PROCEDURES FOR NEW PROGRAM DEVELOPMENT & PROGRAM REVISIONS

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Updated February 2021
I. An Overview of the Process

A. Introduction

The University of New England (UNE) encourages the ongoing development of and revisions to colleges, majors/programs, specializations, tracks, minors, certificates, and badges, knowing that they are critical components to programmatic and institutional growth.

This handbook describes the main steps faculty, administrators, and other stakeholders need to take to propose ideas and shepherd them through to fruition. Each step—from initial idea to preliminary proposal to feasibility study—requires various levels of review. Most ideas arise from faculty and/or administrators in a program, department, school, or college. University and college faculty and administrators assess the proposals through a shared governance process.

For the purpose of brevity, this handbook uses the word “programs” to refer to all majors/programs, specializations, tracks, minors, certificates, and badges. For definitions of these various types of programs, see Table 1.

Generally, the review entails three phases:

1) Lead planners/program sponsors need to first attain the Dean’s and Provost’s approval of the program idea/concept before they proceed to the next steps (Table 4).
2) Upon approval of the program idea or concept, and under the guidance of the applicable Dean, lead planners/program sponsors develop a preliminary proposal and, if required, a market analysis (Table 5).
3) Upon approval of the preliminary proposal, lead planners/program sponsors develop a feasibility study and related pro forma (Table 6).

As the preliminary proposal, feasibility study and related pro forma move through the various levels of review, other UNE administrative offices, including the Office of Finance and Administration, Student Financial Services, the Registrar, and Admissions, need to be consulted in the planning process. Some offices, such as the Office of Finance and Administration and Student Financial Services, need to provide support throughout the entire process. Other offices, including the Registrar (Table 7) and Admissions (Table 8), need to prepare for the changes as they get approved. Upon the new program’s final approval, those offices also ensure administrative details are completed that reflect the new changes to an existing program or the creation of a new program in all relevant internal documents and externally-facing promotional materials.

While this handbook aims to detail the main steps to develop new programs and revise established programs, each proposal might need to complete an individualized process with more or fewer steps. New programs, for example, might need to undergo a more comprehensive review than established programs that seek to make minor revisions. For more guidance, consult with the Dean of the college that administratively houses or will potentially administratively house the program.

Moreover, this document describes the minimal level of required review. All stakeholders should strive to maximize communication with others throughout the process so that any concerns, problems, or other issues can be identified and addressed as early as possible in the process.
UNE’s process tends toward inclusivity, requiring multiple levels of review. This process enhances coordination and buy-in, but runs the risk of slowing down the process. This would pose a risk to UNE, which must move with nimbleness and agility in our hyper-competitive market. All offices, from the program up through the president, must commit to timely review and feedback of proposals. If any office is delayed in providing feedback, they should be prompted, and if delays persist, the proposing unit should alert the next level of review of the delay so that it can be addressed promptly.

B. The Review Process

See Appendix B for all of the tables and charts discussed in this section.

1. Levels of Review for Proposals (Table 1)

Table 1 outlines the level of review needed for typical proposals. Involve applicable UNE offices, including the Office of Finance and Administration, Student Financial Services, the Registrar, Admissions, Facilities Management, the Office of Institutional Research and Data Analytics, and Institutional Advancement, and external regulatory agencies and/or accrediting bodies, such as state, federal, or specialized associations, as early as possible in the process. For instance, the Office of Finance and Administration will need to provide information to create the program’s pro forma, while Student Financial Services could need to attain Department of Education (DOE) approval to reward and disperse financial aid, and/or add the program to the University’s Program Participation Agreement (PPA). If any questions arise about whether a level of review is required in any given instance (e.g. as noted by “TBD” in Table 1), that office or individual should be consulted for clarification.

2. Timeline for Proposals (Tables 2-3)

Tables 2 and 3 provide recommended deadlines of the three levels of review (i.e. idea, preliminary proposal and market analysis, and feasibility study and pro forma), and required deadlines of Student Financial Services, Admissions, and the Registrar to launch the program. Table 2 applies to the College of Arts and Sciences (CAS), College of Dental Medicine (CDM), College of Osteopathic Medicine (COM), and Westbrook College of Health Professions (WCHP). Table 3 applies to the College of Graduate and Professional Studies (CGPS). Note that these deadlines do not preclude earlier action. Indeed, programs are encouraged to develop and revise programs throughout the year and to submit these for review earlier than the dates listed in Tables 2 and 3.

