Preliminary Program Proposal

Deans and other units present a two-page concept paper and PowerPoint presentation (using Provost's template) about the new academic program being proposed.

The concept paper and PowerPoint should include:
- Type of degree (BS, BA, MS, MA, PhD, other). If Master's indicate Plan A, B, C, or Professional Science and provide rationale for type (one paragraph).
- Name of degree (major/minor)
- Proposing unit (College(s), Departments(s))
- Brief description of the degree (one paragraph)
- Evidence of state and national need/demand (one paragraph)
- Fit with the mission of the proposing unit(s) and CSU (one paragraph)
- Capacity of the proposing unit(s) to deliver the degree (one paragraph)
  - Estimated size (# of students after five years)
- Estimated curricular impact on other units (one paragraph)
- Estimated additional resources needed to deliver the degree (type, with $$) (one paragraph)
- Proposed funding mechanism (base, tuition sharing, differential tuition, other)

Comprehensive Program Proposal

1. *Brief Overview of Proposed Program*
   - Type of degree (BS, BA, MS, MA, Plan C (Masters), PhD, other)
   - Name of degree (major/minor)
   - Department/School
   - College
   - Expected total number of students enrolled in program (five years post-implementation)
   - List existing and new courses anticipated in the program of study.
   - Summary of Program and Rationale (provide a 2 – 3 page summary of the proposed program including: description of the academic area and rational for offering this program at the present time.

2. *Fit with CSU Role and Mission and University's Most Current Strategic Plan*
   - What are the objectives of the program?
   - How does the proposed program support the mission of the University? Refer to State Statute defining role and mission of Colorado State University (http://highered.colorado.gov/Academics/Colleges/rolemission.html).
   - How does the proposed program support the most current University Strategic Plan (http://provost.colostate.edu/strategic-plan/) of the institution? How does the program contribute to attaining long-term goals and directions of the institution and department/unit?
   - How does the proposed program meet the needs of Colorado and enhance the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities?

3. *Quantitative Data Supporting Evidence of Need for the Program and Student Demand*
   - Identify statewide and nationwide employment supply and demand data the proposed program would assist in filling. Provide evidence of need for additional qualified individuals the proposed program would produce.

- What are the projected numbers and characteristics (e.g., index scores, residency status, diversity) of the students to be served? Are any admission requirements to the proposed program being recommended that are higher than CSU's minimum requirements? If so, what are the recommendations? What is the rationale for the higher standards?
- What is the annual estimated number of graduates of the proposed program over the first five years? On what information are these projections based?
- Provide quantitative data from surveys, interviews, or other sources that indicates students would actually enroll in this program. Include as much detail as possible. These numbers are the basis for fiscal and curricular planning and, therefore, must be thoroughly developed and accurate.
- Identify any of the department's current program areas that are "controlled" or "capped"?

4. *Duplication/ Similar Programs in the State and Nation*
- Identify other closely related programs in the same academic domain in Colorado. For <u>each</u>, provide the following:

> Title of Program
> - Name of Institution (particular campus if relevant)
> - Focus of other program's curriculum
> - Current enrollment and number of graduates per year over past three years
> - Program charges
> - If program is similar to the one being proposed by CSU, what is the documented state or national demand legitimizing the need for an additional program in the state?
> - Compare/contrast CSU's proposed program to the other program

In what ways, if any, will resources of other Colorado State University programs or other state institutions be shared in the proposed program? How will the proposed program be complementary to or cooperate with existing program(s)/agencies?

- Identify other closely related programs around the country. List these by title of program and name/campus of institution that might be perceived as having programs in the same academic domain. For <u>each</u>, provide the following:

> Title of Program
> - Name of Institution (particular campus if relevant)
> - Focus of other program's curriculum
> - Current enrollment and number of graduates per year over the past three years
> - Program charges
> - If program is similar to the one being proposed by CSU, what is the documented state or national demand legitimizing the need for an additional program in the state?
> - Compare/contrast CSU's proposed program to other programs

Students

5. *Student Body*
- What is the ideal number of students in terms of total student enrollment (after program has been in place for five years)? What number would be ideal for the "entering class?" Present a time line explaining the expectation of growth as you build toward the first graduating class. How many students are expected to graduate in a given year once the program is at ideal size? Tie this information to evidence of student demand.
- Explain how the proposed program will draw students who would <u>not</u> otherwise come to Colorado State University.
- Is the proposed program intended to provide another program option to a significant number of students who are already being attracted to or attending CSU? Provide explicit detail.
- If the program is expected to attract students from other majors or programs, attach a letter from the relevant department head and dean indicating their support (or lack thereof) for the new program in terms of shift of student enrollment from that particular department.
- What is the student profile in other programs that the department currently offers (e.g., mean index score; residency compared to nonresident numbers; diversity). Is there any reason to believe that the profile of the students in the new program would be any different than the existing profile? Please explain.
- Describe how new freshmen, transfer students, and students changing their major would be transitioned into the new program in the first and subsequent years of the program.
- Provide detailed plan for recruiting students including staff and faculty responsibilities, annual time line, etc.

Student Learning

6. *Program Learning Goals*
- Define meaningful, measurable Student Learning Outcome (SLO) goals that specify the disciplinary knowledge, competencies, skills, and values that students will be expected to attain in the new program.
- Student Learning Outcomes must be sufficiently specific to differentiate the program from all other programs and degree levels on campus.
- A minimum of four (4) Student Learning Outcomes are required for the program.
- Identify the specific courses in which each Student Learning Outcome is introduced, practiced, and mastered. Briefly explain how the sequence of courses is designed to support students' progress toward mastery of the SLOs.

