APPLICATION FOR APPROVAL OF NEW Concentrations or Minors

**Revised May, 2016**

Instructions

Proposals for new program concentrations or minors, on campus, online, or via distance education, must follow these procedures. Proposal originators must provide thorough information on all aspects of the proposed concentration or minor and address issues raised during the review process of new programs.

The guidelines contain information on the proposal process, the approvals needed to initiate a new concentration or minor, and time lines for the approval process. The various steps and approvals are listed below. These steps can be viewed graphically in the New Initiatives Flowchart, available at <https://www.andrews.edu/services/effectiveness/approvals/>.

## Proposal Development

Department faculty should collaborate to complete the proposal for the new concentration/minor.

If the program is to be offered online, the department should begin working with the SDEIP for online course development. If the program is to be offered off-campus, the department will continue discussions with the SDEIP in order to determine what is necessary to secure state or country approval.

The school’s curriculum committee must approve the proposed curriculum and any new courses. Once that has been obtained, and the proposal is complete, the proposal must be submitted to the Undergraduate or Graduate Chair of the Program Development & Review Committee (PDRC), no later than September of the year prior to the proposed start date. The PDRC will review the proposal and may ask for, or send it back for, further information. Proposal originators should be present at the PDRC to give a brief presentation and answer any questions. When the PDRC is satisfied that all concerns have been addressed, the proposal is sent to the Undergraduate/Graduate Council for approval. If there are additional resources needed, the Provost will also review and approve the proposal in consultation with the Chief Financial Officer and/or the Financial Management Committee.

## Compliance

Programs that will be offered online or off-campus may require additional steps. Distance programs must make final arrangements for course development with the Distance Learning and Technology Committee. Off-campus programs must work with SDEIP to finalize the Memorandum of Understanding and obtain government approval, and, finally, with the OIE to obtain approval by the Higher Learning Commission for the new location.

**Timelines for the Approval Process**

Generally, a minimum of twelve months is required for the approval of new programs.

* Program Development and Review Committee and the Undergraduate and Graduate Councils meet monthly during the academic year. The review by the PDRC requires at least one meeting, and may require more, depending on the complexity of issues to be resolved. The Undergraduate and Graduate Councils' review generally takes one meeting.
* The Off-Campus Programs Committee meets monthly. The Distance Learning and Technology Committee meets monthly, however, the development of online courses and programs is an extensive process and will likely require significantly more time.
* If there is a financial component, the Provost will need at least one month to fully review the proposal in consultation with the Chief Financial Officer and/or Financial Management Committee.
* Programs to be initiated in a fall term should receive full approval during the preceding fall in order to be included in the bulletin.

## Operationalization

To facilitate the start of the new program, there are a few additional steps that must be completed.

1. Enter the new program information in the next year’s bulletin. This can be done as soon as the program is approved by the Graduate or Undergraduate Council (and Provost and Chief Financial Officer, if applicable).
2. Send copy of full proposal, MOU (if applicable) and voted minutes to Academic Records to set up new program and location in database
3. Update marketing information with Graduate Enrollment (for graduate programs), or with Undergraduate Enrollment and IMC (for undergraduate programs), as needed for the new program.

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New Program Summary

|  |  |
| --- | --- |
| New Concentration/Minor(s): | # of credits: |
| Associated Degree (BS, MA, etc.): | [CIP Code](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55): |
| Associated Major (Physics, Business, etc.):(List both if dual degree) |
| Must students choose a concentration at the time of admission? (yes/no) | Must students have a concentration for graduation? (yes/no) |
| Intended application start date: | Intended enrollment start date: |
| How many credits for this program will be from new courses? |
| Contact Person for this program: |
| Department: |
| School: |
| Program Delivery: face-to-face\_\_\_\_ online\_\_\_\_ off-campus\_\_\_\_(check all that apply) |
| If program will be delivered off-campus please list the locations below:  |
| Does this program replace an existing one? No\_\_\_\_ Yes\_\_\_\_ Provide name of program it replaces: |
|  |
| APPROVALS (please provide signatures and approval dates for each committee or Council) |
| Department Faculty |
| School Curriculum Committee |
| Program Development & Review Committee |
| Graduate/Undergraduate Council |
| If Concentration/Minor requires additional resources: |
| Provost |
| Chief Financial Officer |

Executive Summary

Provide a brief summary or abstract of the proposed concentration/minor.