3. Decision-Making Steps in the Three Levels of Review (Tables 4-6)

From idea to preliminary proposal to feasibility study, new programs in development and established programs in revision undergo several levels of review. Table 4 illustrates the decision-making steps involved in reviewing the idea. Table 5 illustrates the decision-making steps involved in reviewing the preliminary proposal and market analysis. Table 6 illustrates the decision-making steps involved in reviewing the feasibility study and pro forma.
4. Involving UNE’s Other Administrative Offices (Tables 7-8)

As the preliminary proposal and feasibility study move through the levels of review, various UNE administrative and other offices need to be involved in the process. Again, communication is key. Moreover, upon the proposal’s final approval, UNE administrative offices ensure administrative details are completed that reflect the new changes to an existing program or the creation of a new program in all relevant internal documents and externally-facing promotional materials. Table 6 illustrates the Registrar’s responsibilities of coding the program and notifying other administrative offices and stakeholders, while Table 7 illustrates the annual timeline Admissions follows for key promotional activities.

C. Guidelines for the UNE Catalog’s Spring Addendum

Because of accreditation and regulatory changes, and CGPS’s potential need to launch new programs three times a year, the Registrar’s Office will include an addendum in the spring semester, if needed, to that calendar year’s catalog. Submissions to the spring addendum are due on September 15. To launch new programs in the summer and fall semesters, CGPS must meet the April 1 catalog deadline.

The spring semester addendum can be used for making the following:

- CGPS new program launches
- Accreditation changes
- Regulatory changes

The addendum cannot be used for making:

- Curricular changes
- Typographical corrections
- Any other requests at the discretion of the Registrar

II. Descriptions of the Preliminary Proposal and Feasibility Study

A. Preliminary Proposal and Market Scan

Following the program idea’s approval, the next steps entail: (1) writing a preliminary proposal; and (2) conducting a market scan. Lead planners/program sponsors must involve the Office of Finance and Administration in the development of financial projections. To complete other areas of the proposal, it is expected that other offices and units across the University will be consulted as appropriate, such as Student Financial Services, the Registrar, Admissions, Facilities Management, the Office of Institutional Research and Data Analytics, and Institutional Advancement. (Again, for the purpose of brevity, this handbook uses the word “programs” to refer to majors/programs, specializations, tracks, minors, certificates, and badges.)

1. Preliminary Proposal

The following outline should be used to create the preliminary proposal.
a. Degree and its career paths
   • What is the proposed or revised program? For new program proposals, what degree will be offered?
   • Is the name of the program clearly linked to career opportunities? If the link is unclear, explain potential career paths and opportunities from the degree.

b. Proposed college and school/department/unit to offer the new/revised academic program
   • Indicate all established and/or potential collaborators across UNE.

c. Lead planners/program sponsors
   • Include at least one point person representing the Dean of the host college.

d. Feasibility study committee
   • List members and/or membership criteria.
   • Include collaborations and consultations with internal and external partners, if applicable.

e. Program learning outcomes
   • List at least three expected program learning outcomes. For a certificate, list at least two expected program learning outcomes.
   • Describe how the program learning outcomes will be measured.
   • What evidence is available to support the rationale for choosing these?

f. Program concentrations, if applicable
   • What are the specific concentrations within the program?
   • What are those learning outcomes?

g. Program experiential learning opportunities
   • Will the degree involve a practicum, field experience, internship, or other experiential learning opportunities?

h. Specialized accrediting body approval of the program, if applicable
   • Discuss the need for any specialized accreditation of the program.

i. Justification for the proposal
   • Provide a summary of justification for the new program, or justification for revisions to the established program.
     o How does the program fit into the UNE strategic plan?
     o How will the University benefit from the program or programmatic revisions?
     o How does the program fit with other current UNE programs?
     o Discuss any other information that would justify further planning for this proposal.

j. Incorporate data from the market scan (see below for further information) and knowledge of existing University resources to create financial estimates for the proposed program.
• Provide broad estimates of annual program enrollments, revenues, and expenditures along with anticipated facility requirements.
• A detailed financial pro forma will be required in subsequent stages of the new program approval process if pre-approval is granted.

2. Market Scan

The market scan entails a professionally completed review of the program’s current and emerging market trends. It includes an analysis of current and future vertical markets in the discipline and among its competitors. It also provides an opportunity to review data regarding potential students’ preferences, competition, and alternative or emerging products and trends to create scenarios and budget models.

