



GOODWIN COLLEGE

POLICY AND PROCEDURE

TITLE:	Academic Program Development and Evaluation
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POLICY STATEMENT:

Faculty and administration work together to design academic programs that meet students' needs. Proposals for a new academic program address issues of need, resources, academic quality, sustainability, and consistency with institutional mission and future directions. Program proposals are completed with assistance from the Office of Institutional Effectiveness and reviewed by the President's Program Development and Evaluation Committee. In addition to approval through the College's governance process, all academic programs are licensed and accredited by the State of Connecticut Office of Higher Education (CTOHE)* and the New England Association of Schools and Colleges (NEASC). When applicable, academic programs also seek professional accreditation. *Note: Beginning July 1st, 2016, State of Connecticut approval of new programs or program modifications will be temporarily suspended for a two-year period.

PROCEDURE DETAILS:

Program proposals are reviewed using a four-step process (*See Appendix A: Table 1: How an Idea Becomes an Approved Degree Program*).

Step 1: Someone Proposes an Idea

- A. Ideas are submitted to the Office of Institutional Effectiveness.
 - o OIE begins the process by meeting with the idea originator. OIE researches the idea, writes an initial program proposal (**Part A: Preliminary Program Review**), and places the program idea on the meeting agenda. The full proposal can be found in Appendix B.
 - o The Program Development and Evaluation committee discusses the idea and decides whether or not to proceed with a complete, formal program proposal review.

Step 2: New Program Advisory Committee Members Review the Program Proposal

- A. The Program Development and Evaluation Committee, including the Department Chair, reviews the complete proposal during several meetings (**Part B: Environmental Scan, Part C: Feasibility Data (optional), and D. Program Implementation Plan**).
 - o The Committee reaches a decision by considering whether or not the new program:
 - Advances or is consistent with the College's mission and core values,
 - Supports the College's strategic plan,
 - Represents a growth area or economic opportunity,
 - Effectively integrates other curricular areas and is conducive to interdisciplinary approaches to program and curriculum development,
 - Is cost effective and sustainable,
 - Reflects and builds upon the diversity of our faculty, and

- Services students' needs for increasingly diverse and relevant programmatic options.
- After discussing the full proposal, the committee makes a formal recommendation to proceed, to table the program for further discussion at a later date, or decides that the program is not an option at this time.

Step 3: College Governance Process

- A. When the committee approves a program proposal, the President signs the Proposal Summary.
- B. The President or Provost presents the information to the Board of Trustees and Cabinet in the form of a resolution and obtains their approval.
 - OIE saves the completed program proposal and other related documents as evidence for licensure and accreditation process.
- C. OIE distributes the summary electronically to all committee members. Members of the President's Cabinet distribute and discuss the Program's Executive Summary with their respective constituencies and report back to the President and Provost during a cabinet meeting.
 - For example, the Vice President for Academic Affairs updates the Board of Trustees Academic Affairs subcommittee, Academic Affairs (e.g., consent agenda) and Faculty Senate.
- B. OIE sends the Program Summary to all relevant departments including: admissions, financial aid, the library, registrar, etc. Program implementation begins; however,
 - Admissions waits for approval from Financial Aid before enrolling students directly into the program.
- C. The curriculum and catalog pages are presented to Academic Affairs by the Program Director and Department Chair for review. Academic Affairs approves the curriculum and then it is included in the catalog.

Step 4: Program Development and Implementation

- A. OIE continues to work collaboratively with the Department Chair to develop the program. They complete the State of Connecticut's licensure and accreditation process and the regional and/or professional accreditation process as applicable.
 - As new programs are licensed and accredited, OIE will email a Program Announcement to the Provost, Registrar, Business Analyst, Institutional Advancement and Directors of Assessment, Online Studies, Communications, and Financial Aid. The Vice President for Academic Affairs is also copied, who in turn, circulates the announcement among the Deans, Chairs, Program Directors, and Advisors.*

Note: Beginning July 1st, 2016, State approval of new programs or program modifications will be temporarily suspended for a two-year period. During that time period, the following adjustments to the procedure will be made:

