UNIVERSITY OF MAINE SYSTEM FORMAT FOR NEW PROGRAM PROPOSALS

A transmittal letter indicating support for the proposal signed by the appropriate division chair, dean, provost, and the president will need to accompany the program proposal for full consideration.

I. Full program title

II. Program objectives
   a. Narrative description of program rationale.
   b. General program goals (limit to 3-5 major items maximum).
   c. Specific student learning outcomes or behavioral objectives (limit to 5-8 items, written for public accountability)

III. Evidence of program need must include appropriate documentation for the following:
   a. Results of the detailed market analysis findings conducted in consultation with campus or UMS institutional researchers;
   b. Educational, economic and/or social needs;
   c. Indicators of workforce demand for graduates, e.g., Burning Glass analysis with workforce projections, programmatic requests from potential employers, Maine Department of Labor findings, etc.

IV. Program Overview. The opening paragraph will indicate the holistic nature of the program design in narrative form with attention to such items as listed below but not limited to these:
   a. Outline of required and/or elective courses (not syllabi);
   b. Development of new courses and/or what they may displace;
   c. Type of research activity, if any, in program design;
   d. Nature of experiential learning opportunities for students (e.g., independent study, clinical experience, research experience, apprenticeship, field practicums, etc.)
   e. Impact of program on existing programs on both the home campus and other UMS campuses. Describe similar programmatic offerings in the UMS and the extent to which collaboration in multi-campus delivery of the program is possible.
   f. A statement on the extent to which the program would be appropriate for online and hybrid delivery;
   g. A consideration of ways the program could lend itself to the delivery of micro-credentials (e.g. certificate, digital badge, or other derivative, or stackable credentials that could lead to a degree) tied to specific skill sets and competencies.

V. Program resources
   a. Personnel.
      i. Vita of existing faculty who will assume major role for program to be included in appendix; need for new faculty;
      ii. Specific effect on existing programs of faculty assignments to new program, with a description of necessary faculty workload adjustments.
   b. Current library acquisitions available for new programs.
   c. New equipment necessary for new program and plan for its acquisition and implementation (should be included in the 5-year business plan described below).
   d. Additional space requirements, if any, including renovations (costs of renovations should be included in the 5-year business plan described below).
   e. Extent of cooperation with other programs, both on the initiating campus and other campuses.
VI. Total financial consideration
a. Work with UMS or campus IR, Enrollment Managers, and others to develop five-year business plan that includes annual enrollment projections with the resulting revenue projection versus all anticipated costs/expenditures.
   - Provide detailed information on costs for each year of the business plan, e.g.,
     ● personnel costs (including employee benefits);
     ● additional administrative and/or support costs;
     ● equipment and facility costs;
     ● additional library;
     ● required marketing expenses.
   - Provide detailed projections on all sources of revenue for each year of the business plan, e.g.,
     ● tuition and/or fee income;
     ● grant and/or contract support;
     ● other philanthropic support;
     ● to what extent are public-private partnerships a possibility and/or appropriate to support the proposed program?

b. If costs exceed revenue, describe how such costs are to be accommodated in the appropriate academic budget(s) for each year of the 5-year business plan.
c. Identify existing sources of funding to support the program; if funding is outside the E & G budget, identify the source(s) and the plan for when and how these resources become part of the E & G budget.
d. Should this program be considered for differential tuition? If yes, describe the rationale.

VII. Program assessment and evaluation
a. Describe the assessment methodology(ies) that will be used to evaluate the student learning outcomes identified in IIc above, with particular emphasis on how such data will be used to improve the program.
b. The program will become part of the Programs for Examination annual process upon completion of its third full year to allow for capturing a three-year average of metrics for review.