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# **I. An Overview of the Process**

## **A. Introduction**

The University of New England (UNE) encourages the ongoing development of and revisions to majors/programs, minors, concentrations, specializations, tracks, certificates, and badges,

than existing programs that seek to make minor curricular and/or administrative revisions. An existing program that wants to establish a new admissions model or a new enrollment track might only need to complete

(PPA) with the Department of Education (DOE). Lead planners must also consult with the programs, departments, schools, and colleges that will provide support courses. If any questions arise about whether a level of review is required in any given instance (e.g. as noted by “TBD” in Tables 1 and 2), that office or individual should be consulted for clarification.

For more detailed definitions of programs from the New England Commission of Higher Education (NECHE), see Appendix C. NECHE regularly updates its “Policy on Credits and Degrees” and posts it on its website. To ensure you have the most up-to-date file, also search for the policy on the [NECHE web page](#).

## **2. Timeline for Proposals (Tables 3-4)**

Tables 3 and 4 provide recommended timelines for the three phases of review (i.e. idea, market analysis and preliminary proposal, and feasibility study and pro forma budget), and the required deadlines for

## C. Guidelines for the UNE Catalog's Spring Addendum

Because of accreditation and regulatory changes, and CPS/UNE Online'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, CPS/UNE Online must meet the April 1 catalog deadline.

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

- CPS/UNE Online 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. Market Analysis and Preliminary Proposal

### A. Introduction

Following the program idea's approval, the next steps entail: (1) conducting a market analysis, and (2) writing a preliminary proposal.

- First lead planners must contact UNE's [Office of Assessment](#) to complete a market scan, and then connect with Financial Planning and Analysis to get the financial projections and Admissions to get the enrollment projections.
- If the appropriate dean (or designee), in consultation with the provost (or designee), find the market analysis favorable, lead planners can then proceed to the preliminary proposal. Lead planners should discuss with the dean and the provost the various UNE units that should be consulted to complete the preliminary proposal. For instance, they might need to consult with the programs, departments, schools, and colleges that will provide support courses, and university offices, such as the Registrar, Student Financial Services, Student Affairs, Library Services, SASC, ITS, Facilities Management, OIRDA, and Institutional Advancement that will support the program and students.

### B. Market Analysis

The market analysis is an integral part of the review that provides a basis for the preliminary proposal (as detailed below in Part C) and the feasibility s

positions. The market data and analysis should be used to complete the preliminary proposal and, if approved, the feasibility study and pro forma budget.

Lead planners need to submit a request for a market scan to UNE's [Office of Assessment](#), which will then run the report and, if needed, review the data with the lead planners. The lead planners will then analyze the data and, with Financial Planning and Analysis as well as Admissions, discuss the trends and existing university resources and create financial estimates for the proposed new/revised program.

- To analyze data trends from the market scan, consider the following questions:
  - What is the market for this program? What are the regional and, if applicable, national enrollment trends of programs like this one? What are the regional and, if applicable, national trends of jobs that hire students from programs like this one?
- Then using those trends, analyze the ways in which the proposed new/revised program will meet those demands. For instance, provide estimates of annual program enrollments, expenditures, revenues, and anticipated faculty expertise. Consider, for example:
  - What are the start-up costs? What facilities (e.g. lab, classroom, and office space) and resources (e.g. library materials, advising, access center, and other student support services) will the proposed new/revised program need?
  - What are the typical longer-term operational costs of a program like this one?
  - What faculty expertise will the proposed new/revised program need? Will the program need to hire faculty to acquire that expertise?

Once the appropriate dean (or designee), in consultation with the provost (or designee), find the market analysis favorable, lead planners should then use the market analysis to develop the preliminary proposal.

### **C. Preliminary Proposal**

The following outline should be used to create the preliminary proposal.

- a. Lead planners
  - Include at least one point person of the proposal.
- b. Proposed



### **III. Feasibility Study and Pro Forma Budget**

#### **A. Introduction**

The feasibility study requires the information described below, along with attachments of supporting documentation, including a pro forma budget using the university's current template. Lead planners should explain any unavailable or excluded information in the body of the feasibility study.

The lead planners must continue to involve UNE's academic and administrative offices, including Financial Planning and Analysis, Admissions, Registrar, Student Financial Services, Student Affairs, Library Services, SASC, ITS, Facilities Management, OIRDA, Institutional Advancement, the campus bookstores, enrollment management, and programs, departments, schools, and colleges that will provide support courses, to complete the feasibility study and pro forma budget.

