PROPOSAL FOR A *[DEGREE ABBREVIATION]* IN *[DEGREE TITLE]*

*[PROPOSING CLU(S)]*

*[PROPOSING SCHOOL(S)]*

*[PROPOSING DEPARTMENT(S)]*

*[DATE]*

Logo

Description automatically generated

**INTRODUCTION & INSTRUCTIONS**

NEW DEGREE PROGRAM PROPOSAL

The development of new degree programs is critical to the university and is both encouraged and expected to best serve the academic needs of students, faculty, and the citizens of the State of New Jersey. New degree programs provide an opportunity for Rutgers to foster academic excellence in a manner that is fully attuned to student-centered academic imperatives in an evolving higher education landscape.

Rutgers supports robust curricular development through a university-wide degree program approval process that ensures appropriate input, accountability, and decision-making – at multiple levels – to promote:

1. Academic excellence and optimal impact of new and reimagined degree programs on the Rutgers’ community, including prospective students, enrolled students, faculty, staff, and the citizens of the State of New Jersey;
2. Alignment with strategic academic priorities at the departmental, school or college, chancellor-led unit (CLU), and university levels;
3. A commitment to educational access, diversity, equity, and inclusion; and
4. Effective and strategic use of university resources.

The purpose of this degree program proposal template is (1) to assist academic units with program development and design, (2) to ensure that academic leadership responsible for the review and approval of proposed degree programs possess adequate information to make informed decisions, and (3) to provide a roadmap for continuous academic improvement by ensuring adequate assessment mechanisms in both student learning outcomes and program outcomes.

**Process for Degree Program Development, Review, and Approval**

Units exploring the development of a new degree program should contact their Dean’s and Chancellor’s offices as early in the process as possible to discuss proposal development, review, and approval requirements.

The Office of Academic Planning coordinates institutional- review and approval of proposed degree programs. Inquiries concerning the University proposal template and the required institutional approvals may be directed to [academicplanning@oq.rutgers.edu](mailto:academicplanning@oq.rutgers.edu).

Notice of Intent (NOI)

During the initial stages of degree program development, the chancellor or their designee must complete an institutional [Notice of Intent (NOI)](https://oirap.rutgers.edu/NOI-NewProgram/login.aspx) once preliminary approval has been granted for the proposed degree program to move forward. This NOI is separate and distinct from any notifications required by individual CLUs. NOI submission is required between September 1 and November 30 during the fall semester and between January 15 and May 15 during the spring semester to ensure adequate notice to institutional review and approval authorities.

Upon submission, the NOI will be distributed to (1) the Office of University Academic Affairs, and (2) chancellors/provosts across Rutgers. Submission of the NOI initiates a 30-day comment period during which the Office of University Academic Affairs and chancellors’ offices may submit comments/feedback to the proposing unit. The NOI does not represent a decision point for the proposed degree program. Rather, it allows academic leadership to provide feedback on the proposed degree program.

Academic units may continue degree program development during the 30-day comment period; however, the proposing unit must individually respond to comments/feedback received and document such responses in Section 7 (Response to Comments from CLUs) of the degree program proposal.

Consultant Review

As part of the review process, proposing units must engage an independent external consultant to conduct a site visit, whether in-person or virtual. Program proposals must be sufficiently complete prior to review by the external consultant to ensure a robust assessment of the proposed degree program. Moreover, chancellors/provosts should thoroughly review the program proposal prior to the site visit.

The consultant shall review the proposed degree program and prepare a written report following the guidelines contained in Section 8 (Consultant Report). Proposing units must then respond to the Consultant Report, if applicable, in Section 9 (Response to Consultant Report). Chancellors/provosts should thoroughly review the program proposal after the site visit, along with any responses to the Consultant Report, prior to advancing the proposal for institutional review.

The selected consultant shall have no past or present professional relationship with Rutgers that might imply a real or perceived conflict of interest. Proposed consultants must be submitted to the Office of Academic Planning for review, at [academicplanning@oq.rutgers.edu](mailto:academicplanning@oq.rutgers.edu), based on confirmation that no conflict of interest, real or perceived, exists.

CLU Review and Approval

Proposing units must follow the review and approval processes within individual CLUs. CLU contact information is provided below.