# Mission & Goals

1. Institutional Mission. Describe how the new concentration/minor will further the University's mission and initiatives in the Strategic Plan, as well as the more specific plans of the unit(s) involved.
2. Relationship with other programs. Identify any similar or related programs offered in your department or elsewhere at Andrews University and clarify the uniqueness of this program. If overlap exists with another unit, that unit should be invited to prepare a commentary on the proposal for the new program. Describe any cooperative relationships, if appropriate.

# Market Analysis

1. Need. Identify the need for the program and indicators of student demand. Describe how the program will meet these needs. Include documentation from national, state, local, professional, and disciplinary resources, as appropriate.
2. Competition. Identify similar programs in the area, and at other SDA institutions. Explain how the proposed program will compete for students on a national or regional level. Using information from the program’s proposed Classification of Instructional Program (CIP) code, departments can search for similar programs at http://nces.ed.gov/collegenavigator/.
3. Market Demand. Explore market demand for graduates with this concentration/minor (see U.S. Bureau of Labor Statistics at <http://www.bls.gov/ooh/> and <http://data.bls.gov/projections/occupationProj>).
4. Projected Enrollment. Indicate the probable source of students and projected enrollment. How will this concentration/minor affect student numbers in other concentrations/minors?
5. Consultative and Advisory Resources. List the sources of advice and consultation that have been used in formulating this proposal (e.g., IMC, industry, professional, business advisory groups).

# Program Description

1. Student Learning Outcomes. List the specific, measurable student learning outcome(s) that will be achieved by students in this concentration/minor. (What will students know and be able to do?) *For help with this section, please consult with the Office of Institutional Effectiveness.*
2. Curriculum. *(note: use program in Curiculog)*
3. List the required courses and electives for the concentration/minor, indicating the course numbers and titles, the number of credits, the frequency of the course offerings

Note:

* Concentrations must have at least 12 credits for graduate programs, and 12 – 20 credits for undergraduate, 75% of which must be unique to the concentration. There must be faculty expertise in the area in which the concentration is offered.
* Minors (undergraduate level only) require 20 – 22 credits, For teacher certification, the minor must have 20-24 credits, including courses from more than one field of study, with no more than 20 from a single field. At least one qualified faculty must be available for each minor offered in a field of study not offered in a major.
1. Differentiate between existing courses and new courses to be developed. Submit New Course Proposal forms along with the proposal.
2. Interdisciplinary programs should include a capstone seminar or course that integrates the materials from the various disciplines; the proposal should make clear the interdisciplinary nature of the program and how the interdisciplinary perspective will be achieved.
3. If any required courses will be provided by another department, provide a memorandum of collaboration from the cooperating department(s).
4. Are there any non-course-based requirements (i.e. portfolio, journal articles, etc.)? If so, please list.
5. Curriculum Map: Learning & Assessment. *Please consult with the Office of Institutional Effectiveness to complete this section*. Provide (attach) a curriculum map showing where and how the learning outcomes will be addressed in the curriculum for the concentration/minor. List student learning outcomes across one axis, and required courses (or clusters of 2 or more courses that students must choose from) in sequence on the other, as shown below. Fill in the appropriate (not all) cells using one of the following:
	1. Bloom’s Taxonomy: K=knowledge/comprehension, A=application/analysis, S=synthesis/evaluation
	2. Introduced, Reinforced, Emphasized, Assessed (I, R, E, A).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SLO 1 | SLO 2 | SLO 3 | SLO 4 | SLO 5 |
| Course 1xx |  |  |  |  |  |
| Course 1xx |  |  |  |  |  |
| Course 2xx |  |  |  |  |  |
| Course 2xx |  |  |  |  |  |
| Course 2xx |  |  |  |  |  |
| Course 3xx |  |  |  |  |  |
| Course 3xx |  |  |  |  |  |
| Course 3xx |  |  |  |  |  |
| Course 3xx |  |  |  |  |  |
| Course 4xx |  |  |  |  |  |
| Course 4xx |  |  |  |  |  |
| Course 4xx |  |  |  |  |  |
| Course 4xx |  |  |  |  |  |