- *All new program proposals will include a Section D: Implementation plan. It will be reviewed and approved by the New Program Development Committee. This final review will serve as the program official creation date (i.e., Date of Action required by CT OHE).*
- *After the official creation date, OIE will notify the State of Connecticut, Office of Higher Education using the form provided by the Office. Specifically, it provides the following information so that they can maintain a public, web-based inventory of programs:*
 - *A brief description of any new programs*

- *Notice of a program modification such as a title change or change in the delivery of instruction (on-ground, online or hybrid)*
 - *Notice of a program phase-out (2-year period)*
 - *Notice of final program termination (no students enrolled)*
 - *A copy of the College's program approval process*
 - *Once a year, the College provides its financial responsibility composite score as determined by USDOE.*
 - *OIE will continue to send a letter informing NEASC of any new programs.*
- B. OIE takes the lead, but collaborates with the Department Chair on the hiring and supervision of a program development consultant, if applicable. OIE manages the program development process, but continues to work closely with all departments that will be affected by the new program.
- C. OIE will work to ensure that individual business units have internal Standard Operating Procedures (SOPS) including but not limited to OIE (e.g., recordkeeping and correspondence), Registrar (e.g., program creation in SIS), Financial Aid (e.g., ECAR application), etc.
- D. OIE keeps the Provost and Vice President of Academic Affairs informed throughout the program development process. Once established, the implementation and ongoing management of the academic program becomes the responsibility of the Department Chair. At least once a year, the program presents an update to the Program Development and Evaluation Committee (See Appendix C: Program Evaluation Guidelines). This process, in addition to academic program-level assessment and the specialized programmatic accreditation review process, provides additional opportunity for productive dialogue among administration, faculty and staff (e.g., review of the program dashboard, student learning outcomes, program strengths and concerns).

PUBLISH POLICY STATEMENT (CLICK ON BOX NEXT TO OPTION-SELECT ALL THAT APPLY):

COLLEGE CATALOG

STAFF HANDBOOK

FACULTY HANDBOOK

STUDENT HANDBOOK

DEFINITIONS:

New Program Degree Proposals include an Executive Summary, Part A Preliminary Program Review, Part B Environmental Scan, Part C Feasibility Study, and Part D Implementation Plan (enhanced version of the Office of Higher Education Program Licensure Application).

Program Development and Evaluation Committee is a weekly meeting convened by the President, staffed by the Office of Institutional Effectiveness and attended by the Executive Vice President and Provost, Vice President for Economic and Strategic Development, Senior Director of Grants and Planned Giving, Vice President for Enrollment, Marketing and Communications, Director of Institutional Research and Assessment, and Vice President for Academic Affairs. The Department Chairs and Program Directors are included during discussions related to their areas.

EXCLUSIONS:

N/A

OFFICES DIRECTLY AFFECTED BY THE POLICY:

Provost, Vice President of Academic Affairs, VP/AVP Institutional Effectiveness

HISTORY: The policy and procedures were initially drafted in the fall of 2014. They were approved by the: New Program Development Advisory Committee 9/23/2015, Academic Affairs Committee 10/9/2015, OIE Review 4/2016. Revised by OIE/Program Development and Evaluation Committee on June 2017.

EFFECTIVE DATE:	Fall 2015
RESPONSIBLE OFFICE (ONLY ONE):	Office for Institutional Effectiveness
REVIEW DATE:	June 2017

APPENDIX:

- Appendix A How an Idea Becomes an Approved Program
- Appendix B Program Proposal Template
- Appendix C Program Evaluation Template
- Appendix D Program Development Process - Visual

APPENDIX A: HOW AN IDEA BECOMES AN APPROVED DEGREE PROGRAM (SUMMER 2017)

