**RIT Template for New Undergraduate and Graduate Program Proposals**

**1. PROGRAM DESCRIPTION AND PURPOSE**

Prepare a narrative overview of the proposed (or revised) program that includes the following:

1. Provide a brief description of the program as it will appear in the institution’s catalog.
2. List educational and (if appropriate) career outcomes. Describe any specific curricular features that incorporate rigorous academic and career preparation. Educational Outcomes must map directly to the Program Assessment Plan (section 10 of the proposal).
3. Describe how the program fits with and advances the institution’s mission, vision, values and reputation.
4. Describe the justification and documented need for this program and how this program clearly contributes to RIT’s strategic plan priorities. Document and discuss the sources used and evidence collected that a need for program exists.
5. If the program has sought or will seek specialized accreditation, indicate:
	* Accrediting Organization
	* Date Accredited or Expected Date of Accreditation
6. Describe curricular features that:
	* Facilitate and support student and faculty scholarship, research and creativity
	* Address emerging disciplines
7. With the exception of general education requirements, describe and list documented curricular interconnections and integration between this program and other disciplines, programs and colleges at the University (e.g., minors, concentrations, BS/MS options).
8. Describe the role of faculty in the program’s design.
9. Describe the input by external partners, if any (e.g., employers and institutions offering advanced educational programs). In your response, draw from the information you have solicited from external partners reported in **Appendix D**.
10. Provide enrollment projections for Year 1 *through* Year 5. In arriving at these projected enrollments, consult with Enrollment Management. Include other documentation and provide formal certification of enrollment projections from VP for Enrollment Management in **Appendix B** which explains the underlying enrollment assumptions and projection model.
11. Describe what the annual retention rate target, graduation rate target, and job placement rate target is for this proposed program.

**2. PROGRAM COURSES AND SAMPLE SCHEDULE**

1. Using NYSED's [**Table 1A**](https://www.rit.edu/academicaffairs/academicprogrammgmnt/sites/rit.edu.academicaffairs.academicprogrammgmnt/files/docs/PROGRAM%20COURSES%20AND%20SCHEDULE%20TABLE%201A.docx) template for undergraduate programs or [**Table 1B**](https://www.rit.edu/academicaffairs/academicprogrammgmnt/sites/rit.edu.academicaffairs.academicprogrammgmnt/files/docs/PROGRAM%20COURSES%20AND%20SCHEDULE%20TABLE%201B.docx) template for graduate programs, list all required and elective courses in the program and show how a typical student would progress through the program.
	* *Note: After the proposed program is approved by NYSED, the content on the NYSED curriculum table will need to be moved into RIT's curriculum table template.*
2. NYSED regulations indicate that full-time status is 12 credit hours per semester, for both undergraduate and graduate programs. Even though RIT's definition of full-time status for graduate students is 9 or more semester credit hours, if you would like the program to be registered as full-time, include a Table 1B that shows how a student could complete the program with 12 credit hours per semester. If a 12 credit hour table is not provided, NYSED will request that the program be registered as part-time. Note: there may be financial aid implications for graduate students who are taking fewer than 12 credits per semester.
3. For undergraduate degree programs, identify courses on **Table 1A** that satisfy RIT’s writing requirements, General Education Framework, open electives, and wellness requirement. Use the following identifiers and terminology (next to each course listed):
	* Writing Requirements
		1. The first-year writing requirement should be labeled as:

General Education – First-Year Writing: UWRT-150 FYW: Writing Seminar (WI)

