional, entrepreneurial, and business skills to develop a career as a music industry professional.	Student Learning Goal 1.1. Students will learn how to write a business plan geared toward the music industry.	Student Learning Outcome 1.1.1. Students will demonstrate an ability to forecast the outcomes of their business plans.	Business of Music Industry II.	Students will prepare a business plan as the final project. Faculty will rate outcomes achievement using a rubric.

Program Goals	Student Learning Goals	Students Learning Outcomes	Courses or Other Points in the Curriculum Where Outcomes are Assessed	Assessment Methods or Tools
Program Goal 1. Produce graduates who are prepared to take ethical and social responsibility in a diverse world.	Student Learning Goal 1.1. Students will develop values that build community at local, national, and global levels. Student Learning	Outcome 1.1.1. Students will be able to explain how psychology can promote civic, social, and global outcomes that benefit others.	Social Psychology; Psychology of Profession and Practice; Field Experience.	Indirect Measures: Global Perspective Inventory Direct Measures: Content exam Field experience evaluation

There are typically three to five program goals. Each program goal typically has three to five learning goals, with two to three outcomes each. Assessment cycles are usually annual and focus on a subset of goals or outcomes where improvement may be needed.

It is also helpful to show longer term program evaluation methods or tools in a table such as the following:

Assessment Tool	Targeted Audience	Purpose	Timetable

These methods of program evaluation often include alumni surveys, employer or internship surveys, and other methods of periodically assessing stakeholder satisfaction.

Appropriate metrics can also be listed and described, such as:

- Enrollment and completion rates
- Admission to graduate programs
- Job placement data
- Student participation in conferences

For both tables, a narrative explaining who is responsible for oversight of the assessment, including collection, analysis, and use of results to improve the curriculum, should be provided. If your institution has a centralized reporting process or uses an assessment management system, this should be noted.

In the case of accredited programs, an explanation of how accreditation standards and processes inform the assessment plan should be provided.