



The State University  
of New York

# Program Proposal Troubleshooting

Conversations with Program Reviewers  
September 19, 2017



# New/Revised UG, Graduate and Certificate Forms 2A, 2B, 2C and 3A

## Section 1 - General Information

Program title is just the title – no award

- e.g. “Art History” *not* “Art History Certificate”
- e.g. “Nursing” *not* “Bachelor of Science in Nursing”
- [IRP](#) allows title only 40 characters, including spaces
- In revisions, use the *current* title (make title change request in Section 2.2)

Verify Codes – Institution, SED program code, [HEGIS](#), [CIP](#)

Confirm Signatures – Include signature of CEO or CAO

Attach Attestation and Assurance form (New degrees only, no certs)



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# New/Revised UG, Graduate, and Certificate Forms 2A, 2B, 2C and 3A

## Section 2 – Format

### Program Formats

See CPR for [June 2017](#) available on SUNY Blue:

[https://blue.suny.edu/departments/AcademicAffairs/ProgramReview/\\_layouts/15/start.aspx#/](https://blue.suny.edu/departments/AcademicAffairs/ProgramReview/_layouts/15/start.aspx#/)

See SED Guidance on [Format](#):

<http://www.highered.nysed.gov/ocue/aipr/guidance/gpr8.html>



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# New/Revised UG, Graduate, and Certificate Forms 2A, 2B, 2C and 3A

## Format Selection Matters for Financial Aid

### **Full-time program**

To be eligible for TAP and other financial aid administered by the State, the program must be a full time program that can be completed within a certain timeframe.

<https://www.hesc.ny.gov/partner-access/financial-aid-professionals/tap-and-scholarship-resources/tap-coach/47-full-time-program.html>

### **Full-time study**

To be eligible for a FT award, the student must be enrolled in one of those programs and be taking 12 or more credits applicable to the approved program of study in a given semester.

<https://www.hesc.ny.gov/partner-access/financial-aid-professionals/tap-and-scholarship-resources/tap-coach/48-full-time-study.html>

Links above from HESC's TAP Coach.

## Section 2.1 b) The Side-by-Side Curriculum Chart

- Left-hand column should show the currently *registered* curriculum.
- Use *rows* to show relationships between old and new curricula.
- Leave blanks to show removed or added courses

Currently Registered Curriculum	Proposed Curriculum
ECON 342	ECON 342
HIST 402	
MRKT 368	MNMT 443
MNMT 443	MRKT 457
	HIST 402

# New UG, Graduate and Certificate Forms 2A, 2B, 2C and 3A

## Section 2.3 h: Program Impact on SUNY and New York State

“What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?”

### Use current and persuasive data...

- US. Department of Labor. [Occupational Outlook Handbook](#)

<https://www.bls.gov/ooh/>

- New York State. Department of Labor. [Long-term Occupational Employment Projections](#), 2014-2024

<https://www.labor.ny.gov/stats/lproj.shtm>

- Local and regional (surveys, focus groups, advisory boards, discussions with employers)





# New/Revised UG, Graduate and Certificate Forms 2A, 2B, 2C and 3A

More restrictive program schedule design

<b>Term 3: Fall 2</b>	<b>See KEY.</b>						
<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GER</b>	<b>LAS</b>	<b>Maj</b>	<b><u>TPath</u></b>	<b>New</b>	<b>Co/Prerequisites</b>
Physic 232	3	NS	3	3			
Math 211 or Math 262	4	M	4	4			
Abnormal Psychology 260	3	SS	3				
ENG Literature 200	3	H	3				
General CHEM 130	3			3			
Physical Education – First Aid	1						
<b>Term credit totals:</b>	<b>17</b>	<b>13</b>	<b>13</b>	<b>10</b>			

Less restrictive program schedule design

<b>Term 3: Fall 2</b>	<b>See KEY.</b>						
<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GER</b>	<b>LAS</b>	<b>Maj</b>	<b><u>TPath</u></b>	<b>New</b>	<b>Co/Prerequisites</b>
NS Science Elective	3	NS	3	3			
GE Math Elective	4	M	4	4			
GE Social Science Elective	3	SS	3				
GE Humanities Elective	3	H	3				
General <del>Chem</del> 230 or CHEM 231	3			3			
Physical Education	1						
<b>Term credit totals:</b>	<b>17</b>	<b>13</b>	<b>13</b>	<b>10</b>			



# New/Revised UG, Graduate and Certificate Forms 2A, 2B, 2C and 3A

## Section 4 – Faculty Table

### SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field.
<b>PART 1. Full-Time Faculty</b>					
*Note program director			List degrees and institutions		Add additional qualifications
	Cover program-specific courses				
<b>Part 2. Part-Time Faculty</b>					
	% Time			List disciplines	
<b>Part 3. Faculty To Be Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)</b>					
TBH: Include position description in appendix.					