Bright Idea	New Program Development Committee			
Step	1 st Discussion → If yes	2 nd Discussion → if yes	3 rd Discussion	4 th Final Discussion
Report Section	Part A: Preliminary Program Review	Part B: Secondary Program Review	Part C: Feasibility Study (Optional)	Part D: Program Implementation Plan
Purpose	Begin the Data Collection Process	Additional Information Needed for Decisions	Confirm Viability and Cost	Official Approval/Action Date President's Signature
Areas	OIE	OIE and IR, Business Development, Academic Department, Department Chair/Program Director	Internal and External Surveys, Data Requests	Final Committee Decision
Components	<p>Program Description</p> <p>Relation to GC Mission and Department Mission</p> <p>Competition: Is there a demand for the program?</p> <ul style="list-style-type: none"> State Graduates & Enrollment Data (IPEDS and CTOHE data) Potential sources of students (GC Grads, etc)? <p>Job Outlook/Careers/Growth Rate/Trends (CT, Region)</p> <ul style="list-style-type: none"> Job Types/Openings Salary (range, average) <p>Potential Accreditation/Licensing</p> <ul style="list-style-type: none"> General requirements and costs, staffing <p>Curriculum Needs</p> <ul style="list-style-type: none"> Sample degrees from other competitors in the state New course versus existing course development 	<p>Potential Development Timeline</p> <p>Committed Community Partners</p> <ul style="list-style-type: none"> List Clinical Sites List Extern/Internships List of local employers (CBIA and DOL Data) <p>Resources, Costs and Sustainability</p> <ul style="list-style-type: none"> Faculty and Administrative Resources Preliminary Financials <ul style="list-style-type: none"> Faculty Clinical Needs Facilities Physical Equipment and other Resources Grant Funding Available <p>Second Curriculum Discussion</p> <ul style="list-style-type: none"> Actual curriculum and relationships to existing degrees Differentiators, electives, tracks, etc. 	<p>Population Study</p> <ul style="list-style-type: none"> Confirm Potential Students Future Demand <p>Market Survey</p> <ul style="list-style-type: none"> Survey Potential Students Survey of Potential Clinical Sites <p>Competition Analysis</p> <ul style="list-style-type: none"> Market Comparable Degree programs and Job Placement Success <p>Confirm Costs</p> <ul style="list-style-type: none"> Development Cost Faculty Estimated Potential Revenue ROI Consider Tuition Costs Financial Aid Data 	<p>Curriculum Development Schedule</p> <p>Programmatic Accreditation TimeLine</p> <p>Advisory Board Details</p> <p>Faculty and Staff Teaching Assignments and Hiring Plan</p> <p>Course Schedule</p> <p>Marketing and Recruiting Plan</p> <p>Target Start Date (student enrollment)</p>
Approved Program Summary Presented to Governance Committees (one page)	<p>Proposal Summary</p> <p>Program Description</p> <p>Program Outcomes</p> <p>Curriculum</p> <p>Admission Requirements</p> <p>Potential Jobs</p> <p>Other Information</p>	<p>What influences the committee's decisions? If a new program:</p> <ul style="list-style-type: none"> <i>Advances or is it consistent with the college's mission and core values?</i> <i>Supports the college's strategic plan?</i> <i>Represents a growth area or economic opportunity?</i> <i>Integrates effectively other curricular areas and is conducive to interdisciplinary approaches to program and curriculum development?</i> <i>Reflects and builds on the diversity of our faculty?</i> <i>Serves students' needs for increasingly diverse and relevant programmatic options?</i> <i>Program's financial plan indicates a positive return on investment?</i> 		

Appendix B – New Program Proposal Template



¹Program Routing Sheet for New Degree Programs

Department/Program Submitting Proposal: _____

Title of Proposed Program: _____

Degree to be Awarded: _____

Program Start Date (Semester classes begin): _____

Proposal prepared by: _____ Date: _____

Record of Approvals/Signatures

1. Department Review (Chair) _____ Date: _____

___ Approved ___ Not Approved

2. Program Development & Evaluation Committee (Chair) _____ Date: _____

___ Approved ___ Not Approved

3. Academic Affairs Committee Review (Chair) _____ Date: _____

4. Faculty Senate Review (President) _____ Date: _____

___ Approved ___ Not Approved

5. Cabinet Review (President) _____ Date: _____

___ Approved ___ Not Approved

6. Board of Trustees Review (Secretary) _____ Date: _____

(new programs only)

___ Approved ___ Not Approved

7. State Higher Education Agency approval required? Yes ___ No ___ Date: _____

8. Regional Accreditor approval/notification required? Yes ___ No ___ Date: _____

¹ Revised June 2017



New Program Proposal Instructions for Preliminary Program Review

The following pages provide a process for evaluating a program proposal. The data can be used to help focus decision making discussions. Making decisions based off of weighted criteria can help you identify and visualize the strength of a potential program venture. Below, please see the list of criteria, the points assigned to each, as well as the directions outlining the process.