The market scan is an integral part of several areas of the preliminary proposal (as detailed above) and the feasibility study (as detailed below). The data and information from the market scan should be used to complete the preliminary proposal and, if approved, the feasibility study and related pro forma.

Submit a request for a market scan with UNE’s Office of Assessment. Incorporate the data into the preliminary proposal, attach the market scan report to the proposal, and submit for review.

If the preliminary proposal is approved, proceed with the feasibility study and related pro forma, using the market scan, and notify the following offices/departments:

• Admissions Office (For CGPS, contact its Admissions team)
• Registrar’s Office
• Student Financial Services
• Office of Finance and Administration
• Shared governance of the host college and the University Faculty Assembly (UFA)

B. Feasibility Study and Pro Forma

1. Introduction

The feasibility study requires the following information in detail and attached supporting documentation of evidence, including a pro forma. Explain any unavailable or excluded information in the body of the feasibility study.

The lead planner/program sponsor needs to consult with the Dean and complete the feasibility study and its review by various internal and external stakeholders. Also, the lead planner/program sponsor, in concert with the Dean, must seek feedback, and make necessary revisions and adjustments, throughout the course of the study.

Continue to involve UNE’s administrative offices, including the Office of Finance and Administration, Student Financial Services, the Registrar, Admissions, Facilities Management,
Office of Institutional Research and Data Analytics, and Institutional Advancement, to complete the feasibility study and pro forma. To ensure the program will be eligible for financial aid, which the Department of Education (DOE) highly regulates, the lead planner/program sponsor should consult with Student Financial Services at the outset of working on the feasibility study and pro forma. While not all programs qualify for aid, financial aid eligibility is a program requirement, and the University and federal and state sources face funding limitations that the lead planner/program sponsor should understand. The lead planner/program sponsor should also consult with the Associate Vice President of Finance in the Office of Finance and Administration, for support on completing the pro forma.

2. The Feasibility Study

The following outline should be used to create the feasibility study:

a. Program goals and learning outcomes
   i. Proposed or revised (if applicable) degree and program description
   ii. Explanation and/or definition of program
   iii. General program goals and objectives (roughly 3-5)
   iv. Competencies/program learning outcomes (maximum 8-10 for a degree, and maximum 3-5 for a certificate)
   v. Measurement process of the competencies/program learning outcomes

b. Program rationale
   i. Discuss the program’s conceptual fit with the University strategic plan (i.e. its mission, vision, and strategic priorities), and its place in the University structure. Indicate affected and collaborative colleges and schools/departments/units. Include collaborative offices and structures.
   ii. Discuss graduates’ career opportunities and employment outlook. Include data from other potential employers (e.g. with the help of the market scan) and published studies.
   iii. Cite appropriate studies and include key sources as attachments. Include documentation of: educational, economic, and social needs; key sources (e.g. studies or documents); and citations of specific studies or authorities consulted.

c. Prospective students
   i. Include a list of competitive programs in the state, region, and beyond, as applicable. For example, include other institutions to which students may apply. For each program, list the institution name, degree name, concentrations or specializations (if applicable), tuition rate, total tuition, regional accrediting body, specialized accrediting body (if applicable), admission requirements, program length/credit hours, and competitors’ reputations.
   ii. Include the application experience of other programs for the past three years (e.g. number of applications, number accepted, and number enrolled).
   iii. Include data from multiple external sources on the number of students who have indicated a preference for the program for the past three years at the undergraduate level and at the graduate level.
d. Model curriculum
   i. Outline and describe required and elective courses, indicating total credits required for
degree. Include measures of student learning outcomes.
   ii. Provide a diagram of the curriculum structure and a sample curriculum outline indicating
a possible course schedule for each year of the program. Explain how the sequencing of
courses, prerequisites, concentrations, practicum experiences (if applicable), and length of
program is scalable to the proposed student population.
   iii. Where applicable, describe the nature of field experience, independent study, competency-
based education, clinical rotations, and assignments employed in curriculum design.
   iv. Cite specific ways curriculum may be integrated into existing course offerings. If
applicable, see “f. Educational requirements and capacity” (below).
   v. Describe the value proposition of the program curriculum, i.e. how the curriculum is unique
and distinctive from those of competitor institutions.