## Section 5 - Financial Resources and Instructional Facilities

**SUNY Program Expenses Table**

*(OPTION: You can paste an Excel version of this schedule AFTER this sentence, and delete the table below.)*

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1:	Academic Year 2:	Academic Year 3:	Academic Year 4:	Academic Year 5:
<i>(a) Personnel (including faculty and all others)</i>						
<i>(b) Library</i>						
<i>(c) Equipment</i>						
<i>(d) <u>Laboratories</u></i>						
<i>(e) Supplies</i>						
<i>(f) Capital Expenses</i>						
<i>(g) Other (Specify):</i>						
<b>(h) Sum of Rows Above</b>						

- If the proposed program requires new faculty and/or facilities, show the related costs
- If an expense is a continuing cost, include this in subsequent years
- If there are no new costs, describe how the current faculty and facilities meet the needs of the proposed program

## Section 6 Library Resources

### Section 6. Library Resources

- a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.
  - b) Describe the institution's response to identified collection needs and its plan for library development.
- Answer section 6 for the proposed *program*, not for general resources
  - Reconcile the Expenses Table Library line with this narrative

## Section 9 - Undergraduate Transfer

### Academic Affairs

Academic Programs, Planning and Assessment

Distance Learning Out of State Authority

Faculty

Faculty-Staff Awards

Master Plan

Memoranda to Presidents

Publications

**Student Mobility**

Steering Committee

Student Transfer Mobility Dashboard

Cross Registration Resources

Seamless Transfer Policy FAQs

Student Transfer Appeal Process

Degree Planning and Audit Initiative

Teacher Education

SUNY Governance

### Student Mobility

In an effort to improve Student Mobility, the Office of the Provost is continually developing policies, procedures, systems and services to make SUNY the most transfer friendly higher education system in the country. This web page is intended to provide campus staff and administrators with information pertinent to student mobility and transfer.

Choose from the following options to learn more:

Information for Students

Information for Campuses

Policies

Appeals Process

#### Information for Students

The SUNY Office of Enrollment Management Services has developed [web-based tools](#) which allow transfer students to identify courses that are guaranteed to transfer within the SUNY System.

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#### Information for Campuses

These tools allow campus personnel to identify guaranteed transfer courses in general education and within specific disciplines, contact their colleagues on other campuses, and submit changes to core courses in the major.

#### Links:

##### [Approved SUNY-GER Course Dashboards](#)

These dashboards are the source of record for all SUNY approved general education courses.

##### [Cross Registration Resources](#)

This web page contains resources, such as academic calendar dates and billing contact information, to help facilitate the cross-registration of students between SUNY campuses.

Student Mobility Dashboard contains system-wide database of Transfer Path courses

SUNY-GER Course Dashboard contains system-wide database of approved general education courses

<http://system.suny.edu/academic-affairs/student-mobility/>

# Transfer Course Equivalency Table

**Form 2F**  
Version-2014-11-17

The State University views as one of its highest priorities the [facilitation of transfer](#).

- For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree**, demonstrate that the program's graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per [SUNY policy](#), by listing the transfer institutions below and **appending** at the end of this document:
  - two completed [SUNY Transfer Course Equivalency Tables](#), one for each transfer institution; and
  - a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

**Program proposals must include two articulation agreements with parallel programs.** Every effort should be made to obtain two SUNY articulation agreements for this requirement. In the event that such articulations are not possible, campuses are encouraged to work with their campus reviewer to find appropriate alternatives.

- For a **proposed baccalaureate program**, document that a SUNY transfer student with associate's degree in a parallel program will be able complete the proposed program within two additional years of full-time study, per [SUNY policy](#), by **appending** documentation to the program proposal. Documentation may consist of completed [SUNY Transfer Course Equivalency Tables](#) and/or a letter from the Chief Academic Officer of each associate degree institution **confirming seamless articulation for its graduates of parallel programs.** **If transfer does not apply to this program, please explain why in the Program Proposal form.**

## KEY for the Transfer Course Equivalency Table

Each associate degree course should appear on the same row as the baccalaureate program course with which it is deemed to be equivalent.

**Course #** — Indicate the departmental identifier and course number (e.g. PHI 101).

**Course Title** — Indicate the title of the course (e.g., Introduction to Philosophy).

**SUNY GER** — Check (X) if the course will count toward the SUNY General Education Requirement.

**SUNY Transfer Path** — Check (X) if the course will count as a SUNY Transfer Path course.

**Credits and Equivalency** — Indicate the number of credit hours granted for completing that course as well as the number accepted by the baccalaureate institution. For the baccalaureate institution, also enter **None** if the credits will not count toward graduation.