* Camden: [Sandra Richtermeyer](mailto:sr1969@rutgers.edu), Executive Vice Chancellor for Academic Affairs and Provost or [Naomi Marmorstein](mailto:marmorst@camden.rutgers.edu), Associate Provost for Faculty Affairs
* Newark: [John Gunkel](mailto:%20jgunkel@rutgers.edu), Vice Chancellor for Academic Programs and Strategic Partnerships or [Jeffrey Robinson](mailto:%20jeffrey.robinson@rutgers.edu), Provost and Executive Vice Chancellor
* New Brunswick: [Saundra Tomlinson-Clarke](mailto:saundra.tomlinson-clarke@gse.rutgers.edu), Provost and Executive Vice Chancellor for Academic Affairs or [David Shreiber](mailto:shreiber@nbcp.rutgers.edu), Vice Provost for Academic Affairs
* Rutgers Biomedical and Health Sciences: [Bishr Omary](mailto:%20bishr.omary@rutgers.edu), Senior Vice Chancellor for Academic Affairs and Research or [Steven Andreassen](mailto:%20steven.andreassen@rutgers.edu), Vice Chancellor and Chief of Staff

Institutional Review and Approval

Upon approval by the chancellor, proposed degree programs must be reviewed by the Office of Academic Planning and approved by the Executive Vice President for Academic Affairs (EVPAA), the President, and the Board of Governors (including the Committee on Academic and Student Affairs). The Office of Academic Planning coordinates such institutional reviews and approvals. Program proposals that have been approved by the chancellor should be submitted by a representative of the chancellor’s office to [academicplanning@oq.rutgers.edu](mailto:academicplanning@oq.rutgers.edu) for institutional review.

Proposal Instructions[[1]](#footnote-2)

Throughout this proposal template, **bold text** indicates questions or statements to which proposing units must respond (and should not be deleted). Blue text indicates “Components of an Effective Response,” which provides guidance for proposing units in preparing responses (and should be deleted upon completion of individual responses). In completing the degree program proposal template, proposing units should approach the task with the same rigor as a well-cited and well-researched grant proposal. Questions regarding the proposal template may be directed to [academicplanning@oq.rutgers.edu](mailto:academicplanning@oq.rutgers.edu).

**TABLE OF CONTENTS**

NEW DEGREE PROGRAM PROPOSAL

The “Table of Contents” provides pagination for each section of the new degree program proposal. Proposing units should include relevant page numbers for each section upon submission of the program proposal. Proposing units may add additional appendices, as necessary.

|  |  |
| --- | --- |
| **Section** | **Page  Number** |
| Introduction and Instructions | 1 |
| Table of Contents | 4 |
| Program Proposal Cover Page | 5 |
| Program Approval Summary | 6 |
| Section 1: Justification and Rationale | 7 |
| Section 2: Program Elements |  |
| Section 3: Continuous Improvement |  |
| Section 4: Demand Analysis |  |
| Section 5: Projected Resource Needs |  |
| Section 6: Additional Considerations |  |
| Section 7: Responses to Comments from CLUs |  |
| Section 8: Consultant Report |  |
| Section 9: Response to Consultant Report |  |
| Appendix A: Student Learning Outcomes (Assessment Plan) |  |
| Appendix B: Program Outcomes (Assessment Plan) |  |
| Appendix C: Financial Resources |  |

**PROGRAM PROPOSAL COVER PAGE**

NEW DEGREE PROGRAM

The “Program Proposal Cover Page” includes summary information about the proposed degree program. The blue text provides instructions for each field. Proposing units should delete the blue text upon entering responses.

|  |  |
| --- | --- |
| Chancellor-Led Unit (CLU) | Enter the name of the sponsoring CLU(s) – Camden, Newark, New Brunswick, and/or Rutgers Biomedical and Health Sciences. |
| School/College | Enter the name of the sponsoring school(s) or college(s). |
| Department | Enter the name of the sponsoring department(s), if applicable. |
| Degree Designation | Enter the designation of the proposed degree program, such as Bachelor of Arts or Doctor of Philosophy. |
| Degree Abbreviation | Enter the abbreviation of the proposed degree designation, such as B.A. or Ph.D. |
| Degree Title | Enter the title of the proposed degree program. |
| Proposed CIP Code (Number)[[2]](#footnote-3) | Enter the proposed six-digit CIP Code for the proposed degree program. |
| Proposed CIP Code (Name) | Enter the name of the proposed six-digit CIP Code for the proposed degree program. |
| Total Credit Hours | Enter the total credit hours required for completion of the proposed degree program. |
| Modality[[3]](#footnote-4) | Enter the modality of the proposed degree program, whether in-person, hybrid, or fully online. |
| Location | Enter the physical location where the proposed degree program will be offered – Camden, Newark, New Brunswick (Piscataway), or an alternative off-campus location. For alternative off-campus locations, provide the name and address of the facility. For fully online programs, enter “N/A.” |
| Proposed Initiation Date | Enter the proposed semester and year in which the program intends to first enroll students. |
| Cooperative Program | Enter the name(s) of any partner institutions, if applicable, that will offer the program in collaboration with Rutgers. |
| Licensing Agency | If the proposed degree program will lead to licensure, enter the name of the agency with licensing authority. |
| Accrediting Agency | If the proposed degree program intends to seek specialized accreditation, enter the name of the agency responsible for accreditation. |
| Primary Contact (Name) | Enter the name of the primary contact in the proposing unit responsible for coordinating program development. |
| Primary Contact (E-mail) | Enter the e-mail address of the primary contact in the proposing unit responsible for coordinating program development. |
| Primary Contact (Telephone) | Enter the telephone number of the primary contact in the proposing unit responsible for coordinating program development. |