e. Accreditation requirements
   i. If the program requires specialized accreditation or can achieve specialized accreditation,
describe specific requirements and their effect on the institution (e.g. faculty, curriculum,
and resources).
   ii. Describe any programmatic plans that have potential effects on institutional accreditation.
   iii. Describe New England Commission of Higher Education (NECHE) requirements and
include any required NECHE documentation.
   iv. Describe Maine Department of Education (DOE) requirements, if applicable, and include
any Maine DOE required documentation.

f. Educational requirements and capacity
   i. Discuss the impact of the new/revised program on existing programs. Include impact of
increasing the number of students in service/support courses. Include undergraduate
general education learning outcomes for all undergraduate degree programs. Obtain data
on required increases in sections of courses, development of new courses, and personnel
required to meet increased demand.
   ii. Discuss impact on academic support areas, such as Student Academic Success Center
(SASC), Library Services, Student Affairs, Student Financial Services, Information
Technology Services (ITS), the campus bookstores, enrollment management, and the
Registrar.
   iii. For those programs requiring field-based experiences, include data on availability of field
or clinical sites for student placement as well as mechanisms and cost for student
supervision (e.g. program faculty or placement faculty supervision).

g. Facility requirements and capacity (may not apply to CGPS)
   i. Discuss the primary mode of instructional delivery (e.g. face-to-face, hybrid, fully online).
   ii. Describe any needed renovations of classrooms, laboratories, clinical spaces, and/or
research spaces.
   iii. Describe any additional space requirements, such as faculty offices, professional staff
offices, new classrooms, laboratories, and clinical and research spaces. (Provide
projections for five years.)
iv. Additional academic support area space requirements, such as SASC, Library Services, Student Affairs, Student Financial Services, ITS, the campus bookstores, enrollment management, and the Registrar.

v. Residential life capacity.

vi. Online learning and ITS support. New programs must meet with CGPS to determine the support required for anticipated online learning, if applicable.

h. Student life/student support considerations (may not apply to CGPS)
   i. Impact of additional students on student support services, such as the Student Health Center, Student Affairs/Student Life, Student Counseling Center, Student Financial Services, Dining Services and meal plan, and the campus bookstores.
   ii. Impact of new student demographics (e.g. age, commuter/resident, gender, race, and ethnicity) on the varied student populations, parking, Athletics, and the areas listed above. Consider and describe special needs of non-traditional students and, if applicable, online learners.

i. Program resources
   i. Personnel, including:
      o Position requirements of professional staff and faculty who will assume major responsibility for the program (include as an attachment). Describe specialty roles needed and include an explanation/justification for all positions. Consider the availability of faculty with the needed expertise and standard salary requirements.
      o Specific effects on existing programs, if current faculty members are reassigned to new program.
      o Administrative assistance and staffing needs.
   ii. Equipment, including:
      o New equipment required for program and a plan for its acquisition, i.e. year-by-year plan and potential grants, donations, and unique revenue sources.

j. Timeline for marketing and implementation
   i. Provide an overall timeline, indicating the major events/activities from initiation through admission and enrollment of the first class.
   ii. Attach the timeline to the feasibility study.

k. Executive summary

The executive summary should comprise one to two pages in length and should briefly summarize the content of the feasibility study. It should include, but is not limited to, the following elements:

i. Proposed or revised program title and degree.
ii. Description of the program goals and curriculum (e.g. course content, sequencing, and student learning outcomes/competencies); methods of instruction; accreditation requirements (if applicable); and timeline for implementation.
iii. Rationale for the program; educational and/or social needs; conceptual fit with the University mission; placement of program in the University structure (e.g. college, school,
department, unit); enrollment projections based on distinctiveness of the program
discussed in item 2.d.v. above.
iv. Summary of market analysis and pro forma.
v. Impact on University resources; income and expense projections; faculty, staff, equipment,
and space requirements; academic support services (e.g. Library Services, SASC, ITS,
Registrar, Admissions).
vi. Identify outside or independent sources of funding.
vii. Feasibility study sign-off sheet verifying accuracy is required from all parties who
reviewed the study throughout the planning process. (See Appendix A for an example of a
sign-off sheet. Customize for each feasibility study.)

