

# The University Senate of Michigan Technological University

Proposal 32-22  
Voting units Academic

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Submitted by: Curricular Policy Committee

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Procedure 108.1.1

[\(Proposal 38-04\)](#) [\(Proposal 9-15\)](#) [\(Proposal 23-18\)](#)

Procedure 108.1.2

[\(Proposal 51-04\)](#)

## Senate Procedures 108.1.1

### Requirements for Academic Program Proposals

This format is based upon the minimum requirements to satisfy Michigan Tech's internal standards. The order of discussion of these items may be changed to fit their relative importance to individual programs.

Additional external requirements are provided for through templates maintained by the Provost office. Templates are updated by the Provost office as needed in consultation with the Senate's Curricular Policy Committee. Units should consult the available templates when preparing a proposal as more information may be required to meet external needs. Failure to provide all information may result in delays.

Requirements for academic program proposals are shown in the table below.

Simple phrases such as "Not required" "Not applicable," etc. should be used where appropriate. A separate proposal is required for each program.

Proposal Section	New Degree Programs	New Non-degree Programs	Program Name Changes
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Basic Program Information			
Primary contact: with contact information and unit	Include for all proposals		
Program/Degree type (e.g. B.A., M.S., minor, certificate)			
Program Title: as it will appear on transcripts/diplomas			
Planned Implementation Date			
Program location/modality: As planned for stated implementation date			
Target student population (e.g., new target student population, current enrollment shift)			
General description and characteristics of program			
Rationale			
Related programs: within MTU and at other institutions			
Projected Enrollment. Include how many students can be enrolled based on current faculty numbers or requested faculty lines.			
Specialized Accreditation Requirements: see guidance below			
Professional Licensure Requirements: see guidance below			
Curriculum Details			
Learning Goals Learning goals are knowledge and skills that a student will demonstrate upon completion and are not necessarily official University Student Learning Goals	X	X	NR
Assessment Plan	X	X	
Curriculum Design: see guidance below	X	X	
New course descriptions only courses proposed specifically to support the program, see guidance below	X	X	
Model schedule showing semester-by-semester plan and demonstrating completion time	X	X	
Statement on faculty qualifications: see guidance below	X	X	
Program-specific policies, regulations, and rules. Append student handbook or indicate which existing handbook would apply (as applicable).	X	NR	
Resources needed to support new program			
Library and other learning resources needed	X	X	NR
Suitability of existing space, facilities, and equipment.	X	X	
Program Costs: including development, marketing, and maintenance	X	X	
108.1.2: Criteria for Financial Evaluation Proposed Academic Programs	X	NR	

X = required

NR = not required

## Approvals

Approvals (both pre- and post-senate) vary by proposal type and must be obtained as outlined by the Provost's Office. Programs may not be advertised nor accept enrollments until all approval steps are completed.

### Interdisciplinary Programs

- Proposals should include a declaration of which other academic units provided input, were consulted, or reached out to, during proposal development. This is particularly important if the program will include courses offered by other units or if the program represents an inter- or trans-disciplinary field that is not obviously aligned with a single academic unit.
- Programs that will be jointly managed by two or more units require an approval from each department and dean named as sponsors.

## Section Guidance

### Specialized Accreditation Requirements:

Are there any specialized, or programmatic, accreditors that would cover the proposed program? If accreditation will be sought, what resources are needed and what is the accreditation timeline?

### Professional Licensure:

Declare if this is a licensed profession, i.e., would students be required to obtain licensure in their state in order to work in this discipline. If so, describe how you would determine in what states this program meets, or does not meet, educational requirements for licensure. Note, this must be done before enrollments into the program are allowed.

### Curriculum Design

This section will include the following:

- Total credit requirements and general restrictions
- List course numbers, titles, and credits.
  - Divide courses into sub-lists as appropriate (e.g. Required, Elective, Thematic Groupings)
  - Any new courses that are being developed for the program should be highlighted, or otherwise marked.
  - Any required courses not regularly offered (less often than once a year) or only offered at non-standard times (e.g., summer, or over a break), should be highlighted or otherwise marked, followed by a description of the planned schedule for offering that course.