* + 1. Label the Program Writing Intensive course with (WI-PR) after the course listing.
	+ General Education Perspectives
		1. GE Perspectives that are *not prescribed* should be labeled in the following manner:
			- General Education – Artistic Perspective
			- General Education – Ethical Perspective
			- General Education – Global Perspective
			- General Education – Social Perspective
			- General Education – Natural Science Inquiry Perspective – Must have lab component
			- General Education – Scientific Principles Perspective
			- General Education – Mathematical Perspective A
			- General Education – Mathematical Perspective B
		2. GE Perspectives that are prescribed should be labeled using this format:
			- General Education – Mathematical Perspective A: MATH-181 Calculus I
	+ General Education – Elective
	+ General Education - Immersion 1, 2, and 3 (9 credits)
	+ Open Elective (12 credits) – this is a university requirement
	+ Wellness Education (can be noted below the curriculum table)
1. If the program will include options or concentrations, include them on the Table 1. Options/concentrations can range from 6 credits and up, 9-12 credits is typical.
2. For programs that lead to licensure or certification:
	* Indicate hours of instruction and supplementary assignments per semester hour of credit:
		1. Hours of direct instruction per semester hour of credit
		2. Hours of supplementary assignments per semester hour of credit
		3. If there will be laboratory or clinical hours, indicate the credit-to-contact hour ratio
	* A curriculum content chart may be required by NYSED. Contact the [**Office of the Vice Provost**](https://www.rit.edu/academicaffairs/academicprogrammgmnt/contact-us)to discuss.
3. If the program will be offered through a non-traditional schedule (e.g., off-campus, on-line, etc.), provide a brief explanation of the schedule, including its impact on financial aid eligibility. If the program will be offered online, an additional NYSED application will be required. See [**Section 14 (Adding Distance Learning to a New Program)**](#Adding_Distance_Ed) of this document for details.
4. For master’s degree programs, identify a culminating experience which should include one of the following (with applicable course number(s)):
	* Writing a thesis based on independent research
	* Completing an appropriate Capstone project
	* Passing a comprehensive test, plus additional electives to complete program credit hours
5. For **existing** courses that are part of the proposed new program, submit a copy of the course’s current catalog description.
6. For all **new** courses, provide course outlines in the major using [**RIT’s New or Revised Course Outline Form**](https://www.rit.edu/academicaffairs/academicprogrammgmnt/sites/rit.edu.academicaffairs.academicprogrammgmnt/files/forms/New_Course_Proposal_Form.docx) (in **Appendix A**). Course outlines should include a course description, course credit, objectives, topics, student outcomes, texts/resources and basis for determining grades. Courses must follow [**Assignment of Credit Hours Guidelines.**](https://www.rit.edu/academicaffairs/academicprogrammgmnt/related-curriculum-topics/credit-hour-guidance)

**3. FACULTY**

1. Provide information on full-time faculty, part-time faculty, and faculty to be hired using [**NYSED’s Tables 2, 3, and 4 template**](https://www.rit.edu/academicaffairs/academicprogrammgmnt/sites/rit.edu.academicaffairs.academicprogrammgmnt/files/NYSED_Faculty_Table_Template_Tables_2_3_4.doc).
2. Faculty Curricula Vitae must be included in **Appendix F**.
3. For programs that lead to licensure or certification:
	* Explain why the size and expertise of the proposed faculty is appropriate to the proposed program. If additional faculty will be hired, provide a detailed hiring plan.
	* If existing faculty members will direct study in the proposed program, explain the impact of the proposed program on the existing program(s) in terms of faculty resources and indicate the total course load of faculty teaching in existing program(s) and the proposed program.
	* Indicate faculty to student ratio for the existing program(s) and explain how those ratios will be maintained for the combined existing program(s) and the proposed program.