**PROGRAM APPROVAL SUMMARY**

Provide an inventory of approvals within an individual chancellor-led unit (CLU). Examples include faculty governance bodies (e.g., curriculum committees, etc.), dean, provost, chancellor, and any other CLU governance bodies, as required by the relevant bylaws. Also note the dates of review of assessment plans by the Office for Teaching Evaluation and Assessment Research (formerly CTAAR).

|  |  |
| --- | --- |
| **Approving Body or Individual** | **Date of Approval** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Office for Teaching Evaluation and Assessment Research[[4]](#footnote-5) |  |

**SECTION 1: JUSTIFICATION AND RATIONALE**

**Provide an objective account as to why this is an opportune moment for the initiation of the proposed degree program.**

Components of an Effective Response

* Evidence that the proposed degree program, for example:
  + Represents an emerging field;
  + Will meet future student demand; and/or
  + Will meet future employer demand.
* Provide objective evidence from reliable, externally cited sources (e.g., academic literature, governmental or non-governmental reports, etc.) that the evolution of the discipline supports the need for the proposed degree program.

**Explain how the proposed degree program fills an academic need at Rutgers.**

Components of an Effective Response

* How will the program build on current academic strengths, including existing faculty expertise?
* How will the proposed degree program promote new collaborations and/or partnerships?
* How will institutional priorities, or other needs, be met through initiation of the proposed degree program and/or how will the proposed degree program address deficiencies in existing programs?
* How will the proposed degree program advance strategic priorities and mission-critical goals at the CLU, school/college, and/or departmental levels?
* How will the proposed degree program support university strategic priorities, including its responsibility to the current and future citizens of the State of New Jersey?

**Explain how the proposed degree program will advance Rutgers’ impact and reputation as a leading national university recognized for academic excellence.**

Components of an Effective Response

* What niche does the program create, expand, and/or fill among national peers?
* Why would students want to enroll in the proposed degree program at Rutgers as opposed to another institution?

**Provide additional narrative relevant to the proposed degree program not captured in the items above.**

Components of an Effective Response

* Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities.

**SECTION 2: PROGRAM ELEMENTS**

**Provide clearly stated program goals that are related to institutional and/or CLU mission and, where appropriate, to the careers, professions, and/or further education into which graduates are expected to enter.**

Components of an Effective Response

* Describe the purpose of the proposed degree program, including the specific skills and knowledge imparted to graduates.
* Outline career and/or educational pathways of graduates, including professional certification or licensure, where appropriate.

**Provide evidence of program rigor in the curriculum, including:**

1. **The proposed curriculum with all required and elective courses and brief course descriptions.** 
   * **Indicate (\*) new or substantially revised courses in the “Course Number” column.**
   * **Indicate (C) for core curriculum/general education courses.**
   * **Provide the modality of individual courses, whether in-person, hybrid, or fully online.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number** | **Course Name** | **Credit  Hours** | **Modality** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total Credit Hours[[5]](#footnote-6)** |  |  |  |

1. **A narrative summary, where applicable, detailing program options, concentration, tracks, areas of specialization, and/or areas of focus.**

Components of an Effective Response

* The planned or potential program options available to students applying to or enrolled in the proposed degree program.

1. **A narrative summary, where applicable, of how the proposed degree program will meet professional accreditation standards or licensure requirements.**

Components of an Effective Response

* For proposed degree programs eligible for professional accreditation or licensure, provide the agency with such accrediting or licensing authority.
* Articulate how the proposed degree program structure will comply with professional accreditation or licensing requirements.

1. **A narrative summary, where applicable, detailing student access to experiential learning opportunities.**

Components of an Effective Response

* Provide details on current or anticipated partnerships that will ensure student access to such experiential learning opportunities.

**Provide evidence that demonstrates a commitment to equity, accessibility, and affordability within the proposed degree program, including:**

1. **A plan to promote enrollment of qualified individuals from historically underrepresented populations.**

Components of an Effective Response

* How will academic leadership of the proposed degree program promote educational opportunities for, and build pipelines of, students from underrepresented populations?

1. **A plan to monitor student progress in the proposed degree program to address unanticipated or unknown barriers to equitable program completion and outcomes.**

Components of an Effective Response

* What assessments and/or metrics will be used, and by whom, to identify and address barriers to completion?
* Where appropriate, reference program outcomes articulated in Appendix A (Student Learning Outcomes) and Appendix B (Program Outcomes).

1. **A plan to provide student services and accommodations to support equitable program completion outcomes.**

Components of an Effective Response

* Describe the structured student support mechanisms built into the program to promote student success across student populations and, in particular, for underrepresented populations.

**Document admissions criteria to the proposed degree program (graduate programs only).**

Components of an Effective Response

* Admissions criteria are clearly stated, including expected credentials, grade point average, standardized tests, letters of recommendation, portfolios, professional experiences, or other required documentation.

