PHASE II: FULL ACADEMIC PROGRAM PROPOSAL TEMPLATE

Review Guidelines Prior to Submitting Materials
https://www.mass.edu/foradmin/academic/publicnewdegrees.asp

Information should be typed directly into the boxes below which will expand. Submit one hard copy and one copy of all materials on a flash drive to DHE, attention A. Williams. Submit one electronic copy **in MS Word format** to awilliams@bhe.mass.edu.

Proposed Degree Title:

Proposed CIP Code:

Date of Local Board of Trustees Vote:

Date Letter of Intent was approved by the Board of Higher Education:

Chief Academic Officer (CAO) Name and Title:

CAO Phone Number:

CAO Email:

Has the CAO reviewed this petition?

I. Overview of the Proposed Program

1. Context. Describe the program's development, including the LOI process, as well as its proposed administrative and operational organizational structure.

2. Description. Summarize the purpose of the program as it relates to the knowledge and skills will students acquire, and the careers for which graduates will be prepared as described in the approved LOI.

3. Curriculum and Objectives. (Complete Form A, "Curriculum Outline," and Form B, "Proposed Program Objectives.")
Provide a narrative including a complete description of the program, its learning outcomes and objectives, and how content will be delivered (e.g. day, evening, traditional classroom, hybrid, online, etc.). Describe procedures and arrangements for independent work, paid or unpaid internships, or

clinical placement arrangements, if applicable. Describe the role of any external advisory and provide a list of advisory members, including affiliation, location and contact information.

4. Students. (Attach Form C, "Enrollment Projections" approved in the LOI)
Describe undergraduate program admission requirements for first year and transfer students. Outline expected time from admission to graduation in undergraduate program, as well as projected degree completion rates, and transferability of program participants' credits to other institutions. Describe the proposed program's alignment to students emerging from the K-12 system. How will the program be connected to public secondary education in the region? Are there dual-enrollment or early college opportunities being planned for the proposed program?

Describe graduate program requirements for admission and graduation, expected time from admission to graduation, projected degree completion rates, and applicability to a higher degree or additional programs if relevant. How is the program relevant to a specific career or vocational pathway? What are the alignments to existing undergraduate programs? Describe alignments to the same or allied areas in the region or the state.

5. Feasibility. (Complete Form E, "Program Faculty" and display positions to be filled with desired qualifications. Attached vitae for all current faculty for the program.)
Describe faculty, staffing, library and information technologies, facility (including lab and equipment), fiscal and or other resources required to implement the proposed program. Distinguish between new resources needed and existing resources that are on-hand.

6. Licensure and Accreditation. Is the proposed program intended to prepare students for licensure or other credentialing? If yes, name the licensure or credentialing organization and any required licensing examination(s) or other assessment(s). Project student passing rates for the assessment(s). What professional or specialized accreditation will be pursued for the program? Project accreditation timelines.

7. Program Objectives, and Assessment. Provide a detailed discussion of the goals and objectives included in Form B. Linked to each goal should be measurable objectives such as job placement rates, faculty additions, facility or programmatic enhancements. together with timetable and strategies for achieving the goals. This section should focus on overall program effectiveness, not student learning. Describe the program assessment strategies that will be used to ensure continuing quality, relevance and effectiveness. Provide plans for program review including timetables and describe how assessment outcomes will be used.

FAST TRACK PROPOSAL SUBMISSIONS WILL NOT RESOND TO QUESTION 8

8. QUESTION FOR PROPOSALS SUBMITTED FOR STANDARD REVIEW AND BHE VOTE:

Describe the facts and details of the Letter of Intent (LOI) that resulted in a referral to the Standard review process. **Provide details of how the proposed program has addressed the concerns of the**

BHE. Please be sure to respond directly to the commentary and feedback provided during the AAC meeting when the LOI was brought forward.

II. Administration of the Proposed Program

Program Budget. Submit a line item projected income and expense budget for the proposed program for five years using Form D, "Proposed Program Budget." This may be the same as or a revision of the budget provided as part of the LOI submission. Reallocated funds should specify reallocations from existing campus resources to support the proposed program, including funds reallocated from discontinued or downsized programs. Indicate one-time/start-up costs and revenues.

Budget Narrative. Explain assumptions, underlying expense and income projections on Form D, e.g., instructor status, enrollment projections, field and clinical resources, etc. Provide further details to what was included in the LOI. Note any and all changes made as a result of the local governance and external review processes.

Marketing Plan. Describe the institution's marketing plan, including timelines for the proposed program. Expenses associated with this plan should be clearly described in the program budget.