1. **List of Criteria:** Based off of past conversations, the following criteria are deemed imperative in higher administration’s decision making process.

2. **Weights of Criteria:** The weights of criteria help clarify what information really matters to Goodwin’s decision making process.

3. **Rate the Potential Programs against the criteria:**

The Program Development Committee Members will be asked to rate the strength of information given to them on a scale of 1-5. From there, the criteria will be multiplied by the weight. *I.e. if higher administration gives a rating of “5” for workforce need and the criteria of workforce need has a weight of 3, the score will be 15 (given 3 x 5 is 15).*

The higher the score, the stronger the prospective program. The highest score a program can achieve is 150.

4. **Visual representation of program viability:** The table below shows a visual representation of a program score of 135 out of the maximum score of 150 (90%).





New Program Proposal Instructions for Preliminary Program Review

New Program Development Criteria and Weights

Criteria	Rating	Weights	Score
<p>1. Does the state’s anticipated need for workforce exceed the number of graduates being produced by state institutions? Yes: 5 points Break Even (within + or – 10 annual job openings range): 2.5 points No: 0 points</p>		X 3	
<p>2. Can the program break even financially between start date and the next five years? Yes, even with conservative estimates and potentially lower enrollment: 5 points Maybe, depending on enrollment numbers: choose between 1-4 points based off of your judgement No: 0 points</p>		3	
<p>3. Are there identified partners that are interested in participating in this program? (assign 1-5 points based off of criteria below) If so, what type of partnership? 1. Would the partner send their employees to be students? (1 point) 2. Internships and/or Apprenticeships? (1 point) 3. Possible Articulation Agreements? (1 point) 4. Clinical? (1 point) 5. How many partners? (1 point per partner)</p>		3	
<p>4. Can this program be hybrid or offered fully online? Rate online program’s strength, 1 being weak and 5 being strong.</p>		3	

Appendix B – New Program Proposal Template

<p>5. Does the program have unique qualities/differentiating factor from other programs in the State? Rate program’s differentiating factor, 1 being weak differentiating factor and 5 being strong.</p>		2	
<p>6. Are there individuals already identified that could serve as faculty? 1 point for 1 faculty 2 points for 2 faculty 3 points for 3 faculty 4 points for 4 faculty 5 points for 5 faculty or more</p>		2	
<p>7. Is there an individual already identified that could serve as a program director? 5 point if identified, 0 points if none.</p>		2	
<p>8. Is there student interest? Is there an identified population of students for marketing? Choose a rating between 1-5, 1 as weak student interest/identified student population and 5 as strong student interest/identified population.</p>		2	
<p>9. Does Goodwin College already have courses that can be applied to this degree? 1 point for 1-2 courses 2 points for 3-4 courses 3 points for 5-6 courses 4 points for 6-7 courses 5 points for 7+ courses</p>		2	
<p>10. Are there individuals that expressed interest in participating in an advisory board? 1 point for 1 advisory board member 2 points for 2 advisory board members 3 points for 3 advisory board members 4 points for 4 advisory board members 5 points for 5 advisory board members or more</p>		2	
<p>11. Does the program require excessive cost? (1. Purchase of expensive equipment, 2. first time accreditation cost over \$15,000, 3. acquisition of a new building). If cost is great, use a rating of 1 and if cost is minimal, use rating of 5.</p>		2	
<p>12. Do the number of credits falls within +/- 9 of average programs that are similar in nature?</p>		1	

Appendix B – New Program Proposal Template

Choose a rating between 1-5....