**Document potentially similar or significantly overlapping degree programs, at the same level, already in operation across Rutgers’ four CLUs.**

Components of an Effective Response

* For each similar or significantly overlapping degree program, explain:
  + How the proposed degree program differs from existing programs.
  + How the proposed degree program, if duplicative across Rutgers, represents a strategic need for the sponsoring CLU.
  + How the proposed degree program will provide a unique academic opportunity for students, faculty, the university, and the current and future citizens of the State of New Jersey.
  + How the proposed degree program will positively and/or negatively impact enrollment in existing programs.
  + How the proposed degree program offers opportunity for collaboration with existing programs.

**Provide evidence of sufficient consideration of student/faculty support and academic quality within the proposed degree program, including the following:**

1. **A plan to ensure adequate academic advising and coaching to enrolled students throughout the course of the proposed degree program.**

Components of an Effective Response

* How will students be proactively advised throughout the course of the program to ensure retention and completion? Considerations include orientation, course scheduling, degree requirements, and knowledge of institutional/program policies.
* Who will be responsible for student advising?

1. **A plan to promote academic integrity throughout the course of the proposed degree program.**

Components of an Effective Response

* How will examinations be proctored to ensure a commitment to academic integrity?

1. **What instructional design needs are necessary to support faculty members?**

Components of an Effective Response

* What instructional design and development resources are available to provide ongoing support for faculty engaged in the proposed degree program and which unit(s) will provide such resources?

1. **What, if any, unique technological needs are necessary to support both faculty and students throughout the course of the proposed degree program?**

Components of an Effective Response

* What technology will be used to deliver programming and which unit(s) will be responsible for providing such support?
* What technology and training, if necessary, will be made available to students enrolled in the proposed degree program?
* What technology will students need to provide themselves to successfully complete the proposed degree program?

1. **Who will be responsible for marketing the proposed degree program to ensure sufficient applications and enrollments?**

Components of an Effective Response

* How will the proposed degree program be marketed to prospective students and who is responsible for such marketing?

1. **Who will be responsible for ensuring the academic quality of the proposed degree program?**

Components of an Effective Response

* By what standards will quality be measured?
* For online degree programs, if using [Quality Matters](https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric) (QM), what is the plan to design individual courses to QM standards?
* Who will review the course(s) prior to launch? What assurances are in place that the course quality review will be conducted by academically and technically qualified professionals, whether faculty and/or staff?
* What is the timeline and plan for regular course review by an assessment committee in defined assessment cycles (see Implementation Schedule, Appendix A and Appendix B) to update and refresh course offerings?
* How will the conversion of existing courses differ from newly created courses?
* What is the development plan, including course sequence, for courses in the proposed degree program?

1. **For online degree programs, articulate a plan for faculty preparedness to teach in the proposed degree program.**

We are all committed to high quality online programs, and we have expertise in the Office of Teaching and Learning with Technology (TLT) who can assist you in meeting that goal. Units are encouraged to reach out to TLT for consultation and guidance at [TLT@docs.rutgers.edu](mailto:TLT@docs.rutgers.edu).

Components of an Effective Response

* How will determinations be made of instructor preparedness to teach in an online format?
* Especially for new instructors, what training will be provided, and by whom, to ensure minimum competence of instructors in the program with best practices in online teaching and pedagogical excellence?

1. **For online degree programs, articulate a plan to legally offer the proposed degree program outside of New Jersey.**

Components of an Effective Response

* What is the overall plan – strategic and marketing – to offer the proposed degree program to residents outside of New Jersey?
* Are there any additional certifications, endorsements, or other authorizing approvals required for graduates of the proposed degree program?
* Has contact been made with Teaching and Learning with Technology (TLT) in terms of the requirements for state authorization outside of New Jersey?

**Provide additional narrative relevant to the proposed degree program not captured in the items above.**

Components of an Effective Response

* Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities.

**SECTION 3: CONTINUOUS IMPROVEMENT**

**Documenting continuous improvement efforts is a critical component of institutional accreditation with the Middle States Commission on Higher Education (MSCHE). Continuous improvement represents an institutional commitment to establish goals and outcomes, regularly assess such goals and outcomes, review the results of such assessments, and implement program improvements based on the results of such assessments.**

**Assessment plans for student learning outcomes (SLOs) and program evaluation, along with a copy of the draft program proposal, must be reviewed by the Office for Teaching Evaluation and Assessment Research (formerly CTAAR) prior to submission to the** **Office of Academic Planning. In order to ensure that the assessment plan is well-integrated into the proposal, units are encouraged to consult with OTEAR as early in the process as feasible. Assessment plans and any questions about assessment should be submitted to** [**otear@rutgers.edu**](mailto:otear@rutgers.edu)**.**

**In Appendix A (Student Learning Outcomes), provide appropriate student learning outcomes that incorporate:**

* **Appropriate scaffolding to enable students to build on knowledge as they progress through the program curriculum.**
* **A variety of assessments for students to demonstrate content mastery and skill acquisition.**