3. Pro Forma

Use the pro forma template to make enrollment and financial projections and incorporate those
data into the feasibility study. While developing the feasibility study and pro forma, consult with
the Associate Vice President of Finance in the Office of Finance and Administration.

a. Enrollment projections
   i. Project full time equivalent (FTE) enrollment for years one to five, including the estimated
total number of new and returning students for each term or semester.
   ii. Calculate an appropriate attrition rate per year for the first three years of each class and
   include justification.
   iii. Indicate the addition of transfer students to each class.

b. Financial projections
   i. Include five-year financial projections with rationale for each item.
   ii. Include five-year financial projections of costs to other academic areas that are proposed
to provide support courses for the program. Identify costs of offering cross-college courses,
   if applicable.
   iii. Include in narrative an estimate of start-up commitment prior to revenue generation and at
   what point (in months) it is expected that the proposed program’s revenue is projected to
   exceed its expenses or reach a steady financial state.
   iv. Include program cost computation for new program and for existing programs.
   v. What additional funding is required beyond projected income to support the program
during any given year? Identify the sources of that funding.
   vi. Identify potential outside or independent sources of funding that may be available to the
   program.

4. Notes on the Final Steps of the Review

a. The College’s and UFA’s roles in the review
   i. As Table 6 illustrates, the University’s senior leadership decides whether to approve the
   proposal, while the applicable College (and its Academic and Financial Affairs
   Committees) and UFA assess the proposal and decide whether to recommend it for
   approval.
b. Upon the final steps of review (as illustrated in Table 6), download the Registrar’s New or Revised Program Request Form to collect the required signatures, and attach it to all of the materials.

c. Following review by shared governance bodies as appropriate, the President, Provost, and Senior Vice President of Finance and Administration (SVPFA) will re-review all of the materials, consider evidence of current economic and educational trends, and determine the viability and sustainability of the proposal.

d. Once the President, Provost, and SVPFA approve the proposal, Student Financial Services might need to attain approval from the Department of Education (DOE) and add the program to the University’s Program Participation Agreement (PPA). Not all programs need to undergo this process. But if they need to proceed through these steps, the University must attain approval and add the program to its PPA in order to award and disburse financial aid. PPA can take up to six weeks to attain approval.

III. Three-Year New Program Review

All new programs (including new majors and minors) must undertake an evaluation following their third full academic year in the University catalog. If a new program is housed in a school/department/unit that is scheduled to conduct an internal program review within a year of this three-year new program review, the Office of the Provost will consider scheduling the reviews during the same time frame and adjust the timeline accordingly. This new program review needs to follow the format of the feasibility study and focus on comparing the data and projections in the original study and its related pro forma to the actual data and findings in this three-year period.

The review needs to evaluate the extent to which the new program has met the benchmarks in the feasibility study and pro forma. It needs to address any modifications the new program has made or will make, and if applicable, explain the ways in which the University can help the new program achieve its goals. (Some questions to consider include: What has changed since the development of the feasibility study and pro forma? What do the data over the last three years reveal? Where is the program now? Does the new program have the resources it needs from, for example, ITS, SASC, and/or Library Services?)

In addition to undertaking a financial evaluation of the program, this three-year review needs to evaluate the program’s curriculum. The evaluation should address, for example, the curriculum’s alignment to the program learning outcomes, the program’s ability to offer all of the classes that students need to complete the degree, and/or the relevancy of the courses to disciplinary needs and market demands.

Finally, the three-year review needs to address the new program’s plans for the ensuing years until the next scheduled internal program review. In what ways does the new program align with the department’s/school’s strategic plan? The review needs to include a revision of enrollment and financial projections to use as reference points for the coming years.

While new programs might not yet have sufficient data to undergo a comprehensive evaluation, for example, undergraduate majors or minors may not yet have graduation data at this point, they
should provide as much available data as possible at the time of this review. (To the extent possible, they should follow the procedures and priorities detailed in this document to report numbers, consider their resources, discuss the value they add to their department, school, college, and the University, and explore the level of competency students can achieve from completing the program.)

In the event the three-year review indicates the program’s non-viability and revisions do not forecast positive results, the review needs to identify a general process with anticipated difficulties for discontinuing the program. Include a timeline and plans for: phasing out and teaching out the program; placing students in other programs or other institutions; and reassigning or terminating faculty.

**IV. APPENDIX**

**A. Feasibility Study Notification and Agreement Process**

Program Title:

College:

By signing below, you are indicating that you have read and/or discussed the above new program feasibility study with the lead planner/program sponsor and that your suggestions and recommendations have been addressed.

(Below are examples of sign off areas.)