#### **B. Feasibility Study**

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

##### **a. Executive Summary**

The feasibility study begins with an executive summary (1-2 pages in length) that briefly discusses the content of the feasibility study. The executive summary should include, but is not limited to, the following elements:

- i. Lead planners' names and contact information
- ii. Proposed or revised program title and degree.
- iii. Proposed college, school, and/or department that will house the program.
- iv. 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.
- v. Rationale for the program; educational and/or social needs; conceptual fit with the



- ix. 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.)
  
- b. 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)



Management, OIRDA, Institutional Advancement, the campus bookstores, and enrollment management.

- v. Residential life capacity.
  - vi. Online learning and ITS support.
- i. Program Resources
- Personnel, including:
    - Position requirements of faculty and professional staff who will assume major



resources it needs from, for example, Admissions, Registrar,

## **V. APPENDIX**

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

Program:



**Table 2: Levels of Review for Program Revision Proposals**

Type of Proposals	Definitions and Descriptions of Types of Proposals	Market Analysis & Preliminary Proposal	Feasibility Study & Pro Forma Budget	FEASIBILITY STUDY: LEVELS OF REVIEW						
				Dean	Provost	SVPFA	President	College Assembly	UFA	Board of Trustees
Major Revision of an Undergraduate or Graduate Degree Program										

<sup>1</sup> Inform and consult with the University Faculty Assembly (UFA) on the proposal for a new college.

<sup>2</sup> The president, provost, and SVPFA, in consultation with the dean, will determine if needed.

<sup>3</sup> 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.

<sup>4</sup> Badge proposals need to undergo a process that entails committee review, and the provost’s preliminary and final approval. For information on the badging process, go to the [UNE Badging Program](#).

<sup>5</sup> 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.



