**Developing and Processing New Ideas for Educational**

**Programming at Messiah College**

1. **Identifying potentially new programming**
   1. New ideas for educational programming may originate from a wide range of sources: educational departments, educational program areas, administrators, educators, Enrollment Management, the Generative Thinking Group, etc.
   2. Given the fact that Education Departments and Program areas are central to delivering the curriculum, members of the Provost’s Cabinet will be working with chairs and program directors in their respective areas to generate new ideas for strategic programming.
2. **Initial Review by the Provost’s Cabinet**
   1. Before any idea moves forward, a ***New Program Idea Proposal*** **(See Attachment A)** must be completed. Using this proposal, the Provost’s Cabinet will --

* screen new ideas for coherence with mission, strategic vision, and current programming
* identify the relevant administrators and departments that will need to review the proposal and provide input, and
* assess the scope (economic impact) of the proposal.
  1. The Provost’s Cabinet will assess the scope of the proposed programming.
     1. Any programming with significant budget implications will be prioritized and the Provost’s Cabinet will make recommendation to the President for the program proposals to be placed on the Generative Generative Thinking agenda. ***New Program Concept Proposals*** (**Attachment B**)will be requested for each program that has been identified to move forward in the process.
     2. Programs that do not have significant budget implication will be reviewed and, if approved for further consideration, ***New Program Full Proposal*** (**Attachment C**) will be developed and sent to Curriculum Committee and Academic Council or Graduate Council.

1. **The President and Provost will bring the New Program Concept Proposal(s) to Generative Thinking (GT) for review and prioritization. GT reviews the Concept Proposals and prioritizes these program ideas into three categories:**
   1. More forward with a full proposal with a clear stipulation of the kind and level of feasibility study that is appropriate for this program;
   2. Hold for future consideration (we have too much going on right now or more information needed); or
   3. Not to be considered (the idea is dropped from consideration).
2. **The Generative Thinking Group will review proposals for new programs twice a year: September and February.**  New Program Concept Proposals (Attachment B) must be submitted no later than September 10 to be considered in September and January 15 to be considered in February.
3. **The Provost will update the COE Senate on the status of new program ideas in September and in February.**
4. **The formal governance process of program approval contains two steps**
   1. Step one: Feasibility study and review
      * 1. The feasibility study (as designed for this program) is conducted.
        2. The feasibility study and the business model are reviewed by the Educational Programming Steering Group. The proposal is either moved on or the proposal dies.
   2. Step two: Formal approval
      * 1. Completion of full proposal by the appointed Task Force (See Attachment C).
        2. The Full Proposal is processed through College Governance. Full proposals should be submitted to either the Curriculum Committee or Graduate Council by January 15 to assure College approval in the spring.

**Attachment A**

**New Program Initial IDEA Proposal Template**

**for Review by the Provost’s Cabinet**

(Submitted to Provost’s Cabinet)

1. **Purpose**
   1. What is the strategic purpose this program? How does it fit with Messiah College’s mission and current strategic planning?
   2. Why would this be a strategic addition to the College? (This should be linked to enrollment or an explicit and new way of advancing the College).
   3. Why is there reason to believe that this strategic purpose will be successful?
2. **Programming**
   1. What is the basic curriculum design of the program?
   2. How many credit hours (or range of credit hours) are anticipated?
   3. What degree would be offered?
   4. How would the program be delivered? Online, hybrid, etc.
3. **Process**
   1. What impact would there be on other academic offices and college service units?
   2. Capital Needs
      1. Equipment
      2. Facilities
   3. Budget model (ballpark estimate of potential revenue and expenses)
4. **Personnel**
   1. New FTE required (admin and faculty)
5. **Planning**
   1. What sort of feasibility study would be best suited to test out this program?
   2. Who would take the lead in advancing a proposal for this programming?