Library Services:

Departments, schools, and colleges providing support courses:

Facilities Management:

Student Affairs:

Admissions:

Registrar:

Student Financial Services:

Office of Finance and Administration:

ITS:
### Table 1: Levels of Review for Proposals

<table>
<thead>
<tr>
<th>Type of Proposals</th>
<th>Descriptions of Types of Proposals</th>
<th>Preliminary Proposal (and market analysis, if required)</th>
<th>Feasibility Study &amp; Pro Forma</th>
<th>FEASIBILITY STUDY: LEVELS OF REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>New College</td>
<td>The development of a new UNE college, or the move of a program/major from one college to another.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>New Major/Program</td>
<td>A set of courses taken for academic credit, including general education, prerequisite, and required courses, that lead to a degree (e.g. B.A., B.S., M.S., M.S.Ed.).</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Major Revision of a Program</td>
<td>A change of 50% or more of a program’s courses (determined by the Provost and Dean).</td>
<td>Yes</td>
<td>TBD ²</td>
<td>Yes</td>
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<td></td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Minor Revision of a Program</td>
<td>A change of less than 50% of a program’s courses (determined by the Provost and Dean).</td>
<td>Yes</td>
<td>TBD ²</td>
<td>Yes</td>
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<td></td>
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<td>Yes</td>
<td>Yes</td>
<td>TBD ³ 5</td>
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<tr>
<td>New Specialization or Track</td>
<td>A set of courses taken for academic credit to complement a student’s major. A specialization is generally 18 credits.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>New Minor</td>
<td>A set of courses taken for academic credit to complement a student’s major. A minor is generally 18 to 24 credits.</td>
<td>Yes</td>
<td>TBD ²</td>
<td>Yes</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Revision of a Minor</td>
<td>Changes of the courses required for a minor.</td>
<td>No</td>
<td>TBD ²</td>
<td>Yes</td>
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<td>Yes</td>
<td>Yes</td>
<td>TBD ³ 5</td>
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<td>No</td>
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<tr>
<td>Certificate</td>
<td>A set of courses taken for academic credit to demonstrate a certain skill or area of study. A certificate is generally 12 to 17 credits.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Major Revision of a Certificate</td>
<td>A change of 50% or more of a certificate’s courses (determined by the Provost and Dean).</td>
<td>Yes</td>
<td>TBD ²</td>
<td>Yes</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Minor Revision of a Certificate</td>
<td>A change of less than 50% of a certificate’s courses (determined by the Provost and Dean).</td>
<td>No</td>
<td>TBD ²</td>
<td>Yes</td>
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<td>TBD ³ 5</td>
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<tr>
<td>Degree Change</td>
<td>The proposed change of a degree designation for an existing program or major (e.g. B.S. to B.A., or B.S. to M.S.).</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>Yes</td>
</tr>
<tr>
<td>Non-Credit Bearing</td>
<td>A non-credit, non-accredited program (e.g. fellowship, badge) that provides students with advanced training in a particular area.</td>
<td>Yes</td>
<td>TBD ², 4</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TBD ³ 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

**Notes:**
1. Inform and consult with the University Faculty Assembly (UFA) on the proposal for a new college.
2. The President, Provost, and SVPFA, in consultation with the Dean, will determine if a feasibility study is needed.
3. If the specialization or track has cross-college implications, the President, Provost, and SVPFA, in consultation with the Dean(s), will determine if an UFA review is needed.
4. Badge proposals need to undergo a process that entails committee review, and Provost preliminary approval and final approval. For information on the badging process, go to the UNE Badging Program.
5. If the project merely involves existing, sufficiently enrolled courses and there are no other financial or high-level strategic implications, SVPFA and presidential approval is not needed. Otherwise, such approval is required.
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Recommended Deadlines ¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea for New Program or Program Revision ²</td>
<td>Discuss idea with: (a) Dean, and (b) Provost</td>
<td>by June</td>
</tr>
<tr>
<td>Preliminary Proposal and, if required, Market Analysis ³</td>
<td>Submit preliminary proposal and market analysis to: (a) Dean; (b) Provost; (c) President, Provost, and SVPFA</td>
<td>by mid-July</td>
</tr>
<tr>
<td>Feasibility Study and Pro Forma ⁴</td>
<td>Submit feasibility study and pro forma to: (a) Dean; (b) Provost; (c) Dean, President, Provost, and SVPFA, as well as Registrar’s Office</td>
<td>by end of August</td>
</tr>
<tr>
<td></td>
<td>Submit feasibility study and pro forma to: (a) College Assembly; (b) College Academic Affairs Committee; (c) College Financial Affairs Committee</td>
<td>October-November</td>
</tr>
<tr>
<td></td>
<td>Submit feasibility study and pro forma to UFA</td>
<td>mid-November</td>
</tr>
<tr>
<td></td>
<td>Re-submit feasibility study and pro forma to: (a) President, Provost, and SVPFA</td>
<td>February</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Fixed Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Financial Services, Admissions, and Registrar</td>
<td>Billing and financial aid needs</td>
<td>Consult with Student Financial Services ⁵</td>
</tr>
<tr>
<td></td>
<td>Common Application and Coalition Application deadline ⁶; marketing deadline</td>
<td>March 1</td>
</tr>
<tr>
<td></td>
<td>UNE catalog final deadline ⁷</td>
<td>April 1</td>
</tr>
<tr>
<td></td>
<td>First cohort</td>
<td>Fall semester</td>
</tr>
<tr>
<td>Implementation</td>
<td>Soft launch (for students who change majors) ⁸</td>
<td>September (year submitted to the catalog)</td>
</tr>
<tr>
<td></td>
<td>Full launch (first recruited cohort) ⁹</td>
<td>September (year following submission to catalog)</td>
</tr>
</tbody>
</table>