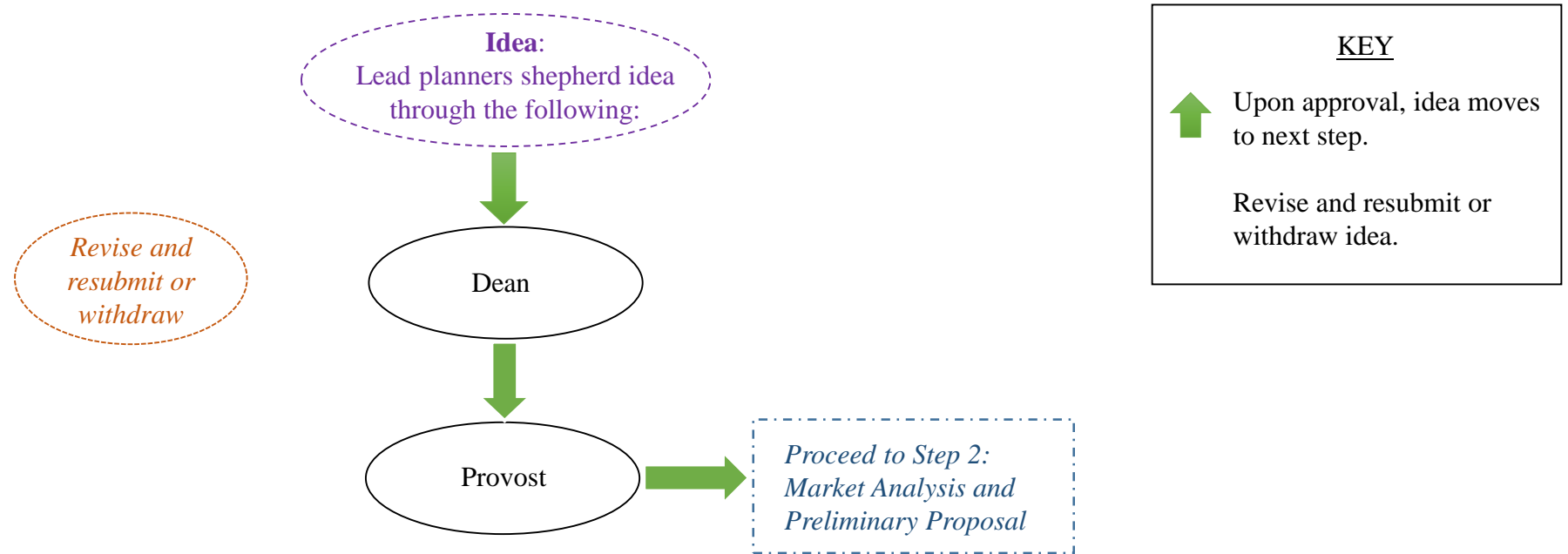


**Table 4: Timeline for Program Proposals in CPS/UNE Online**

Step	Action	Summer & Fall Terms Launch Recommended Deadlines <sup>1</sup>	Spring Term Launch Recommended Deadlines <sup>1</sup>
Idea for New Program or Program Revision <sup>2</sup>	Discuss idea with: (a) dean; (b) provost	by June	by October
Market Analysis and Preliminary Proposal <sup>3</sup>	Submit market analysis and preliminary proposal to: (a) dean; (b) provost; (c) president, provost, and SVPFA	by mid-July	by mid-November
Feasibility Study and Pro Forma Budget <sup>4</sup>	Submit feasibility study and pro forma budget to: (a) dean; (b) provost; (c) dean, president, provost, and SVPFA, as well as Registrar's office	by end of August	mid-February
	Submit feasibility study and pro forma budget to: (a) College Assembly; (b) College Academic Affairs Committee; (c) College Financial Affairs Committee	October-November	March
	Submit feasibility study and pro forma budget to UFA	mid-November	mid-March
	Re-submit feasibility study and pro forma budget to president, provost, and SVPFA	February	May
Step	Action	Summer & Fall Terms Launch Fixed Deadlines	Spring Term Launch Fixed Deadlines
Student Financial Services, Admissions, and Registrar	Billing and financial aid needs	Consult with Student Financial Services <sup>5</sup>	Consult with Student Financial Services <sup>5</sup>
	UNE catalog final deadline <sup>6</sup> / Spring addendum final deadline <sup>7</sup>	April 1 (UNE catalog)	September 15 (spring addendum to UNE catalog)
	First cohort		

**Table 5:**  
**Step 1: Review of the Idea**

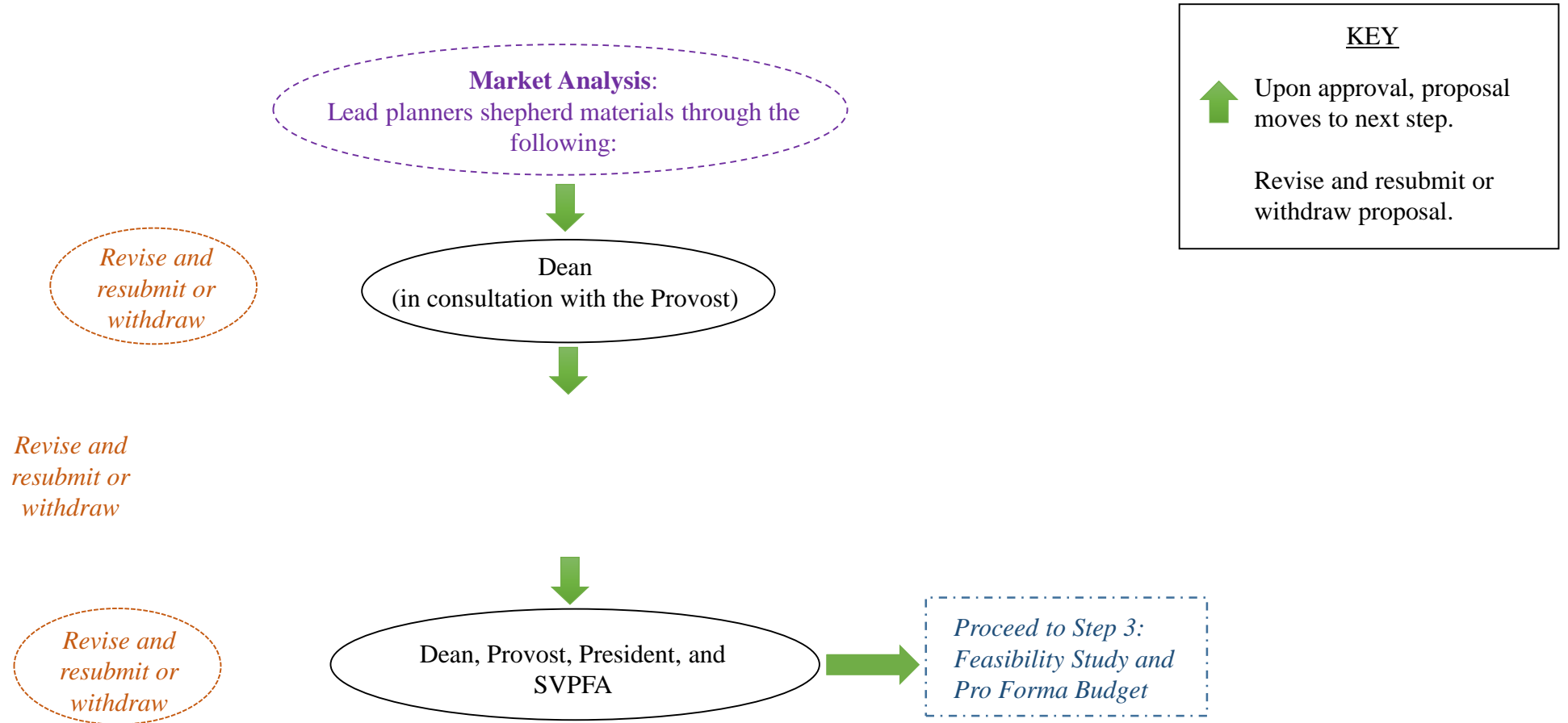
This flow chart illustrates the typical process lead planners need to follow to seek approval for an idea of most new programs and program revisions.  
If the dean and provost approve the idea, lead planners should then proceed to Step 2 (Table 6).