III. External Review.

Guidelines for selecting reviewers: The review team should embody senior leadership experience in higher education or in the industry, expert scholarship in the discipline of study, and a terminal degree. It is not necessary for each individual member of the external review team to have all these qualifications but the whole team of 2 or 3 individuals must be comprised of these qualifications. Candidates must be disinterested in the proposed program and have no prior relationship to the institution. Candidates working in the same sector as the proposed program (e.g. MA community college, MA state university, UMass) are not eligible as external reviewers.

Obtain BHE approval of reviewers in advance by sending the candidates vitae as an email attachment to whagan@dhe.mass.edu.

Do not send url links, rather provide the full vitae. (It is not necessary to include the entire list of a candidate's publications.)

After approval is obtained, provide the review questions **(Form F)** to members of the approved review team. External reviewer report(s) MUST be submitted by the institution for review by DHE staff, *exactly as it was provided to the institution* by the external review team.

Include the review team report and the institutional response to the review with the application documents.

Institution: **Proposed Degree:**

Form A1: Program Proposal Undergraduate Program Curriculum Outline
(Insert additional rows as necessary.)

Required (Core) Courses in the Major (Total # courses required = 0)		
Course Number	Course Title	Credit Hours
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
	Sub Total Required Credits	[0]

Elective Courses (Total # courses required = 0) (attach list of choices if needed)		
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
	Sub Total Elective Credits	[0]

Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)	# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages	[0]
Mathematics and the Natural and Physical Sciences	[0]
Social Sciences	[0]
Sub Total General Education Credits	[0]

Curriculum Summary	
Total number of courses required for the degree	[0]
Total credit hours required for degree	[0]

Prerequisite, Concentration or Other Requirements:

Institution: **Proposed Degree:**

Form A2: Program Proposal Graduate Program Curriculum Outline
(Insert additional rows as necessary.)

Major Required (Core) Courses (Total # of courses required = 0)		
Course Number	Course Title	Credit Hours
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
	Sub-total # Core Credits Required	

Elective Course Choices (Total courses required = 0) *(attach list of choices if needed)*		
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
	Sub-total # Elective Credits Required	

Curriculum Summary	
Total number of courses required for the degree	[0]
Total credit hours required for degree	[0]

Prerequisite, Concentration or Other Requirements:

Institution: **Proposed Degree:**

Form B: Proposed Program Goals, Objectives, Assessments[1]

Goal	Measurable Objective	Strategy for Achievement	Timetable	Assessment

---

[1] Add assessment data to Form B in approved LOI.

Institution: **Proposed Degree:**

Form C: Approved Projected Enrollment[2]

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
New Full-Time					
Continuing Full-Time					
New Part-Time					
Continuing Part-Time					
Totals					

---

[2] Paste Form C from approved LOI on this page.

Institution: **Proposed Degree:**

Form D: Budget

One Time/ Start Up Costs		Annual Expenses				
	Cost Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	Full Time Faculty *(Salary & Fringe)*					
	Part Time/Adjunct Faculty *(Salary & Fringe)*					
	Staff					
	General Administrative Costs (break down by category- i.e. accreditation, credentialing, etc.)					
	Instructional Materials, Library Acquisitions					
	Facilities/Space/Equipment					
	Field & Clinical Resources					
	Marketing					
	Other (Specify)					
	TOTALS					

One Time/Start-Up Support		Annual Income				
	Revenue Sources	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	Grants					
	Tuition					
	Fees					
	Departmental					
	Reallocated Funds					
	Other (specify)					
	TOTALS					

Institution: **Proposed Degree:**

<div align="center">

Form E: Faculty Form:
Include with this form, complete vitae for each faculty member listed

</div>

Summary of Faculty Who Will Teach in Proposed Program							
List full-time faculty first, alphabetically by last name. Add additional rows as necessary.							
Name of faculty member (Name, Degree and Field, Title)	**Check if Tenured**	**Courses Taught (C) to indicate core course. (OL) next to any course currently taught online.**	**Number of sections**	**Division of College of Employment**	**Full- or Part- time in Program**	**Full- or part- time in other department or program (Please specify)**	**Sites where individual will teach program courses**
Example:							
Apple, Thomas Ph.D. in Criminal Justice Assistant Professor	☐	• Intro to Bus (C, OL) • Management (C) • Research Methods (C)	(2) (3) (3)	Evening	Full-time	No	• Main Campus • Quincy campus
[Last Name, First Name] [Degree and Field] [Title]	☐	• [Course]	[0]	[Division]	[Full/Part-Time]	[Yes/No] [If yes, specification.]	• [Site]
[Last Name, First Name] [Degree and Field] [Title]	☐	• [Course]	[0]	[Division]	[Full/Part-Time]	[Yes/No] [If yes, specification.]	• [Site]
[Last Name, First Name] [Degree and Field] [Title]	☐	• [Course]	[0]	[Division]	[Full/Part-Time]	[Yes/No] [If yes, specification.]	• [Site]
[Last Name, First Name]	☐	• [Course]	[0]	[Division]	[Full/Part-Time]	[Yes/No] [If yes,	• [Site]

