



**FROM:** Paul Savory, Provost

**RE:** New Academic Opportunity Development Process

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The development of new academic opportunities is crucial to the continued vitality of Doane University. A new academic opportunity refers to any new degree program (major or minor) or certificate program that generates academic credit. We need to be entrepreneurial and agile in responding to rapidly changing market and educational conditions while remaining true to our liberal arts mission of developing life-long learning skills in our students.

Given that any new opportunity will have an impact beyond individual programs and compete for limited human and financial resources, it is important that the development process provide a clear picture of the opportunity. The accompanying pages map out the ideal development process for a new opportunity. The steps and proposal details will ensure that all stakeholders are involved and that decision makers have all the needed information to make an informed assessment.

Given our limited resources, we potentially will not have the ability to develop and launch all opportunities. In general, preference will be given to opportunities that attract new students to the University, increase the amount of student credits hours, and/or have identified sources of funding. Please do not let this limit your ideas or creativity and there are approaches that we can explore if resources are the bottleneck (e.g., space out the launch of new opportunities).

At first review, the number of requested details may seem burdensome. Depending upon the type of academic opportunity being developed, some of the proposal details might not be relevant. Additionally, there may be times when this process needs to be accelerated. The process and template are not perfect and my expectation is that it will be modified as we gain experience. **Please know that the Office of Academic Affairs is here to help you and when you are unsure or need feedback, please ask.**

## New Academic Opportunity Development Process

Idea Generation		
Ideas for new academic opportunities can come from a range of sources: an individual faculty member, an academic program, a college or university planning group, an external university stakeholder, or by an institutional scan of potential new opportunities		
Proposal Development – map out a new academic opportunity in a standard format so as to be shared and evaluated by all stakeholders		
Step	Task	Description
1	Secure approval from Dean	Development Team (champion(s) for the proposal – could be individual faculty member, department team, college team, administrative team) secures permission from the Dean of the college hosting the program to proceed with development of the proposal.
2	Contact the Provost	The Development Team for the new opportunity notifies the Provost. The Provost will serve as an ongoing resource to the Development Team for completing the new program proposal template and bringing together stakeholders to support the proposal development.
3	Program Development	Development Team develops the proposal using the accompanying <u>Proposal for New Academic Opportunity</u> .
4	Market Analysis Section	Development Team works with the Doane Enrollment team and Marketing office to explore available market analysis resources for the opportunity (part G of the proposal template)
5	Budget Section	Development Team works with the Provost on creation of a 5-year budget (part U of the proposal template) reflecting startup costs, annual expenses, and projected revenues.
Proposal Approval – steps involved in approving a new academic opportunity		
Step	Task	Description
1	Approval from Provost	Completed proposal will seek approval by Provost
2	Approval by President's Cabinet	Completed proposal will seek approval by President's cabinet
3	Approval from the Academic Affairs Committee	Completed proposal will seek approval by faculty Academic Affairs (graduate or undergraduate) committee
4	Approval from faculty Assembly	Completed proposal will seek approval by full faculty at Faculty Assembly
5	Approval from Board of Directors	If needed, Provost will seek proposal approval from Board of Trustees
6	Approval from HLC	If needed, Provost will seek proposal approval from HLC
Program Launch – key items in launching an opportunity		
Key Item	Description	
Course development	Development Team starts the course development process. All new courses need to go through the academic approval process.	
Online course development	If the opportunity will offer online courses, Development Team will work with the Office of Educational Services on the planning and development of the courses. Course development may be started prior to final approval of the opportunity in order to meet program launch enrollment targets.	
Enrollment services & marketing	Development Team will work with Doane Enrollment team and Marketing office to develop and implement program marketing and enrollment management strategies. These strategies may be started prior to final approval of the program.	
Catalog description	Development team will work with the Registrar to specify the catalog description for the opportunity.	