**Table 6:**

**Step 2: Review of the Market Analysis and Preliminary Proposal**

This flow chart illustrates the typical process lead planners need to follow to shepherd through most new/revised program market analyses and preliminary proposals. Refer to Table 2 for the specific programs that need to complete a market analysis and preliminary proposal and the specific stakeholders who need to be involved in the review. Consult with the Office of Assessment, Financial Planning and Analysis, and Admissions to complete a market analysis. To complete the preliminary proposal, it is expected that other relevant offices will be consulted, such as the Registrar, Student Financial Services, Student Affairs, Library Services, SASC, ITS, Facilities Management, OIRDA, and Institutional Advancement, as appropriate. If the dean, provost, president, and SVPFA approve the market analysis and preliminary proposal, lead planners should then proceed to Step 3 (Table 7).



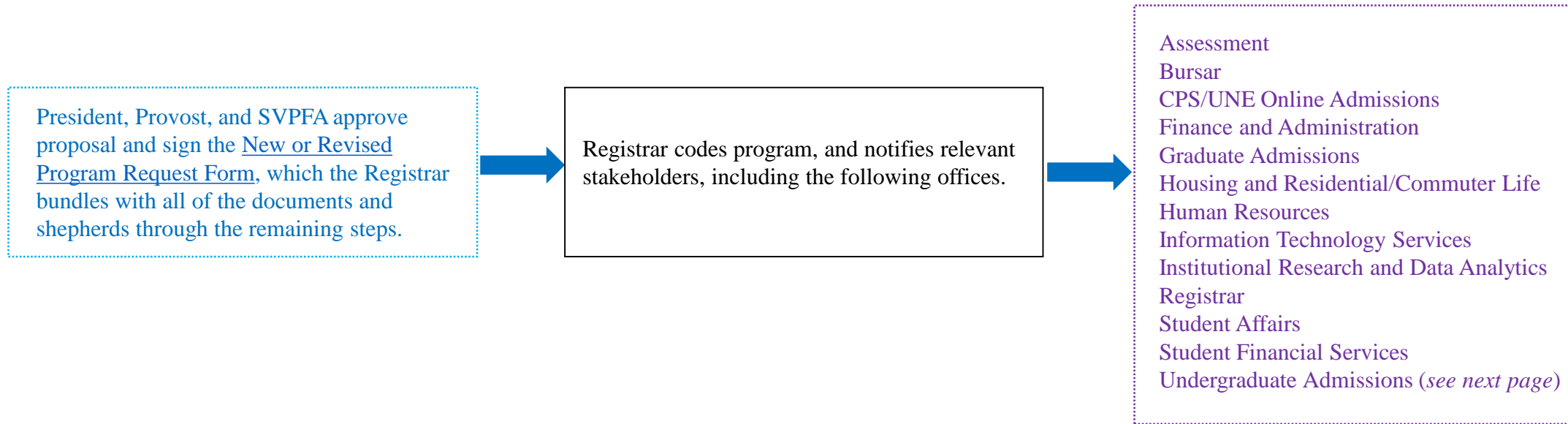
**Table 7:**

**Step 3: Review of the Feasibility Study and Pro Forma Budget**

This flow chart illustrates the typical process lead planners need to follow to shepherd through most new/revised program feasibility studies and pro forma budgets. Refer to Tables 1-2 for the programs that need to complete a feasibility study and pro forma budget and the specific stakeholders who need to be involved in the review. Consult with the Financial Planning and Analysis to complete the pro forma budget. To complete other portions of the feasibility study, it is expected that other relevant offices will be consulted, such as Admissio