Components of an Effective Response[[6]](#footnote-7)

* The assessment plan’s goals:
  + Ask important questions about student learning.
  + Reflect the institution’s mission and learning goals.
  + Support the stated departmental goals and objectives for learning.
  + Links Student Learning Outcomes to the courses offered in the new program.
* The assessment plan’s methods:
  + Are collegial and collaborative.
  + Are appropriate to departmental and programmatic learning outcome goals.
* The assessment plan’s implementation (or “closing the loop”) procedures:
  + Are directly linked to decision-making about the program's curriculum.
  + Lead directly to actions for improvement by the department or program.
* The assessment plan provides answers to the following questions:
  + Learning Goals and Objectives: What should students completing the proposed degree program know, value, and do?
  + Methods of Assessment: How can the unit determine if students know, value and do what the unit intends?
  + Implementation: How will the unit use the information gathered to change, add to, or restructure the proposed degree program so that students know, value, and do what the unit finds important and appropriate?

**In Appendix B (Program Outcomes), provide a plan for continuous review and improvement of program outcomes.**

Components of an Effective Response

* Plans for continuous review and improvement should incorporate the following:
  + The primary activities within the proposed degree program to be reviewed.
  + Metrics for continuous program monitoring, including individuals or committees responsible for program monitoring.
  + Where appropriate, assesses fidelity of implementation of program activities such as student support services to understand impact on program outcomes and make adjustments as needed.
  + Identification of an Assessment Committee or other body responsible for program assessment.
  + A description of how the assessment committee will respond should assessment reveal program weaknesses (e.g., make recommendations for interventions and further monitor outcome in question).
  + Regularly scheduled time periods/intervals for such review, including the individuals or committees responsible for implementing proposed changes to the proposed degree program based on such review. Special attention should be given to collaborative programs (e.g., interdepartmental, interinstitutional, etc.) to ensure authority and responsibility for monitoring program outcomes is clear.

**Provide a plan to evaluate the success of the proposed degree program and include a sunset provision.**

Components of an Effective Response

* The evaluation plan should include but not be limited to the following:
  + A start date and estimated timeframe for the formal evaluation process (e.g., beginning five years from enrollment of first students and concluding within 12-18 months).
  + Components of the evaluation process (e.g., self-study, internal review committee, external review team, site-visit, unit response to external review team feedback, etc.). See chancellor-led unit program review process for guidance.
  + Type of data/information that will be collected and reviewed (e.g., student enrollment, student retention, course evaluations, job placements of graduates, graduate program acceptances, annual budget data).
  + A means to determine if the program is still in alignment with strategic academic priorities at the departmental, school or college, and chancellor-led unit levels.
  + Specifics on how the evaluation will be conducted including who will carry out the review and who will evaluate the results.
* Each new program proposal must include a potential sunset strategy. If a new program does not yield projected enrollments as specified in the budget template by year five, or if a program’s enrollment drops significantly in a given year after year six, steps should be taken to understand the enrollment drop and implement a plan to revitalize or sunset the program. This section should include a list of deciding factors and metrics (e.g., enrollments, retention and graduation rates, etc.) that must be considered in determining whether a program may require a revitalization plan or sunset plan.

**Provide additional narrative relevant to the proposed degree program not captured in the items above.**

Components of an Effective Response

* Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities.

**SECTION 4: DEMAND ANALYSIS**

**Student Enrollment and Demand**

**Provide the anticipated enrollment in the proposed degree program. To complete this table:**

* **Enter the appropriate years in the second row.**
* **Enter the anticipated fall headcount (HDCT) enrollment and annual full-time equivalent (FTE) enrollment in the third row.**
* **Year 5 represents the year in which the unit anticipates full program enrollment. Include projected graduates (GRAD) in Year 5.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | |
| 20\_\_ - 20\_\_ | | 20\_\_ - 20\_\_ | | 20\_\_ - 20\_\_ | | 20\_\_ - 20\_\_ | | 20\_\_ - 20\_\_ | | |
| HDCT  \_\_\_\_ | FTEs  \_\_\_\_ | HDCT  \_\_\_\_ | FTEs  \_\_\_\_ | HDCT  \_\_\_\_ | FTEs  \_\_\_\_ | HDCT  \_\_\_\_ | FTEs  \_\_\_\_ | HDCT  \_\_\_\_ | FTEs  \_\_\_\_ | GRAD  \_\_\_\_ |

**Provide evidence that the proposed degree program will meet the projected enrollments above.**

Components of an Effective Response

* Provide evidence of emerging and/or currently unmet student demand, such as:
  + Surveys or interviews of current and/or prospective students.
  + Input from faculty, staff, and/or community members.
  + Documented capacity constraints in existing programs.
  + Data on state and/or regional degree completion trends.