## Proposal for New Academic Opportunity

<b>A</b>	<b>OPPORTUNITY DETAILS</b>
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Opportunity Title:

Degree/certificate to be awarded:

Classification of Instruction Program (CIP) code (if applicable):

(website for code: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>)

College/department for the opportunity:

Proposed delivery mechanism (online, ground, blended):

Development team members:

<b>B</b>	<b>OPPORTUNITY DESCRIPTION</b> Provide an overview of the opportunity
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<b>C</b>	<b>PROGRAM RATIONALE</b> Why is this opportunity a good match for Doane University? How does the program help fulfill the mission or advance the strategic initiatives of the institution? What benefits does it bring to potential students, faculty, or the community?
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<b>D</b>	<b>STUDENT PROFILE</b> Describe the target student audience for this opportunity (e.g., first time residential freshman, working professional, online student)
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<b>E</b>	<b>ADMISSION STANDARDS</b> Describe any specific admission requirements for the program. Examples: <ul style="list-style-type: none"><li>• Bachelor's degree from a regionally accredited college or university</li><li>• Prior degree in a certain area</li><li>• Licensure requirements</li></ul>
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	<ul style="list-style-type: none"> <li>• Demonstration of appropriate academic preparation</li> <li>• A specific grade point average in prior coursework</li> <li>• A minimum TOEFL score</li> <li>• Personal interview</li> <li>• Require examination and minimum score (GRE, LSAT, GMAT)</li> </ul>
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	<b>COMPETITIVE ENVIRONMENT</b>
<b>F</b>	<p>Explain how this opportunity compares to others. Examples:</p> <ul style="list-style-type: none"> <li>• What other Nebraska-based schools offer this opportunity? What has been their enrollment and degree confirmation for the past five years.</li> <li>• What is the regional/national/online competition?</li> <li>• How do we see our opportunity competing in this environment?</li> <li>• What will differentiate our program (e.g., cost, flexibility, quality of courses, instructors, course/program structure)?</li> <li>• Will this program draw new students to Doane?</li> </ul>

	<b>MARKET DEMAND</b>
	<b>DEVELOPMENT TEAM works with Doane's Enrollment and Marketing team on this section</b>
<b>G</b>	<p>What is the potential market demand for this opportunity? Examples:</p> <ul style="list-style-type: none"> <li>• Department of labor projections</li> <li>• Number of new graduates needed in the future</li> <li>• Rate of Growth</li> <li>• Annual Salary</li> <li>• Job prospects for graduates/hiring trends</li> <li>• Anecdotal evidence demonstrating demand and growth</li> <li>• Review of job websites</li> <li>• NCES/IPEDS</li> <li>• Industry associations</li> <li>• General literature review (Lexis-Nexis), Web searching</li> <li>• Commercial website offering program assessment trends and data</li> <li>• Support from businesses or organizations</li> </ul>

	<b>ENROLLMENT PROJECTIONS</b>
<b>H</b>	<p>What does enrollment look like for this opportunity? Examples:</p> <ul style="list-style-type: none"> <li>• Map out anticipated enrollments for 3 years.</li> <li>• How many starts per year?</li> <li>• Is there a maximum to be allowed in the program per year?</li> </ul>