1 meaning the program is 9 credits more than other similar programs

5 meaning the program is significantly less than similar programs (i.e. an accelerated BS/MS program)

<p>13. Does the program meet Goodwin College’s mission? Assign between 1- 5 points based on questions below:</p> <ol style="list-style-type: none"> 1. A diverse student population? (1 point) 2. A dynamic environment that aligns education, commerce and community? (1 point) 3. Innovative programs of study? (1 point) 4. Promoting lifelong learning and civic responsibility? (1 point) 5. We challenge students, faculty, staff and administration to fully realize their highest academic, professional and personal potential? (1 point) 		1	
<p>14. Does the program have entrance requirements? (If yes, use a rating of 1; if no, use a rating of 5)</p>		1	
<p>15. Will the program seek programmatic accreditation? (If yes, use a rating of 1; if no, use a rating of 5)</p>		1	

Appendix B – New Program Proposal Template

**New Program Proposal
Part A: Preliminary Program Review**



Program Name:

Originating Department and/or Department Representative:

Date of First Discussion:

- Scan A, Part One. About the Program

- A. Describe the program.
- B. What are the student learning objectives of the program?
- C. If applicable, describe any selective admissions policy or specific criteria for students selecting this major field of study.
- D. Outline anticipated curriculum. Specify the number of new courses, the ability for non-majors to take courses, and any other information (e.g., potential minors, tracks/majors).

Course	Course Name	Credits

Appendix B – New Program Proposal Template

- Scan A, Part Two. Economic Need for the Program

- A. What are some job titles and duties that would be associated with graduating from this program?
- B. What level of education and skills are required for the industry?
- C. List graduated students’ licensing or certification requirements to work in the designated field (if relevant).
- D. What is the national need for people in this career? <http://www.bls.gov/ooh/>
- E. Provide details regarding job outlook, careers, industry growth rate, and trends in Connecticut.

Connecticut Job Outlook for Typical Jobs after

Job Projections, 2017-2024					
Job Position	CT Median Pay, April 2016	Number of CT Jobs, 2017 projection	Number of CT Jobs, 2024 projection	Percent Change in CT 2017-2024	Projected Annual Job Openings
	\$__ per hour \$__ annually				
	\$__ per hour \$__ annually				
Total		__ total projected CT jobs in 2017	__ total projected CT jobs in 2024	__% average projected change in jobs 2017-2024	__ total projected annual job openings
Data Source: Connecticut Department of Labor, Office of Research, State of Connecticut Occupational Projections 2014-2024 , and Short Term Occupational Projections					

To look up occupations and national median wages/national projections: <http://www.bls.gov/ooh/>

To look up CT wages/national projections and CT employment/employers:

<https://www1.ctdol.state.ct.us/lmi/EmpSearchMain.asp?intMessage=2&intGroupCode=&sstrOccupationCode=&intAreaType=&intArea=&sstrCompanySize=&strKeyword=>

CBIA reports surveys of CT businesses: <http://www.cbia.com/resources/category/economy/reports-surveys/>

For online programs, also include regional job trends and institutional competition. In both cases, when possible, list the top 10 employers in each state.

Appendix B – New Program Proposal Template

F. What are the competitive programs in the area? Include the program name, degree-level, CIP code and total number of graduates (by year)?

Institution	CIP Code	Degree	Mode	Number of Graduates					
				2010-11	2011-12	2012-13	2013-14	2014-2015	2015-16
1.									
2.									
3.									
4.									
Total graduated with Degree									
Data Source: College Navigator National Center for Education Statistics and IES National Center for Education Statistics IPEDS									

Graduation numbers: <http://laborinsight.burning-glass.com/jobs/us#/>

CIP Code Identifier: <http://nces.ed.gov/collegenavigator/>

Looking up which schools have what program: <http://www.ctohe.org/heweb/ProgramSearch.asp>

Looking up grads from different years: Select an Institution

<https://nces.ed.gov/ipeds/datacenter/InstitutionByName.aspx?stepId=1>

Appendix B – New Program Proposal Template

- Scan A, Part Three. Rationale for the Program at the College

A. Does the program meet Goodwin College's mission?

The mission of Goodwin College is to educate a diverse student population in a dynamic environment that aligns education, commerce and community. Our innovative programs of study prepare students for professional careers while promoting lifelong learning and civic responsibility. As a nurturing college community we challenge students, faculty, staff and administration to fully realize their highest academic, professional and personal potential.

1. A diverse student population: How?
2. A dynamic environment that aligns education, commerce and community: How?
3. Innovative programs of study: How?
4. Promoting lifelong learning and civic responsibility: How?
5. We challenge students, faculty, staff and administration to fully realize their highest academic, professional and personal potential: How?