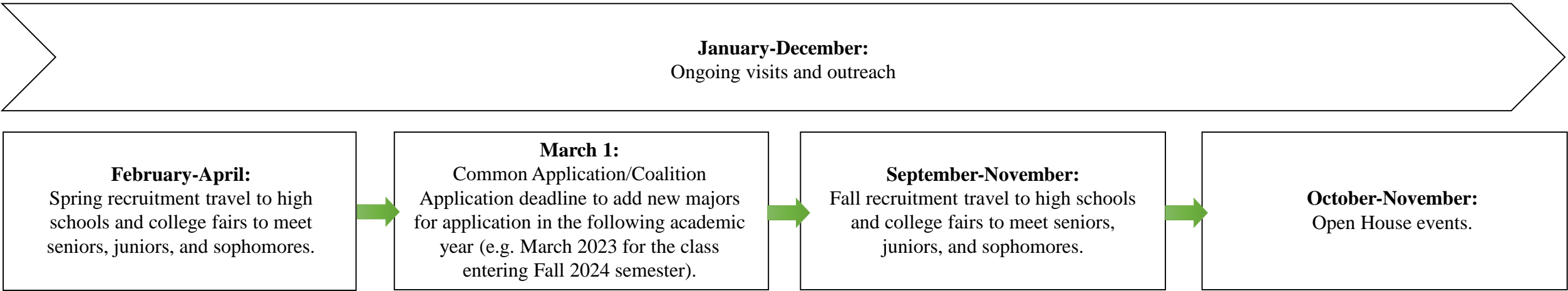
**Table 8:**  
**Step 4A: Next Steps for the Registrar's Office**

Once steps 1, 2, and 3 (Tables 5-7) 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.



**Table 9:  
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.







- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

In determining the amount of work associated with a credit hour, the institution may take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

At the time of the Comprehensive Evaluation, the Commission will review the institution's policies and procedures for determining the credit hours that the institution awards for courses and programs and how those policies and procedures are applied to the institution's programs and coursework. As part of its review, using sampling or other methods, the team will make a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education and will include the findings in their report.

### **Degrees**

The Commission's expectations are based on common institutional practice in New England and are consistent with practices of regionally accredited institutions elsewhere in the United States and with the Commission's Standard on *The Academic Program*: "The institution's degrees and other forms of academic recognition are appropriately named, following practices common to American higher education in terms of both length, content, and level of the programs" (4.33).

### **Undergraduate degrees: iA.5iA.5i**

**Pharm.D., D.P.T., Au.D., etc.<sup>1</sup>:** Entry level clinical practice degrees normally requiring three years more full-time study than a baccalaureate.

**Ed. D., Psy.D., D.B.A., etc.<sup>1</sup>:** Degrees with emphasis on professional knowledge. These degrees normally require a baccalaureate for entry and three or more years of prescribed postgraduate work.

**M.D., J.D., D.D.S., etc.:** First professional degrees, generally requiring a baccalaureate degree for admission and three or more years of prescribed postgraduate work.

**Ph.D.<sup>1</sup>:** The standard research-oriented degree which indicates that the recipient has done, and is prepared to do, original research in a major discipline. The Ph.D. requires a baccalaureate degree or higher for admission and usually requires three years or more of postgraduate work including an original research dissertation.<sup>2</sup>

**Joint, Dual or Concurrent Degrees<sup>3</sup>:** While the nomenclature for various arrangements in which students study simultaneously from or for two degree programs is not entirely consistent among institutions, the definitions below will be used by the Commission for purposes of consistency:

**Joint degree:** A single degree awarded by two institutions.

**Dual or concurrent degrees:** Two degrees, awarded by one or two institutions to students who have been admitted to each degree program, based on the normal qualifications. At the undergraduate level, students must typically take the equivalent of a full year of study beyond the first baccalaureate degree to earn the second degree. At the graduate level, enrollment in a dual or concurrent degree program typically results in a reduction in time, for example, a reduction in total time of a semester for two degrees which if taken separately would require four years of full-time study.

#### **Terms of Study:**

**Quarter:** A calendar of ten weeks of instructional time or its equivalent.

**Semester:** A calendar 15 weeks of instructional time or its equivalent in effort.

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<sup>1</sup>Normally, doctoral degrees represent a minimum of 64 credits beyond the bachelor's degree. Requirements vary by field, with some areas having requirements of specialized or professional accreditors. Students in some doctoral programs progress by examination, dissertation defense, and/or field or clinical work in addition to credit requirements.

<sup>2</sup>The initiation of the Ph.D. is considered a substantive change.

<sup>3</sup>Institutions considering joint,