**4. FINANCIAL RESOURCES AND INSTRUCTIONAL FACILITIES**

1. Summarize the instructional facilities and equipment needed to ensure the success of the program including:
	* Summarize space needs and incremental costs. Please review [RIT’s Procedure for Allocation and Utilization of Space](https://www.rit.edu/academicaffairs/sites/rit.edu.academicaffairs/files/docs/academic_affairs_space_procedures.pdf). Space needs will be accounted for in the financial cost model in **Appendix G**.
	* If this program will share lab or studio space/equipment with other programs, please note that here and provide documentation of agreement in **Appendix C.**
	* Equipment (renewal / replacement costs and schedule)
	* Computer facilities
	* Other space and equipment
2. For proposed programs that lead to licensure or certification:
	* Complete [**NYSED’s New Resources Table 5 template**](https://www.rit.edu/academicaffairs/academicprogrammgmnt/sites/rit.edu.academicaffairs.academicprogrammgmnt/files/NYSED_New_Resources_Template_Table_5.doc). If applicable, elaborate on the plan for new or renovating the labs, including the timeline.
	* Describe the process for maintaining and replacing resources necessary to accomplish the outcomes of the program.

**5. PROPOSED PROGRAM BUDGET, REVENUE, AND EXPENSES**

Consult with **RIT's Office of Budget and Financial Planning Services**and prepare new program financial projections in **Appendix G**.  These projections should include incremental resources needed including personnel (faculty and support personnel [administrative, secretarial, technical, teaching/research assistants]), General Education sections needed, library, equipment, laboratories, supplies and expenses, and capital expenditures.

Final Academic Costing Spreadsheets and all Tables in **Appendix G** must be submitted.

**6. LIBRARY RESOURCES**

1. Summarize the analysis of library resources for this program by the collection librarian and program faculty.  Include an assessment of existing library resources and their accessibility to students enrolled in all program formats.
2. Describe the institution’s response to identified needs and its plan for library development.

Include a supporting letter from appropriate RIT librarian in **Appendix C** that addresses 6a; and 6b) above and includes a summary of present holdings and a list of required new acquisitions with cost estimate.

**6. ADMISSIONS AND ENROLLMENT**
Sample responses are provided but should be tailored for each program proposal.

1. List all institutional and program admissions requirements for the proposed program

**TYPICAL RESPONSE:**  Admission to RIT is competitive, but each applicant is reviewed holistically to determine their potential for success in their academic program.  In general, students seeking admissions to this program are expected to submit records of previous academic performance (high school and/or college) and entrance exam scores, if required.  In the case of international applicants, international students whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination along with demonstrating that other admissions requirements are met.

Sample requirements for admission include:

**Undergraduate programs:**  SAT, ACT, high school GPA, transfer GPA, TOEFL score for international students, special requirements (e.g., portfolio)

**Graduate programs:**  GRE or other exams, college transcripts, undergraduate GPA, recommendations, interview, TOEFL score, bridge courses, portfolios

**Freshman: A college preparatory program including the following (program proposer fills in requirements, as appropriate):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Math** | **Required** | **Recommended** | **Notes** |
| Algebra |   |   |   |
| Geometry |   |   |   |
| Trigonometry |   |   |   |
| Pre-calculus |   |   |   |
| **Science** | **Required** | **Recommended** | **Notes** |
| Biology |   |   |   |
| Chemistry |   |   |   |
| Physics |   |   |   |
| Additional requirements and recommendations  | i.e., Are other courses required or recommended? Are students required to submit a portfolio of original art work? |

**Transfers:**

|  |  |
| --- | --- |
| **Course recommendationswithout an associate’s degree** | **Recommended associate’s degreeprogram for transfer** |
|   |   |
|   |   |

1. Describe the enrollment periods

**TYPICAL RESPONSE:** New students will typically start the proposed new program in the fall semester.

1. Describe the process for evaluating exceptions to admission requirements

**TYPICAL RESPONSE**: The Office of Undergraduate Admissions reviews each applicant’s record and will confer with the academic program if exceptions to admission requirements seem warranted. RIT will grant credit for prior experience/prior learning on an individual basis as determined by the academic program.

1. How will institution encourage enrollment by persons from groups historically described
      as underrepresented in the discipline or occupation?