Notes:

¹ While these are recommended deadlines, the University encourages continuous program development/revisions, and thus lead planners/program sponsors should not wait to move forward if they have an idea.

² See Table 4 for a flow chart of the decision-making steps in reviewing the idea.

³ See Table 5 for a flow chart of the decision-making steps in reviewing the preliminary proposal and market analysis.

⁴ See Table 6 for a flow chart of the decision-making steps in reviewing the feasibility study and pro forma.

⁵ Students are awarded aid packages up to eight months before their scheduled enrollment.

⁶ March 1 is the Common Application and Coalition Application deadlines for the following recruitment/application cycle and academic year (e.g. March 2022 for the class entering Fall 2023).

⁷ April 1 is the latest possible deadline to submit changes to the UNE catalog for the following academic year. The catalog is published on the last Friday of April.

⁸ Soft Launch: New program is not on Common and Coalition Applications and is not marketed. It is listed on the UNE internal application and in the catalog to allow current UNE students to change majors into the new program.

⁹ Full Launch: New program is listed on the Common and Coalition Applications and has been fully marketed by admissions.
Table 3: Timeline for Program Proposals in CGPS

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Summer &amp; Fall Terms Launch</th>
<th>Spring Term Launch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Recommended Deadlines 1</td>
<td>Recommended Deadlines 1</td>
</tr>
<tr>
<td>Idea for New Program or Program Revision 2</td>
<td>Discuss idea with: (a) Dean; (b) Provost</td>
<td>by June</td>
<td>by October</td>
</tr>
<tr>
<td>Preliminary Proposal and, if required, Market Analysis 3</td>
<td>Submit preliminary proposal and market analysis to: (a) Dean; (b) Provost; (c) President, Provost, and SVFPA</td>
<td>by mid-July</td>
<td>by mid-November</td>
</tr>
<tr>
<td>Feasibility Study and Pro Forma 4</td>
<td>Submit feasibility study and pro forma to: (a) Dean; (b) Provost; (c) Dean, President, Provost, and SVFPA, as well as Registrar’s Office</td>
<td>by end of August</td>
<td>mid-February</td>
</tr>
<tr>
<td></td>
<td>Submit feasibility study and pro forma to: (a) College Assembly; (b) College Academic Affairs Committee; (c) College Financial Affairs Committee</td>
<td>October-November</td>
<td>March</td>
</tr>
<tr>
<td></td>
<td>Submit feasibility study and pro forma to UFA</td>
<td>mid-November</td>
<td>mid-March</td>
</tr>
<tr>
<td></td>
<td>Re-submit feasibility study and pro forma to President, Provost, and SVFPA</td>
<td>February</td>
<td>May</td>
</tr>
</tbody>
</table>

Notes:
1 While these are recommended deadlines, the University encourages continuous program development/revisions, and thus lead planners/program sponsors should not wait to move forward if they have an idea.
2 See Table 4 for a flow chart of the decision-making steps in reviewing the idea.
3 See Table 5 for a flow chart of the decision-making steps in reviewing the preliminary proposal and market analysis.
4 See Table 6 for a flow chart of the decision-making steps in reviewing the feasibility study and pro forma.
5 Students are awarded aid packages up to eight months before their scheduled enrollment.
6 April 1 is the latest possible deadline to submit changes to the UNE catalog for the following academic year. The catalog is published on the last Friday of April.
7 Because of CGPS’s potential need to launch new programs three times a year, the Registrar’s Office will include an addendum in the spring semester, if needed, to that calendar year’s catalog. September 15 is the deadline for submissions to the addendum.
8 Soft Launch: New program is on CGPS application and is not marketed.
9 Full Launch: New program is listed on the CGPS application and CGPS has fully marketed it.