B. *Extra: Describe the extent to which this program relates to Goodwin College's strategic plan priorities.*

C. *Extra: Describe how this program meets a critical and compelling regional or statewide need as identified in the State Higher Education Agency plan.*

<https://www.cbiam.com/resources/workforce-development/workforce-reports-surveys/strategic-master-plan-for-higher-education-in-connecticut/>

<http://www2.cbiam.com/govaff//pdf/2015/highereducationcommission.pdf>

Appendix B – New Program Proposal Template

- Scan A, Part Four. Accreditation

- A. List programmatic accreditation requirements.
- What are the associated accreditation costs?
 - What are the qualifying requirements for the program director?
 - What are the requirements for faculty (number or qualifications)?
 - What is the timeline for accreditation?
 - Must the program be accredited before accepting students? Or does the program instruct students over a few semesters before granted accreditation?

Other Initial Considerations

1. Are there any restrictions that students must be made aware of during the interview process? For example, the Notice to Applicants with a Felony Record Form lists the programs for which a felony record would render it impossible for the student to sit for the licensure exam, being placed in a clinical or fieldwork experience, or being prohibited from securing employment in the field (e.g., Nursing, Child Study, etc.). If so, the form and catalog must be updated to include this program.
2. OIE Recommendations



New Program Proposal

Part B: Secondary Program Review

Program Name:

Originating Department and/or Department Representative:

Date of First Discussion

I. B, Part One. Knowns of the Program so Far

- A. Are there identified partners that are interested in participating in this program?
 - a. If so, what type of partnership?
 - 1. Would the partner send their employees to be students?
 - 2. Internships and/or Apprenticeships?
 - 3. Possible Articulation Agreements?
 - 4. Clinical?
 - 5. How many partners?

- B. Is there student interest? Is there an identified population of students for marketing?

- C. Facilities, Equipment, and Technology
 - A. Indicate the status of existing facilities, equipment, and technology available to support the proposed program. (1 point for no equipment needed. 1 point for equipment donated/receivables or 1 point for equipment already on campus).

 - B. How will the proposed program impact the current use of existing facilities, equipment, and technology?

 - C. Describe additional facilities, facility modifications, equipment, and technology that will be required for use in the proposed program.

Appendix B – New Program Proposal Template

II.B, Part Three. Finances

- D. Does the program require excessive cost? (1. Purchase of expensive equipment, 2. first time accreditation cost over \$15,000, 3. acquisition of a new building).

Use A. Resource Summary

A. Resource Summary

I. Projected Enrollment

	Fall Year One		Fall Year Two		Fall Year Three	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Projected enrollment						
Internal Transfers						
New Students						
Returning Students						
Total Enrollment						

We are planning one cohort start in the Fall and anticipating __ students per incoming cohort. We are also anticipating attrition of __ students per cohort.

The table above provides a conservative estimate of students who choose the __-credit option.

II. Projected Revenue

Projected Program Revenue	Year 1 FY 2018	Year 2 FY 2019	Year 3 FY 2020
Full-time Tuition per Semester			
Part-time* Tuition per Semester			
Student Fees per Semester			
Other Sources (attach description)			
Estimated New Program Annual Revenue			

Appendix B – New Program Proposal Template

III. Projected Expenditures

Annual Expenditures	Year 1 FY 2018	Year 2 FY 2019	Year 3 FY 2020
Program Director			
Faculty (full-time total for program) ²			
Faculty (part-time total for program)			
Support Staff			
Library resources proposed			
Other (attach list and explain)			
Total Annual Expenditures			

Explanation of Other expenditures	Year 1 FY 2018	Year 2 FY 2019	Year 3 FY 2020
Curriculum Building ³			
Equipment ⁴			
Background checks ⁵			
Taskstream ⁶			
Faculty Professional development			
Travel			
Entertainment ⁷			
Payroll taxes ⁸			
Various Education Costs			
Total			

Net Income/Loss	Year 1 FY 2018	Year 2 FY 2019	Year 3 FY 2020

E. Can the program break even financially between start date and the next five years?

Use B. Break Even Analysis

Appendix B – New Program Proposal Template



**New Program Proposal
Part D: Implementation Plan**

Program Name:

Originating Department and/or Department

Representative: Date of Third Discussion:

Final Approval (State Action Date):

This document summarizes the program’s plans for implementing the new program. The plans may change, but this information is current at the time of approval.