**TYPICAL RESPONSE:** RIT is committed to recruiting and enrolling a diverse student population.  An important component of RIT’s Strategic Plan is to recruit students from underrepresented groups, especially AALANA and women, particularly into STEM fields. The university sponsors on-campus programs and conducts many outreach activities specifically designed to increase the populations of those groups in the admissions pipeline.

**8. ACADEMIC SUPPORT SERVICES**

1. Describe the academic support services available to help students succeed in program (e.g., social, psychological, health, financial and academic counseling).
2. Include a summary of the advising system to be used in this program, including a list of professional staff, advisors and faculty and the anticipated ratio of advisors to students.

**9. CREDIT FOR EXPERIENCE**

If this program will grant substantial credit for prior learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed. See [**MSCHE prior learning guidelines**](https://www.rit.edu/academicaffairs/academicprogrammgmnt/sites/rit.edu.academicaffairs.academicprogrammgmnt/files/docs/MSCHE%20Transfer-of-credit-prior-learning-articulation-agreements-guidelines%20-%202022%20update.pdf) and [**RIT Policy D02.0, Section XI**](https://www.rit.edu/policies/d020#xi-credit-for-non-traditional-learning) (Admissions Policy – Credit for Non-Traditional Learning).

**10. PROGRAM ASSESSMENT AND IMPROVEMENT**

Summarize the plan for periodic evaluation of the new program, including the use of data to evaluate educational effectiveness for program development. A New Program Assessment Plan, including program goals, must be signed off on by Leah Bradley, Director, Educational Effectiveness Assessment, prior to the submission of a new program proposal. See [**more information about New Program Assessment.**](https://www.rit.edu/academicaffairs/outcomes/new-programs)

**11. TRANSFER TO BACCALAUREATE PROGRAMS**

If the program will be promoted as preparing students for transfer to a baccalaureate program, provide a copy of an articulation agreement with at least one institution.

**12. EXTERNAL REVIEW**

1. External Reviews are REQUIRED for certain types of Programs

Following are the types of programs which require an external review:

* + Undergraduate programs in a New/Emerging Field or Allied Health/Health Sciences Area
	+ Undergraduate programs that lead to licensure or certification
	+ All graduate programs
	+ Any program that requires a master plan amendment
1. Prior Approval of External Reviewers

Prior to initiating an external review, submit the recommended external reviewer names and qualifications to the [**Office of the Vice Provost**](https://www.rit.edu/academicaffairs/academicprogrammgmnt/contact-us) for approval. The proposed reviewers must not have a conflict of interest or the appearance of a conflict interest with RIT or the program under review.

1. Conflict of Interest

For additional information about review selection requirements, including conflict of interest, see [**#3 External Review on RIT’s Undergraduate and Graduate Program Proposal Preparation guidance page**](https://www.nysed.gov/college-university-evaluation/distance-education-program-policies).

1. Institutional Response

When the external review is complete, prepare a response to the evaluation and highlight how the proposal was modified in response to the reviewer’s comments.

**14.** **ADDING DISTANCE LEARNING TO A NEW PROGRAM**

1. Review [**NYSED’s Distance Education Program Policies**](https://www.nysed.gov/college-university-evaluation/distance-education-program-policies).
2. Complete an [**Application to Add the Distance Education Format to a New or Registered Program**](https://www.rit.edu/academicaffairs/academicprogrammgmnt/NYSED_Form_Add_Distance_Ed_Format)
	* Part A: You do not need to answer the questions in Part A. NYSED only requires these for an institution’s first distance ed program.
	* Part B: Sample responses for you to consider can be found in[**RIT Standard Answers for NYSED Distance Ed Applications**](https://www.rit.edu/academicaffairs/academicprogrammgmnt/sites/rit.edu.academicaffairs.academicprogrammgmnt/files/docs/RIT_Standard_Answers_for_Distance_Ed_Forms.pdf)**.**

**APPENDICES**

**APPENDIX A -** **COURSE OUTLINE FORMS**

Include a [**New or Revised Course Outline Form**](https://www.rit.edu/academicaffairs/academicprogrammgmnt/sites/rit.edu.academicaffairs.academicprogrammgmnt/files/forms/New_Course_Proposal_Form.docx) for all new or revised courses in the proposed program.