**Employer and/or Post-Graduate Demand**

**For students entering the labor market upon graduation, provide labor market data for graduates of the proposed degree program across the United States and in New Jersey. Labor market data represents only one data point in the consideration of proposed degree programs. It is not intended to be the sole consideration for review/approval of a proposed degree program. *[The blue entries below represent*** [***sample labor market data***](https://www.onetonline.org/link/summary/11-3021.00) ***for a*** [***specific occupation***](https://www.onetonline.org/link/summary/21-1021.00)***. Delete these entries when completing labor market data for the proposed degree program.]***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SOC  Code** | **Occupation** | **Geographic  Area** | **Median  Wages** | **Projected**  **Growth (%)** |
| 11.3021 | Computer & Information  System Managers | United States | $159,010 | 11% |
| 11.3021 | Computer & Information  System Managers | New Jersey | $169,130 | 7% |
| 21-1021 | Child, Family, and School  Social Workers | United States | $49,150 | 13% |
| 21-1021 | Child, Family, and School  Social Workers | New Jersey | $76,490 | 7% |

Components of an Effective Response

* First, use the [CIP-SOC crosswalk](https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56) to identify Standard Occupational Classification (SOC) codes associated with the Classification of Instructional Programs (CIP) code of the proposed degree program.
* Second, use the Bureau of Labor Statistics (BLS) [O\*NET Online](https://www.onetonline.org/) (“Occupational Keyword Search”) to determine “Wage and Employment Trends” for one or more SOC codes. For each relevant SOC code, provide:
  + Median wages nationally and for New Jersey.
  + The projected growth nationally and in New Jersey.
* Additional data may be provided from academic societies, professional associations, consulting firms, or other organizations that provide employment outlook data. O\*Net Online provides possible sources under “Sources of Additional Information” for individual SOC codes.
* In a narrative format, provide representative occupations and job titles for program graduates, which may be found through O\*Net Online under “Job Openings on the Web.”

**For students pursuing higher levels of education upon graduation, provide examples of graduate programs to which such students would be competitive applicants.**

Components of an Effective Response

* Within Rutgers and/or nationally, identify graduate programs for which graduates of the proposed degree program would be competitive applicants based on curricular preparation.

**Explain how the proposed degree program will take advantage of existing and/or new external relationships to assist student transition post-graduation.**

Components of an Effective Response

* How were employers and/or graduate program representatives engaged in program development?
* How will employers and/or graduate program representatives be regularly engaged during delivery of the proposed degree program?

**Similar Programs**

**Provide three similar degree programs regionally and/or three similar programs nationally with which the proposed degree program will compete for students. Document how the proposed degree program will be more attractive to prospective students than existing programs.**

Components of an Effective Response

* Explain why students will choose to attend the proposed degree program. Sample considerations may include:
  + Greater student demand than available capacity.
  + Unique curricular elements.
  + Competitive tuition pricing.
  + Opportunities for tuition assistance.
  + A lack of similar programs.

**Provide additional narrative relevant to the proposed degree program not captured in the items above.**

Components of an Effective Response

* Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities. For example, is the proposed degree program a new or “cutting edge” area not adequately represented in labor market data or currently offered graduate programs?

**SECTION 5: PROJECTED RESOURCE NEEDS**

**Please attach a completed budget template (Appendix C (Financial Resources)) which documents program revenues and expenses for the first five years of the proposed degree program, including any start-up costs required.** [**A Microsoft Excel version of the budget template**](https://academicaffairs.rutgers.edu/sites/default/files/2024-01/Academic%20Budget%20Template.xlsx) **may be found on the** [**Academic Program and Organizational Approvals webpage**](https://academicaffairs.rutgers.edu/Academic-Program-Organizational-Approvals)**.** [**A job aid**](https://academicaffairs.rutgers.edu/sites/default/files/2024-01/Academic%20Budget%20Template%20Job%20Aid.pdf) **is available to assist with the completion of the budget template.**

**In a narrative format, describe the projected resource needs, for each category below, for the proposed degree program.**

**Please indicate in the narrative that the projected financial resource needs and associated budget template have been reviewed and approved by the CLU’s Chief Budget Officer.**

**Faculty**

Components of an Effective Response

* Will the proposed degree program require the hiring of new faculty members in the first five years, including a program director?
  + If yes, provide the number and types of new faculty members (tenure/tenure-track, non-tenure-track, part-time lecturers) to be hired for the proposed degree program.
* Will the proposed degree program utilize current faculty members to provide instruction, advising, or mentoring in the first five years?
  + If yes, provide the number and types of current faculty members (tenure/tenure-track, non-tenure-track, part-time lecturers) who will contribute to the proposed degree program.
* Will any current faculty members provide instruction on an overload basis in the first five years?
  + If yes, justify the use of overload and articulate a plan to resolve the use of overload as the proposed degree program matures.
  + If no, document what current faculty members will stop doing to maintain their current workload (and how existing courses will be taught when current faculty divert effort to the proposed degree program).