List and briefly describe the direct and indirect measures you will use to measure the student learning outcomes of the concentration/minor, and identify when/where these measures will be used. (Add rows as needed)

|  |  |
| --- | --- |
| Direct Measures | Course or Time in Curriculum |
|  |  |
|  |  |
|  |  |
| Indirect Measures |  |
|  |  |
|  |  |

1. Program Mechanics.
2. Will the courses for the program fit within the dates defined by Andrews’ academic calendar (for fall, spring, & summer)?
	1. Yes
	2. No
3. (if calendar is no) When will the instruction typically occur?
4. How long will the courses for the program typically run (including any pre-work, instruction, & post-work)?
	1. 15 weeks (standard term)
	2. 8 weeks (2 per standard term)
	3. 3 months
	4. 6 months
	5. 9 months
	6. 12 months
5. Provide a typical plan of work for students to proceed through the program with this concentration/minor.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Fall | Cr | Spring  | Cr |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

1. Where/How will the majority of this program be offered (campus)? (choose all that apply)
	1. Main campus
	2. Distance
	3. Off-campus location, US
	4. Off-campus location, international
2. (if Distance) How would you describe the distance delivery of this program?
	1. Interactive online
	2. Self-paced
3. (if distance or multiple campuses) Please describe any variations in the curriculum by delivery\_\_\_\_\_\_
4. If at an off-campus location, please provide the full street address(es)
5. What is the language of instruction?
	1. English
	2. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Accreditation. If the program is in an area in which professional or specialized accreditation is available, indicate the basic achievements necessary to meet such requirements. If there are plans to seek such accreditation, indicate the timetable and the resource commitments needed to achieve accreditation. If there are no plans to seek accreditation when it is available, explain why not. *For assistance with this section, please contact the Office of Institutional Effectiveness.*

# Program Administration

1. Mentoring and Advising of Students. Discuss the advisory system to be implemented for mentoring and counseling the students in their progress toward degrees.

For programs requiring research, describe the process by which students will identify appropriate research advisers and indicate the point in the program at which the adviser and committee (if indicated) should be identified. Describe also the expected frequency of meetings between the student and the research adviser and full advisory committee.

# Program Resources

This is one of the most important sections of the proposal. The Undergraduate and Graduate Council will approve only those programs that have a secure intellectual and financial base.

1. Faculty Resources. Assess the ability of the unit to conduct the program, and describe the number and qualifications of the faculty, as well as access to resources outside the unit.
	1. List all faculty (regular and adjunct) participating in the new program. Indicate their current teaching and advising loads. Describe plans to fit new program responsibilities within these loads. Document how this new program will affect faculty workloads.
	2. Describe the qualifications of any Graduate faculty in sufficient detail to allow Graduate Council to evaluate their ability to sustain the program. If commitments for new faculty have been approved by the Provost, those should be described in the proposal, along with an assessment of the availability of individuals to fill them.
2. Physical Facilities. Describe any additional physical facilities or equipment available to support the new program. If new educational equipment or training aids will be required, identify the source(s) of funding and provide letters of commitment to provide the required funding.
3. Library Support. Please download the [Library Support for New Academic Programs](https://www.andrews.edu/services/effectiveness/approvals/) and consult with the Library to complete this section. Describe the library support that is available to meet the needs of the new program, indicating what new acquisitions will be required. Attach the completed library evaluation as an appendix.
4. Interdisciplinary Programs. In the case of interdisciplinary programs, each department that will provide instruction should be asked to furnish a letter of support, which details the availability of resources it will contribute, as described in the proposal (faculty, course scheduling, student enrollment, etc.), and assures that its courses used in the program will continue to be available.

# Financial Analysis

If the resources described in the previous section require additional costs including time, money, and effort, please fill out this section. Describe additional costs as completely as possible. The Provost and Chief Financial Officer will review this section and approve the final budget proposal.

1. Expenditures. Project the estimated expenditures of the next two-three years for the proposed program in terms of faculty and staff FTE.'s, library costs, supplies, and equipment for both classroom and research activity. If faculty and staff who are currently performing duties in one program will also be responsible for the new program, then discuss their ability to adequately support the new program.
2. Revenue. Identify sources of revenue to support the program. Describe any special grants which may be sought to support the new program and the impact of these expenditures on any existing programs.