Institution: **Proposed Degree:**

[Degree and Field] [Title]						specification.]	
[Last Name, First Name] [Degree and Field] [Title]	☐	• [Course]	[0]	[Division]	[Full/Part-Time]	[Yes/No] [If yes, specification.]	• [Site]

Institution: **Proposed Degree:**

<u>Form F1: External Review Questions – Proposed Undergraduate Programs</u>

The following are the NECHE program standards for undergraduate programs. Please comment on how well the proposed program meets these standards.

4.5 Degree programs have a coherent design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning.

4.13 Undergraduate degree programs are designed to give students a substantial and coherent introduction to the broad areas of human knowledge, their theories and methods of inquiry, plus in-depth study in at least one disciplinary or interdisciplinary area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements in official publications and in student records.

 4.14 Each undergraduate program includes a general education requirement and a major or concentration requirement. At the baccalaureate level, curricula include substantial requirements at the intermediate and advanced undergraduate level, with appropriate prerequisites. Wherever possible, the institution also affords undergraduate students the opportunity to pursue knowledge and understanding through unrestricted electives.

4.19 The major or area of concentration affords the student the opportunity to develop knowledge and skills in a specific disciplinary or clearly articulated interdisciplinary area above the introductory level through properly sequenced course work. Requirements for the major or area of concentration are based upon clear and articulated learning objectives, including a mastery of the knowledge, information resources, methods, and theories pertinent to a specific area of inquiry. Through the major or area of concentration, the student develops an understanding of the complex structure of knowledge germane to an area of inquiry and its interrelatedness to other areas of inquiry. For programs designed to provide professional training, an effective relationship exists between curricular content and effective practice in the field of specialization. Graduates demonstrate an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other areas.

<u>In addition, please evaluate and comment on each of the following review questions for undergraduate level programs.</u>

1. In what ways is the proposed program consistent with the academic mission of the campus?

2. How does the proposed program address an area of significant public need in Massachusetts and nationally? Has the College or University presented sufficient documentation, including quantitative documentation, (e.g. State and federal employment outlooks, regional outlooks, etc.) to support the program's need?

3. How does the overall program design accomplish the program's goals and purposes? Specifically, are the content and sequencing of the curriculum appropriate? Does the curriculum achieve appropriate balance among the component disciplines? Are there major omissions? If so, what are they?

4. How are the degree requirements of sufficient rigor to produce graduates who are competitive in the field? Evaluate curricular requirements for some type of culminating experience that allows the student to demonstrate mastery of the complexity of study in the major.

Institution: **Proposed Degree:**

5. What experience and expertise does the department possess to undertake the proposed program? Will the program have a significant proportion of faculty who hold advanced degrees in the field or in a closely related discipline?

6. How will graduates demonstrate that they have acquired the knowledge and developed the skills that are identified as the program's objectives? Evaluate the process the College has established to assess the effectiveness of the program in achieving its goals and objectives.

7. How has the institution demonstrated its commitment of the necessary and appropriate resources to the proposed program (including faculty, plant and equipment, and library and information resources) to ensure program quality and program improvement?

Institution: **Proposed Degree:**

Form F2: External Review Questions – Proposed Graduate Programs

Following are the NECHE program standards for graduate programs. Please comment on how well the proposed program meets each of these standards.

Graduate Degree Programs

4.20 Graduate degree programs are designed to give students a mastery of a complex field of study or professional area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements, in relevant official publications, and in the demonstrated learning experiences of graduates. Learning objectives reflect a high level of complexity, specialization, and generalization.

4.21 Graduate programs are not offered unless resources and expectations exceed those required for an undergraduate program in a similar field. Information resources, information technology, and as appropriate physical resources should exceed those required for an undergraduate program in a similar field.