- If the program will be offered as a distance (online or remote) program at the stated implementation date:
  - mark all courses that are currently available online, all those available remotely, and any that still need to be created or adapted for distance delivery.
  - mark all online courses that have been reviewed as specified by senate procedure 116.1.1.
  - include a timeline for any distance course development and review that still needs to occur.
- If students must select courses from pre-defined list, include the minimum or maximum number of credits per list and any restrictions (e.g. course level).
- Prerequisites If any course prerequisites are not part of the proposed program, list the prerequisite courses not included, and provide a rationale for not including them.
- The curriculum design must satisfy university requirements for the program type to ensure students will meet the requirements without room for error. Refer to the senate policies relevant to the program type.

#### New Course Descriptions

- Course descriptions are only required for NEW courses being created to support the program.
- New Course Add Forms are needed for each new course. These may be submitted either:
  - at the same time as the program proposal , OR
  - as part of the annual curriculum proposal process (the “binder process”) prior to program approval.
    - Courses developed exclusively for the new program will be held by the Registrar’s Office until the program is approved.
- Indicate the status of each new course proposal (i.e., whether included with program proposal, already proposed as part of curriculum update, or other).

#### Model Schedule

- Indicate the number of program starts per year (i.e., when can a student enter the program?).
  - include separate model schedules if a different start would impact completion time.
- Describe the intended course length: i.e., standard semester, half-semester, something else. Model schedule should show sub-semester schedules as appropriate.

## Faculty Qualifications

- Links to faculty websites or online CVs may be provided
- Indicate the qualifications of faculty to teach at the program and/or course level and modality proposed. If applicable, indicate which faculty involved in the program already meet the requirements related to:
  - Graduate faculty status, Senate [Policy 711.1](#) and [procedure 711.1.1](#)
  - Standards for Online Courses, [Senate Policy 116.1](#) and [procedure 116.1.1](#)
  - or the proposed timeline for meeting the requirements.

## Senate Procedure 108.1.2

### Criteria for Financial Evaluation of Proposed Academic Programs

Under the Senate Constitution, the Senate has primary responsibility in the establishment of new academic programs, and advisory responsibility on issues of financial management. To facilitate the advisory responsibility on issues of financial management, the Senate proposes that Senate proposals for creation of new degree programs include documentation of the financial implications of the new program. This information allows the Senate, and especially the Senate Finance Committee, to provide consistent and complete analysis of the possible financial implications of the new program as part of the Senate's advisory role in financial decision making.

Guidelines for items to be included in the financial documentation follow. Items one to six should be provided by the proposing unit. Items seven and eight should be provided with the Provost's Office assistance.

1. Relation to University Strategic Plan
  - a. Relation of program to the university's educational and research goals.
  - b. Consistency with the university's resource allocation criteria.
2. Impact on University Enrollment
  - a. Projected number of students in the program.
  - b. Source of new students; in particular, will the students be drawn from existing programs, or will they be students who would otherwise not have come to MTU?
  - c. What is the likely correlation between demand for the new program and existing

- enrollment patterns at MTU?
- d. What is the current enrollment in the unit?
3. Impact on Resources Required by Department in Which the Program is housed. This would include, but not be limited to:
    - a. Faculty lines.
    - b. Faculty and student labs, including ongoing maintenance.
    - c. Advising.
    - d. Assessment.
  4. Impact on Resources Required By other Units Within the University. This analysis would include, but not necessarily be limited to, the impacts on:
    - a. Other academic (e.g., Gen Ed) units with regard to faculty, labs and assessment. (NOTE: The current Student to Faculty ratio for the university as a whole is approximately 12:1 per Institutional Analysis.)
    - b. Information Technology, the Library, central administration and career planning with respect to the impact on the need for computing services, library resources, advising, record keeping, development of employer relations etc.
  5. Assessment of the ability to obtain the necessary resources assuming requested funds are obtained
    - a. For high demand fields (e.g., business fields, etc.), will it be possible to fill allocated lines
  6. Past proposals. Has the department initiated any other new degree programs in the last five years? If so:
    - a. Describe the extent to which the new program has met the original goals with respect to:
      - i. Enrollment,
      - ii. Costs,
      - iii. New faculty,
      - iv. Other resources required for the program
    - b. How have degree programs added in the past five years affected total enrollment in the department?
  7. Departmental Budget contribution
    - a. What is the department's total general fund budget?
    - b. How much tuition does the department generate? This information should be provided for both the credit hours taught by the department and the number of credit hours taken by the department's majors.
  8. How do the benefits from this program compare to other alternatives that are currently

under consideration or development. Will approval and allocation of resources to this program preclude the development of other programs?