# New UG, Graduate, and Certificate Forms 2A, 2B, 2C

## Appendices

Verify that all required materials are included

- course descriptions
- syllabi for all new and significantly revised courses
- External Instruction Form for clinicals, field placements, required internships
- Distance Education form, if applicable

For new program proposals that required external review, send a separate single document containing the reports, signed Conflict of Interest Statements, and the institutional response



# New UG, Graduate, and Certificate Forms 2A, 2B, 2C

## Required Elements for Syllabi

- Course description
- Course objectives
- Pre-requisites and co-requisites
- Number of lecture and/or other contact hours per week (consistent with [SUNY policy on credit/contact hours](#)),

8-8.50MWF, 6-8M, 12.30-1.50TT, etc.

For a new course, provide a statement like the following: “This course is new and has yet to be scheduled. As a 3-credit course, it will meet either 3 times per week for one hour each or twice per week for 90 minutes, or in two one-hour ‘lecture’ periods with an accompanying 3-hour lab meeting once a week.

- Credits allocated
- Assignments (please be specific about major assignments)
- Method of assessing student achievement
- Basis of grade determination (grading scale is important to include)

**Syllabi for all courses should be available upon request.**



# Completing Educator Preparation Proposals

SUNY



# Educator Preparation Programs (EPP)

**Please use the EPP forms for programs leading to certification in**

- Teacher Preparation
- Educational Leadership
- Pupil Personnel Services

<http://system.suny.edu/academic-affairs/acaproplan/app/ed-prep-forms/>

*These forms were all updated January 2016 or later*



# EPP: Pedagogical Core Requirements (PCR)

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDU 620: Literacy Methods in the Inclusive Classroom	3	R	J. Smith / FT	(iv); (v); (vi);	02  (ii);	06  (vi); (vii); (viii);		

- For programs leading to a recommendation for the initial teacher certificate
- General PCR and Program-Specific PCR (address all)
- Courses listed here consistent with other parts of proposal
- Purposeful identification of course with selected PCR
- Course descriptions demonstrate relation to selected PCR

<http://ohe32.nysed.gov/ocue/aipr/PedagogicalCore.html>

## **EPP: Miscellaneous**

### **Non-Certification Programs that look like Certification Programs**

- Explain intended student population and purpose of degree
- Propose program title that differentiates non-cert program

### **Distance Education: Field Experience and Student Teaching**

- Provide thorough descriptions

### **Master's Degree leading to a Recommendation for the Professional Teacher Certificate**

- 12 semester hours in graduate study that link content and pedagogy (as designed through a joint effort of content and education faculty)

- **Master Plan Amendment**
- **Degree Authorization**
- **Extension Site/Center/Branch Campus**

Contact your program reviewer to discuss the process and forms needed for these actions

Non-EPP: <http://system.suny.edu/academic-affairs/acaproplan/app/forms/>

EPP: <http://system.suny.edu/academic-affairs/acaproplan/app/ed-prep-forms/>



# Program Proposal Checklist

A well-designed and complete program proposal pre-empts the need for additional questions from the SUNY and/or SED reviewer.

- Include Attestation and Assurance page for new degree programs (not certs.)
- Double-check codes (HEGIS, CIP, program)
- Verify that the proposal (and Distance Education form) is signed
- Remember to answer Mission, Market, Quality
- “Make the case” for need
- Answer all questions, complete all charts – Don’t make assumptions
- Design the curriculum to accommodate future changes, where possible
- Double-check credit totals on the Program Schedule
- Ensure consistency throughout the proposal
  - do course numbers match?
  - are there syllabi included for all new or revised courses?
  - are all required courses accounted for on the faculty table?
- Attach any additional forms as needed (Distance Education, External Instruction)

**If you have questions, ask your program reviewer.**

**Send everything to [program.review@suny.edu](mailto:program.review@suny.edu)**



# Responding to questions from SED

- Reply directly to SED (if they contact you)
- Answer questions promptly and specifically
- Don't provide more information than requested
- Copy [Program.Review@suny.edu](mailto:Program.Review@suny.edu) and your reviewer

If in doubt about how to answer, consult your program reviewer *before* responding.

**Link to SUNY Program Review Site:**

<http://system.suny.edu/academic-affairs/acaproplan/app/>

**SUNY Academic Programs and Planning Guidance Document:**

<http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/SUNY-Guide-to-Academic-Program-Planning.pdf>

**Link to SUNY Proposal Forms:**

<http://system.suny.edu/academic-affairs/acaproplan/app/forms/>

**Multiple Resources:**

<http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/MPA-SED-Master-Plan-Amendment-Form.pdf>



# Until next time....

## Conversations with Program Reviewers

Third Tuesday of Every Month at 3 PM

Archived Recordings and Materials available on SUNY Blue  
[https://blue.suny.edu/departments/AcademicAffairs/ProgramReview/\\_layouts/15/start.aspx#/](https://blue.suny.edu/departments/AcademicAffairs/ProgramReview/_layouts/15/start.aspx#/)

**Questions?**