**Staff**

Components of an Effective Response

* Will the proposed degree program require the hiring of new staff members in the first five years?
  + If yes, provide the number of staff members to be hired for the proposed degree program.
* Will the proposed degree program utilize current staff members to provide administrative support in the first five years?
  + If yes, provide the number of staff members, and the percentage of effort, who will provide administrative support in the first five years.
  + If applicable, articulate any necessary staff reclassifications to accommodate increased responsibilities.

**Graduate Assistants and Teaching Assistants**

Components of an Effective Response

* Will the proposed degree program require the use of existing graduate assistants or teaching assistants (GAs/TAs) in the first five years?
  + If yes, provide the number of GAs/TAs to be used for the proposed degree program and by which departments they will be supported.
* Will the proposed degree program require the use of new graduate assistants or teaching assistants (GAs/TAs) in the first five years?
  + If yes, document the source of funding to support additional GA/TA positions.

**Physical Resources**

Components of an Effective Response

* Indicate whether the proposed degree program will require new physical resources, including space or equipment, beyond that already available.

**Instructional Resources**

Components of an Effective Response

* Indicate whether the proposed degree program will require new or expanded library collections/databases, new technology licenses or equipment, distance learning support, and/or other learning resources.

**Provide additional narrative relevant to the proposed degree program not captured in the items above.**

Components of an Effective Response

* Additional narrative that includes necessary marketing and communication resources.
* Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities.
* Include a statement indicating that the projected financial resource needs and associated budget template have been reviewed and approved by the CLU’s Chief Budget Officer.

**SECTION 6: ADDITIONAL CONSIDERATIONS**

**In a narrative format, address the following additional considerations, many of which are relevant to institutional accreditation with the Middle State Commission on Higher Education (MSCHE).**

**Proposed Program Location**

Components of an Effective Response

* Indicate where the proposed degree program will be offered.
  + For offerings on a Rutgers campus, indicate Camden, Newark, or New Brunswick (Piscataway).
  + For offerings at a non-Rutgers location, indicate the name and complete address of the location.[[7]](#footnote-8)

**Contractual Agreement or Consortium**

Components of an Effective Response

* Indicate whether the proposed degree program, or any of its constituent courses, will be delivered through a contractional agreement with another institution of higher education, and whether such partnership is covered through an existing agreement or will require the execution of a new agreement.

**Transfer or Articulation Agreements**

Components of an Effective Response

* Indicate whether the proposed degree program will develop a transfer or articulation agreement with another institution of higher education.

**Internship, Practicum, or Clinical Experience**

Components of an Effective Response

* Indicate whether the proposed degree program will require students to complete an internship, practicum, or clinical experience. Are these experiences paid or unpaid?
* If so, what existing partnerships will be utilized or what new partnerships will need to be developed to adequately serve students?
* Will such experiences require any additional faculty/staff resources to provide oversight?
* How will internships, practicums, or clinical experiences be assessed?

**Licensure**

Components of an Effective Response

* Indicate whether the proposed degree program will formally or potentially lead to professional licensure.
* If so, indicate the name of the agency with licensing authority.

**Accreditation**

Components of an Effective Response

* Indicate whether the proposed degree program is eligible for specialized or professional accreditation.
  + If the proposed degree program is eligible for such accreditation, indicate whether the academic unit intends to apply for such accreditation and the timeline for doing so.

**Provide additional narrative relevant to the proposed degree program not captured in the items above.**

Components of an Effective Response

* Additional narrative that the proposing unit finds relevant for consideration by review and approval authorities.

**SECTION 7: RESPONSES TO COMMENTS FROM CLUs**

Components of an Effective Response

* As noted in the “Introduction and Instructions” section, during the initial stages of program development, chancellors/provosts must complete a Notice of Intent (NOI).
* Upon submission, the NOI initiated a 30-day comment period during which the Office of University Academic Affairs and chancellors’ offices may submit comments/feedback to the proposing unit.
* In this section, proposing units must individually address any comments received during the comment period.

**SECTION 8: CONSULTANT REPORT**

**The external consultant selection criteria and report format may be found on the** [**Academic Program and Organizational Approvals webpage**](https://academicaffairs.rutgers.edu/Academic-Program-Organizational-Approvals)**.**

**If a waiver was granted and a consultant was not engaged, please attach a copy of the completed *Request for Waiver Converting an Option or Concentration to Full Program Status* form.**

**SECTION 9: RESPONSE TO CONSULTANT REPORT**

**Proposing units must adequately respond to any comments or recommendations made in the Consultant Report. Proposing units should not modify the original degree program proposal based on such comments or recommendations. Rather, any modifications to the proposed degree program resulting from the Consultant Report, if applicable, should be incorporated into this section.**

**Appendix A: Student Learning Outcomes (Assessment Plan)[[8]](#footnote-9)**

School(s) or College(s): Enter the name of the sponsoring school(s) or college(s).

Department(s): Enter the name of the sponsoring department(s), if applicable.