<b>I</b>	<p><b>PROGRAM OF STUDY and CURRICULUM</b></p> <p>Provide a preliminary program of study for this opportunity – themes of major courses/tracks.</p> <p><i>If possible</i>, list required courses, electives, and co-requisites. Provide a detailed list of courses in the program – title, course description, and credit hours. Also specify if the course is a new or existing course. For undergraduate opportunities - discuss relationship with Doane Core and existing courses/programs.</p> <p><b>NOTE:</b> For certain opportunities, development of the program of study and detailed curriculum will require months of work and possibly external resources. <i>Lack of a detailed program of study should not limit the approval of a program.</i> Approval of a proposal should move forward and when the details are later specified, they should be reviewed and approved by the Academic Affairs or Graduate Affairs Committee.</p>
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<b>J</b>	<p><b>ACCREDITATION REQUIREMENT</b></p> <p>If program-specific accreditation is required for the proposed opportunity, describe the accreditation process. What are the key requirements of the accrediting agency (e.g., required credit hours, required courses, program director/staffing)</p>
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<b>K</b>	<p><b>STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN</b></p> <p>As a high level, explain what a student knows or be able to do as a result of completing this program?</p> <p>If possible, provide a matrix of program outcomes to sources of evidence, assessment measures, and data collection points. Possibilities include, for example, student course evaluations, graduate exit survey data, faculty reflection, student focus groups, employer evaluations, direct evidence of student learning embedded in key course assignments, evaluation of capstone activities, student portfolios, advisory board feedback. Who will review the assessment data and make recommendations for program improvement?</p> <p><b>NOTE:</b> For certain opportunities, development of a detailed outcome and assessment plan will require months of work and possibly external resources. <i>Lack of a detailed outcome and assessment plan should not limit the approval of a program.</i> Approval of a proposal should move forward and when the details are later specified, they should be reviewed and approved by the Academic Affairs or Graduate Affairs Committee.</p>
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<b>L</b>	<p><b>LAUNCH TIMELINE AND SCHEDULE</b></p> <p>Map out a general timeline for transitioning from approval to launching this opportunity</p>
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<b>SPINOFF OPPORTUNITIES</b>	
<b>M</b>	Outline any additional credit (e.g., minor, graduate certificate) and noncredit (e.g., professional development certificate, edX) tracks that could result from this opportunity.

<b>EXTERNAL FUNDING SOURCES</b>	
<b>N</b>	Is there external funding available to support the development of the opportunities? Examples: educational grants, foundations, donor, corporations.

<b>COLLABORATION</b>	
<b>O</b>	Describe any plans for inter-institutional collaboration (articulation agreements, partnership with another school)

<b>ADVISORY BOARD</b>	
<b>P</b>	Will the opportunity have an advisory board? Are their individuals already interested in serving on this board? What would be the role of the advisory board?

<b>HUMAN RESOURCE NEEDS</b>	
<b>Q</b>	<p>Map out the human resource needs to support this opportunity. For example:</p> <ul style="list-style-type: none"> <li>• What administrative structure will supervise the program?</li> <li>• Who will teach in this opportunity - adjunct or full-time faculty?</li> <li>• If current full-time faculty, do they have capacity in current load?</li> <li>• Will new full-time faculty be required? What educational qualifications (degree level, rank, and focus area) will they need?</li> <li>• Will graduate assistants be used?</li> <li>• What faculty development resources will be required?</li> <li>• Will support staff (administrative, lab) be needed?</li> </ul>

<b>PHYSICAL RESOURCE NEEDS</b>	
<b>R</b>	Describe the physical space (office, classroom, and lab) requirements for this opportunity. If lab space is required, will it have to be new or can it use existing space? If new, what is its approximate cost (e.g., new lab cost)?

<b>S</b>	<p><b>OTHER RESOURCES NEEDED</b></p> <p>What other resources are needed to launch this opportunity? Examples:</p> <ul style="list-style-type: none"> <li>• Is technology support needed for the program (e.g., computers, software)?</li> <li>• What library resources are required?</li> <li>• Do we need new database subscriptions for the library and what are their costs?</li> <li>• Will an outside consultant be needed? (e.g., curriculum development)</li> </ul>
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<b>T</b>	<p><b>IMPACT ON CAMPUS STUDENT SERVICES</b></p> <p>How will this opportunity impact campus student support systems? Examples:</p> <ul style="list-style-type: none"> <li>• Writing center</li> <li>• TRIO or academic support services</li> <li>• International Program office</li> <li>• Counseling Services</li> <li>• Career planning resources</li> <li>• Student disabilities office</li> <li>• Food services</li> </ul>
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<b>U</b>	<p><b>BUDGET</b></p> <p><b>DEVELOPMENT TEAM works with Provost on this section</b></p> <p>Create a 3-year budget reflecting enrollment projections, revenue projections, expense projections, course development costs, and other start-up costs.</p>
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<b>V</b>	<p><b>FUTURE CHALLENGES AND ISSUES</b></p> <p>List any potential issues or challenges in developing this opportunity</p>
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