4.22 Institutions offering graduate degrees have an adequate staff of full-time faculty in areas appropriate to the degree offered. Faculty responsible for graduate programs are sufficient by credentials, experience, number, and time commitment for the successful accomplishment of program objectives and program improvement. The scholarly expectations of faculty exceed those expected for faculty working at the undergraduate level. Research-oriented graduate programs have a preponderance of active research scholars on their faculties. Professionally oriented programs include faculty who are experienced professionals making scholarly contributions to the development of the field.

4.23 Students admitted to graduate degree programs are demonstrably qualified for advanced academic study.

4.24 The institution's graduate programs have cohesive curricula and require scholarly and professional activities designed to advance the student substantially beyond the educational accomplishments of a baccalaureate degree program. The demands made by the institution's graduate programs on students' intellectual and creative capacities are also significantly greater than those expected at the undergraduate level; graduate programs build upon and challenge students beyond the levels of knowledge and competence acquired at the undergraduate level. The institution offering both undergraduate and graduate degree programs assesses the relationship and interdependence of the two levels and utilizes the results for their individual and collective improvement.

4.25 Degree requirements of the institution's graduate programs consider specific program purposes. Research-oriented doctoral programs, including the Ph.D., and disciplinary master's degree programs are designed to prepare students for scholarly careers; they emphasize the acquisition, organization, utilization, and dissemination of knowledge. Doctoral degree programs afford the student substantial mastery of the subject matter, theory, literature, and methodology of a significant field of study. They include a sequential development of research skills leading to the attainment of an independent research capacity. Students undertake original research that contributes to new knowledge in the chosen field of study. Disciplinary master's programs have many of the same objectives but require less sophisticated levels of mastery in the chosen field of study than does the research doctorate. While they need not require students to engage in original research, they do provide an understanding of research appropriate to the discipline and the way it is conducted.

Institution: **Proposed Degree:**

4.26 Professional or practice-oriented programs at the doctoral or master's degree levels are designed to prepare students for professional practice involving the application or transmission of existing knowledge or the development of new applications of knowledge within their field. Such programs afford the student a broad conceptual mastery of the field of professional practice through an understanding of its subject matter, literature, theory, and methods. They seek to develop the capacity to interpret, organize, and communicate knowledge, and to develop those analytical and professional skills needed to practice in and advance the profession. Instruction in relevant research methodology is provided, directed toward the appropriate application of its results as a regular part of professional practice. Programs include the sequential development of professional skills that will result in competent practitioners. Where there is a hierarchy of degrees within an area of professional study, programs differ by level as reflected in the expected sophistication, knowledge, and capacity for leadership within the profession by graduates.

4.27 Programs encompassing both research activities and professional practice define their relative emphases in program objectives that are reflected in curricular, scholarly, and program requirements.

4.28 Students who successfully complete a graduate program demonstrate that they have acquired the knowledge and developed the skills that are identified as the program's objectives.

In addition, please evaluate and comment on each of the following review questions for graduate level programs.

1. In what ways is the proposed program consistent with the academic mission of the campus?

2. How does the proposed program address an area of significant public need in Massachusetts and nationally? Has the College or University presented sufficient documentation (e.g. State and federal employment outlooks, regional outlooks, etc.) to support the program's need?

3. How does the overall program design accomplish the program's goals and purposes? Specifically, are the content and sequencing of the curriculum appropriate? Does the curriculum achieve appropriate balance among the component disciplines? Are there major omissions? If so, what are they?

4. How are the degree requirements of sufficient rigor to produce graduates who are competitive in the field? Evaluate how the curricula require scholarly and professional activities to advance the student substantially beyond the educational accomplishments of a baccalaureate degree program.

5. What experience and expertise does the department possess to undertake the proposed program? Will the program have a significant proportion of faculty who hold an earned doctorate (Ph.D.) in the field or in a closely related discipline? Will there be a sufficient number of full-time faculty in the program to assure the accomplishment of classroom and out-of-classroom responsibilities essential for the fulfillment of program mission and purposes?

6. How will graduates demonstrate that they have acquired the knowledge and developed the skills that are identified as the program's objectives? Evaluate the process the College has established to assess the effectiveness of the program in achieving its goals and objectives.

7. Has the institution committed the necessary and appropriate resources (including faculty, plant and equipment, and library and information resources) to ensure program quality and program improvement?

Institution: **Proposed Degree:**

APPENDICES TO BE ATTACHED

A. Curriculum Outline Form
B. Program Goals, Objectives and Assessment Form
C. Approved LOI Enrollment Projection Form
D. Budget Form
E. Faculty Form

Faculty Vitae
Course Syllabi

External Review Team Report
must be submitted in original form as received by the institution

Institutional Response to External Review