Target Start Date:

I. D, Part One. Curriculum

This section lists the courses in the official curriculum that will be used to create the student’s plan of study. Any new courses will be reviewed by Academic Affairs. Provide a list, in sequence, of the course requirements in the table below. Include the course number and title (Add more rows as appropriate).

Table 1: Curriculum

Courses	Learning Outcomes		Credit Hours	If new, insert month/year to be completed	Modality	
	Program outcome	Professional standard			On-ground	Online
Program Core						
Elective Courses						
General Elective Courses						

See Appendix A for the planned schedule; that is, what specific courses will be offered by semester.

Appendix B – New Program Proposal Template

Programmatic Accreditation Timeline (if applicable)

- If this program will obtain programmatic accreditation, explain how you will prepare and outline the accreditation timeline.
- If this program provides eligibility for a state approved or other licensed progression, please explain how this will be achieved.

II.D, Part Two. Faculty and Advisory Board

- Are there individuals already identified that could serve as faculty?
Who are they?
- Is there an individual already identified that could serve as a program director?
- List faculty by rank needed for *full implementation* of the program. Indicate which additional faculty are to be hired and describe their qualifications.

Name, Title, and Position	Status (FT, PT, Adjunct)	Highest Credential /Institution	Area of Specialization/Pertinent Experience and Course(s) to be Taught*	Other Administrative or Teaching Responsibilities

- Are there individuals already identified that could serve on the advisory board?

Table 2: Program Advisory Board (Year)

Name	Title	Organization

- How often will meetings take place? When will the first meeting be held?

Appendix B – New Program Proposal Template

Course Schedule

Please provide a course schedule for when classes will be offered.

Marketing Plan

Please provide a rough initial marketing plan.

Additional Resources

- Describe the new library resources that will be required prior to the program's start.
- Describe the facilities and equipment that will be needed prior to the program start.

Any Final Requests or Comments for the Committee

Appendix C – Program Evaluation Guidelines



Program Evaluation Instructions

1. Purpose of the Meeting

During this meeting, you will have the opportunity to discuss your program with administration; this meeting is a part of the effort to raise awareness about your programs strengths and to provide administration with another opportunity to support you as your address program challenges.

This meeting also provides an opportunity to update the committee on any program development plans, such as moving to a higher degree (e.g., potential timeline, resources required).

2. Key Questions and Handouts

To prepare for the meeting, please type answers to the following questions prior to the committee meeting; your typed responses will be helpful for NEASC documentation and will be used as minutes.

- What are your program's student learning outcomes? Briefly summarize your annual assessment plan. You may discuss progress to-date or results (depending on where you are in the process) (Handout 1 Program-Level Assessment Plan or Report).
- What is your program's Plan of Study? Any changes? (Handout 2: Plan of Study)
- What is your program's accreditation status? What is your program's accreditation timeline?
- Please discuss key performance indicators with the committee. (Handout 2: Dashboard)
 - o Enrollment
 - o Placement rate
 - o Graduation rate
 - o Licensure pass rate (as applicable)
 - o Retention rate
- What are your program's strengths? What is working really well? What is new or exciting?
- What are your program's biggest challenges?
- What is the likelihood/possible benefit of offering a higher degree in your area?
- What contextual State, Industry or Market trends are important to consider? (Handout 3*)

3. PowerPoint Slides

The PowerPoint should have *no more than 2 slides* (e.g., learning outcomes and a visual such as a picture of your faculty and students in action). Your program discussion should last 10-15 minutes, no longer. OIE will be happy practice with you, if that would be helpful. Feel free to contact Riette Pranger at the Office of Institutional Effectiveness at hpranger@goodwin.edu.

4. Brief Analysis of the Program in the context of the State, Industry, and Market(*)

OIE will put together a brief scan of industry and state trends. Before the meeting, OIE will share this scan with you and your department. You may edit it and add items to your choosing. The scan will be given to Program Development and Evaluation committee members in advance. You are encouraged to use this information in your discussion.

Created March 2017. Rev. June 2017

Appendix D: Program Development Process