7. *Course of Study*
- List all courses comprising the program's curriculum. Please provide the following information for each course: subject code, course number, title, credits, prerequisites, catalog description. (Please **BOLD** entries for each NEW course being proposed.)
- Provide a discussion of all learning formats to be utilized in the courses.
- Address supply and demand for placement in career development activities such as practica or internships. (Be sure to address this in the budget narrative and form.)

- Describe explicit activities that promote social justice, diversity, and inclusion.

8. *Curriculum – courses and total structure*
   Include total curriculum as discussed at the University Curriculum Committee. Use the appropriate UCC forms -- course and program --, found on the UCC website (http://curriculum.colostate.edu).

9. *Continuing Assurance of Student Success (Learning)*
   - Identify the processes for determining that program Student Learning Outcomes (Section 6) are attained through direct and indirect assessment where direct methods require students to demonstrate skills/knowledge (e.g., projects, examinations, papers, portfolios, performances, etc.) and indirect methods capture proxy signs of learning (e.g., job placement, student surveys, graduation rates, course grades, etc.)
   - Describe the processes for using Student Learning Outcome evidence to continuously improve the program.
   - Describe placement outcome goals (for graduate programs, career enhancement when relevant) for students graduating from the program. Explain how this evidence will be used to continuously improve the program.
   - Describe High Impact Practices (curricular and co-curricular) that will be integrated into the program to enhance student learning, provide transformational experiences, and promote graduation by helping students to achieve Student Learning Outcomes. Briefly explain how the placement and nature of High Impact Practices will help students to master the Student Learning Outcomes.
   - Provide certification from the Associate Provost that these measures of assurance are satisfactory.

Resources

10. *Impact of Program Request on Other Programs*
   - What is the current department enrollment by degree level and major?
   - Is the Center for Advising and Student Achievement (CASA) currently involved in advising students for a "seeking" category that involves any of the department's degree areas? Please explain and provide relevant data. Does the department currently use Academic Support Coordinators? Please describe how advising is provided currently for your majors. With the addition of this new program, how will the department meet the advising needs?
   - If approved, how will launching this new degree impact the commitment already made to students in other program areas?
   - Provide a detailed plan as to how resources within the department would be re-allocated to contribute to the resource base needed for this proposed program (e.g., will the department need to "cap" another program? would additional enrollment growth funding be necessary to meet current student demand for courses?).
   - What are "collateral expenses" that must be taken into account to offer this academic program? (e.g., other than AUCC 1-3 (core) courses, how will other departments' teaching loads and facilities be affected by inclusion of their courses in the proposed curriculum. Provide a letter from other units indicating whether they will be able to "absorb" the projected number of students into existing sections or whether they will need to add sections and if there is a need to add, can

this be done with existing resources?

11. *Impact of Program Request on Staffing*
- Estimate the number, rank, and background of new faculty lines needed to be added to initiate the proposed program in each of the first five years of operation (assuming the program develops as anticipated). What resource commitment is required and how will it be provided?
- Estimate the number and type of support staff needed in each of the first five years of the program.
- How many graduate assistants are currently funded on Resident Instruction funds? What are their teaching responsibilities?
- How many graduate assistants are currently have funded on external grant funds? Other sources?
- How many additional funded assistantships are needed to support students in this proposed program? How do you propose they will be funded? What responsibilities will these graduate assistants have? How will this affect student access to faculty?

12. *Library Reference Sources*
Submit a description which has been certified by the Dean of the Libraries of the adequacy of student and faculty access to library and department resources (including, but not limited to, printed media, electronically published materials, videotapes, motion pictures, CD- ROM and online databases, and sound files) relevant to the proposed program (e.g., is there a recommended list of materials issued by the American Library Association?).

- What additional financial support will be required to bring access to such reference materials to an appropriate level? How is it proposed these additional resources will be provided?

13. *Facilities, Equipment, and Technology*
- What unique resources (in terms of buildings, laboratories, computer hardware/software, Internet or other online access, distributed-education capability, special equipment, and/or other materials) are necessary to offer a quality program?
- What resources for facilities, beyond those now in use, are necessary to offer this program? Be specific (e.g., include need for new space, renovated space) and address classrooms, instructional labs, office space, etc. How is it proposed these additional resources will be provided?
- What resources for equipment and technology, beyond those now available, are necessary to offer this program? How is it proposed these additional resources will be provided?

14. *Summary of Budget Needs*
Complete the New Program Planning Budget Form and prepare a narrative including the following new resources in the calculations:

- Faculty lines
- GTA lines
- Equipment needs
- Facility needs

- Other expenses

Provide a rationale for any program charges or tuition sharing plans including comparison data for program charges of similar degree programs at other institutions (state and national).

Summarize all **new** budget resources being requested from CSU Central Administration.

<u>Current Faculty</u>

15. *"Snapshot" of Faculty Resources*

- Identify current program faculty, briefly describing each faculty member's expertise/specialization. Separate regular core faculty and senior teaching faculty from other departments' faculty and adjuncts.
- Summarize faculty resources using the following table. List those specifically contributing to this program first.

Last, First Name	Tenure-track/Tenured/	Highest Degree Held	Area of Specialization

- Provide links to each faculty member's current vitae.