**APPENDIX B - ENROLLMENT AND MARKET ANALYSIS**

As part of RIT’s Intent Document process that precedes approval for proposal development, an Enrollment and Market Analysis will already have been prepared by Enrollment Management. Use this analysis to describe and elaborate on the following information:

1. Detailed enrollment projections for the next five years, including as applicable, new students, transfer students, internal transfer students. These projections are to be developed by Enrollment Management and Career Services (EMCS) with an explanation of methodology used. The Vice President for Enrollment Management must formally certify projections in the Intent Document and Final Program Proposal.
2. Anticipated graduation rate (based upon college target and similar RIT programs)
3. Competing programs (regional and national) and what RIT's competitive advantage over these programs is.
4. Anticipated geographic draw (regional, national and international)
5. Program delivery format (full-time, part-time, on-site, off-site, distance learning, weekend learning)

**APPENDIX C** **- INTERNAL LETTERS OF SUPPORT**

Include impact statements and letters of support that identify the impact that new program will have on existing academic programs as well as projected needs for additional course sections from other academic units; academic accommodations; and other shared resources required from the following units:

1. Appropriate RIT Librarian provides letter addressing sections 5a. and b of proposal
2. College of Liberal Arts
3. College of Science
4. Other departments (other than program’s home department) including cost estimate for offering new courses or additional sections of current courses
5. Student Affairs (addressing any services likely to be affected by addition of this program)
6. NTID Support Services, including Access Services (Interpreting Services and C-Print).
7. If program will share lab or studio space/equipment with other programs, provide documentation of this agreement
8. Other internal letters, as deemed appropriate by proposer

**APPENDIX D** **- PROGRAM NEED AND MARKETABILITY: EVIDENCE AND LETTERS OF SUPPORT**

Provide documentation from potential feeder schools, employers and directors of advanced educational programs to demonstrate the need and marketability of this program. In particular:

1. Include analysis from RIT's office of Cooperative Education and Career Services that addresses the opportunity for Co-Op placement, permanent job placement and graduate school admission.
2. Indicate the basis upon which individuals were selected to prepare external letters of support. Important qualifications include academic background, subject matter expertise, relevant hiring responsibility, involvement in acceptance of students to advanced programs, etc.
3. As appropriate, letters of support should be solicited from:
	* Graduate schools
	* Industrial advisors
	* Employers
	* Governmental agency representatives
	* Consultants
	* Professional organizations or agencies
	* Feeder schools
4. Letters must respond to questions such as the following:
	* Would a graduate of this curriculum be employable by your organization or others similar to yours?
	* What is your prediction of the job market for a graduate from this curriculum 5 years from now? 10 years from now?
	* What possibilities are available for a graduate from this program to advance in this area or occupation?
	* Would a graduate from this curriculum be expected to receive an advanced degree after employment?
	* Are there opportunities for graduates from this program to enter an advanced degree licensing program? Are there limitations? GPA desired? Number of openings? Number of applicants versus number of accepts?
	* Should any portion of the (new, revised, consolidated) curriculum be modified? If so, what and why?

**APPENDIX E** **- SPACE ALLOCATION/RENOVATION REQUEST**

Space needs will be accounted for in the financial cost model. Please see **Appendix G** for details.

**APPENDIX F - FULL FACULTY CVs**

Include a CV for each faculty member who will teach in the program and who is listed on the faculty tables (in section 3 of the proposal).

**APPENDIX G - FINANCIAL COST MODEL: REVENUE/COST PROJECTIONS/EXPENSES**

Please contact **RIT’s Office of Budget and Financial Planning Services** to complete the 5 year financial projections for your program.