The timelines for summer/fall and spring launches of online programs are tentative and based on the requirements checklist for a full Bachelor’s, Master’s, or Doctoral degree. Timelines may be shortened for certificates or shorter format programs. That said, the same fixed deadlines need to be followed.
Table 4:
Step 1: Review of the Idea

This flow chart illustrates the typical process for seeking approval for an idea of most new programs and revisions to programs. If the Dean and Provost approve the idea, then proceed to Step 2 (Table 5).

Upon approval, new program moves to next step.

Proceed to Step 2: Preliminary Proposal & Market Analysis
Table 5: Step 2: Review of the Preliminary Proposal & Market Analysis

This flow chart illustrates the typical process for the preliminary proposal and market analysis of most new/revised programs. Refer to Table 2 for the specific programs that need to complete a preliminary proposal. For assistance in completing the preliminary proposal and market analysis, contact the Office of Finance and Administration, Student Financial Services, the Registrar, Admissions, Facilities Management, Office of Institutional Research and Data Analytics, Institutional Advancement, and other offices as appropriate. If the Dean, Provost, President, and SVPFA approve the proposal, then proceed to Step 3 (Table 6).

Upon approval, new program moves to next step.
Table 6:
Step 3: Review of the Feasibility Study & Pro Forma

This flow chart illustrates the typical process for the feasibility study and pro forma of most new/revised programs. Refer to Table 2 for the programs that need to complete a feasibility study and the specific stakeholders who need to be involved in the review. Consult with the Office of Finance and Administration to complete the pro forma. To complete other portions of the Feasibility Study, it is expected that other relevant offices will be consulted, such as Student Financial Services, the Registrar, Admissions, Facilities Management, Office of Institutional Research and Data Analytics, Institutional Advancement, as appropriate.

Feasibility Study & Pro Forma:
From program, department, school, or college

Dean

YES

Provost

YES

Dean, President, Provost, and SVPFA
(consult with Registrar’s Office)

YES

President, Provost, and SVPFA

SVPFA sends certification of program pro forma to UFA Finance Committee

UFA

College

Next steps* (refer to next pages)

Academic Affairs Committee

Financial Affairs Committee

NO

NO

NO

KEY

Upon approval, proposal moves to next step.
Assesses and recommends proposal

*Registrar bundles feasibility study and pro forma with the New or Revised Program Request Form and shepherds files through the remaining steps for signatures.
Table 7:  
Step 4A: Next Steps for the Registrar’s Office

Once steps 1, 2, and 3 are completed, and all noted parties recommend or approve the proposal, the files are complete, and the New or Revised Program Request Form is signed, the process then continues with UNE’s other administrative offices and stakeholders. This flow chart illustrates the Registrar’s responsibilities of coding the program, updating its internal documents, and notifying other offices and stakeholders.

President, Provost, and SVPFA approve proposal and sign the New or Revised Program Request Form, which the Registrar bundles with all of the documents and shepherds through the remaining steps.

Assistant Registrar, Catalog & Course Offerings, codes program, and notifies relevant stakeholders, including the following offices:

- Assessment
- Bursar
- CGPS Admissions
- Finance and Administration
- Graduate Admissions
- Housing and Residential/Commuter Life
- Human Resources
- Information Technology Services
- Institutional Research & Data Analytics
- Registrar
- Student Affairs
- Student Financial Services
- Undergraduate Admissions (see next page)
Table 8:
Step 4B: Next Steps for Admissions

This flow chart illustrates the typical recruitment timeline Undergraduate Admissions follows on an annual basis. Admissions engages prospective students with email communication flows and other opportunities up to three years prior to students entering college. Involve Admissions in the new program development process as early as possible to give the office time to prepare for the key promotional activities, including the following.

**February-April:**
Spring recruitment travel to high schools and college fairs to meet seniors, juniors, and sophomores.

**March 1:**
Common Application/Coalition Application deadline to add new majors for application in the following academic year (e.g. March 2022 for the class entering Fall 2023 semester).

**September-November:**
Fall recruitment travel to high schools and college fairs to meet seniors, juniors, and sophomores.

**October-November:**
Open House events.