Program Name: Enter the name of the degree and major, such as B.S. in Data Science.

Purpose/Mission: Describe the purpose/mission of the proposed degree program.

Assessment Oversight: Describe the individual or committee responsible for the assessment of student learning outcomes, reviewing assessment results, and making recommendations for program improvement based on assessment results. Special attention should be given to collaborative programs (e.g., interdepartmental, interinstitutional, etc.) to ensure authority and responsibility for monitoring student learning outcomes is clear.

The table below articulates what students will learn and the competencies they will be able to demonstrate upon completion of the program.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Learning Outcomes (SLOs)** | **Methods to Assess SLOs** | **Performance Targets** | **Implementation Schedule** |
| Students will… |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Appendix B: Program Outcomes (Assessment Plan)**

School(s) or College(s): Enter the name of the sponsoring school(s) or college(s).

Department(s): Enter the name of the sponsoring department(s), if applicable.

Program Name: Enter the name of the degree and major, such as B.S. in Data Science.

Purpose/Mission: Describe the purpose/mission of the proposed degree program.

Assessment Oversight: Describe the individual or committee responsible for the assessment of program outcomes, reviewing assessment results, and making recommendations for program improvement based on assessment results. Special attention should be given to collaborative programs (e.g., interdepartmental, interinstitutional, etc.) to ensure authority and responsibility for monitoring program outcomes is clear.

The table below provides programmatic goals related to student success and program efficacy. Sample program outcomes include:

* First-year retention rates
* Four-year graduation rates
* Junior graduation rates (i.e., two-year graduation rates)
* DFW rates
* Study abroad participation
* Experiential learning participation
* Enrollment trends
* Major migration
* Summer- and winter-session enrollment
* Average student credit hour (SCH) per faculty FTE

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Goal** | **Methods to Assess Progress** | **Performance Targets** | **Implementation Schedule** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Appendix C: Financial Resources**

***Narrative details should be provided in Section 5 (Projected Resource Needs) of the degree program proposal.***

**Please attach a completed budget template which documents program revenues and expenses for the first five years of the proposed degree program, including any start-up costs required.** [**A Microsoft Excel version of the budget template**](https://academicaffairs.rutgers.edu/sites/default/files/2024-01/Academic%20Budget%20Template.xlsx) **may be found on the** [**Academic Program and Organizational Approvals webpage**](https://academicaffairs.rutgers.edu/Academic-Program-Organizational-Approvals)**.** [**A job aid**](https://academicaffairs.rutgers.edu/sites/default/files/2024-01/Academic%20Budget%20Template%20Job%20Aid.pdf) **is available to assist with the completion of budget template.**

1. Rutgers, The State University of New Jersey is grateful to multiple organizations and institutions that served as models for, or that influenced the development of, this degree program proposal template, including the New Jersey Office of the Secretary of Higher Education (OSHE), the New Jersey Presidents’ Council (NJPC), the Pennsylvania State System of Higher Education (PASHE), the State Council of Higher Education for Virginia (SCHEV), Creighton University, the University of Illinois at Urbana-Champaign, the University of Notre Dame, and The University of North Carolina at Chapel Hill. [↑](#footnote-ref-2)
2. The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. The National Center for Education Statistics (NCES) provides an [inventory](https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56) of CIP Codes. Proposing units should recommend an appropriate CIP Code for review by the Office of Academic Planning and approval by EVPAA. [↑](#footnote-ref-3)
3. We are all committed to high quality online programs, and we have expertise in the Office of Teaching and Learning with Technology (TLT) who can assist you in meeting that goal. Units are encouraged to reach out to TLT for consultation and guidance at [TLT@docs.rutgers.edu](mailto:TLT@docs.rutgers.edu). [↑](#footnote-ref-4)
4. Assessment plans for proposed degree programs must be reviewed by Office of Teaching Evaluation & Assessment Research (OTEAR - formerly CTAAR) prior to institutional review/approval. Assessment plans should be submitted to [otear@rutgers.edu](mailto:otear@rutgers.edu). [↑](#footnote-ref-5)
5. Justification should be provided for any proposed undergraduate degree program that exceeds 120 credit hours. [↑](#footnote-ref-6)
6. See <https://otear.rutgers.edu/assessment/guidelines.html>. [↑](#footnote-ref-7)
7. Offerings at a non-Rutgers location must comply with the substantive change requirements of the Middle States Commission on Higher Education (MSCHE). [↑](#footnote-ref-8)
8. The Office for Teaching Evaluation and Assessment Research (OTEAR, formerly CTAAR) provides guidance on the development and implementation of student learning outcomes assessment at <https://otear.rutgers.edu/assessment/guidelines.html>. Assessment plans for proposed degree programs must be review by OTEAR prior to institutional review/approval. Assessment plans should be submitted to [otear@docs.rutgers.edu](mailto:otear@docs.rutgers.edu). [↑](#footnote-ref-9)