**Attachment B**

**New Program CONCEPT Proposal Template**

***(Submitted to the Generative Thinking Group)***

1. **Purpose**
   1. What is the strategic purpose of this program? How does it fit with Messiah College’s mission?
   2. Why would this be a strategic addition to the College? (This should be linked to enrollment or an explicit and new way of advancing the College).
   3. Market and marketability:
      1. For whom is this program designed?
      2. Why is there reason to believe that this strategic program will be successful?
      3. What institutions are the main competitors for students?
2. **Programming** 
   1. The curriculum
      1. What is the basic curriculum design of the program?
      2. How many credit hours (or range of credit hours) are anticipated?
      3. What degree would be offered?
   2. Program and course delivery
      1. Course delivery (traditional, online, blended)
      2. Program delivery (traditional, online, blended)
      3. Will there be student residency requirements? On-campus intensive courses?
      4. Time of delivery different from existing graduate schedule of 8 and 16-week courses?
      5. Location (on campus vs. off campus vs. blended)
3. **Process**
   1. Organization and governance
      1. What would be the organizational home of this program?
      2. Does this program involve the potential to include more than one academic department and/or school? If so, which ones?
   2. Library resources:
      1. How do Messiah College’s current library resources measure up to professional standards for study in the proposed area of study?
      2. What sort of additions to our resources would be required?
   3. What impact would there be on other academic offices and college service units?
   4. What are the capital needs?
      1. Are there any special ongoing equipment, IT, or other capital needs?
      2. What facilities are required?
   5. Budget model (estimate of potential revenue and expenses)
      1. Are there any unique operating expenses anticipated to deliver this program?
      2. What are the plans for funding this new initiative? Identify new revenue, e.g., tuition and fees, reallocation of existing funds, restructuring of current programming, the deletion of current programming, grants, etc.
4. **Personnel**
   1. What new administrative fte is required?
   2. What new support staff fte is required?
   3. What new faculty fte is required?
5. **Planning**
   1. What are the steps and timetable for development of the full proposal and for implementation of the program?

**Attachment C**

**New Program FULL Proposal Template**

***(Submitted for College Governance Approvals)***

1. **Purpose**
   1. What is the strategic purpose of this program? How does it fit with Messiah College’s mission?
   2. If a graduate program, how does this program measure up with Messiah’s four parameters for graduate programs?
   3. What are the general goals/objectives of this program?
   4. Why would this be a strategic addition to the College? (This should be linked to enrollment or an explicit and new way of advancing the College).
   5. Market and marketability:
      1. For whom is this program designed?
      2. Why is there reason to believe that this strategic purpose will be successful?
      3. Include findings from the feasibility study, employment projections from state and federal agencies, and a needs assessment for the program.
      4. What institutions are the main competitors for students?
2. **Programming**
   1. What are the learning outcomes?
   2. The curriculum
      1. Curricular design
         1. What is the curriculum design of the program?
         2. What courses are required?
         3. How many credit hours are required?
         4. What degree would be offered?
         5. List title, number level, credit hours and course description, prerequisites and learning objectives of each course.
      2. What is the rationale for this particular curriculum design?
         1. How does it fit with Messiah’s educational principles and parameters?
            1. College Education Principles, College-Wide Educational Objectives
            2. Guiding Educational Assumptions
            3. Principles for majors
            4. Parameters for the Curriculum
            5. College-wide Graduate Educational Objectives
         2. Benchmarking
         3. Professional standards
      3. Does this curriculum overlap with or impact any other academic department or program area or other educational area, i.e., Career and Internship Center, Agape Center, Student Affairs, Study Abroad.
      4. Curricular map: How does the required curriculum link to the learning outcomes of the program?
   3. Program and course delivery
      1. What is the timing and sequencing of the course offerings?
      2. Will it employ a cohort model?
      3. Course delivery (traditional, online, blended)
      4. Program delivery (traditional, online, blended)
      5. Will there be student residency requirements? On-campus intensive courses?
      6. Time of delivery different from existing graduate schedule of 8 and 16 week courses?
      7. Location (on campus vs. off campus vs. blended)
3. **Process**
   1. Organization and governance
      1. What would be the organizational home of this program?
      2. Does this program include more than one academic department and/or school? If so, which ones?
   2. Library resources
      1. How do Messiah College’s current library resources measure up to professional standards for graduate study in the proposed area of study?
      2. Describe what new resources are needed to get the program started and how current library holdings and/or technology capabilities will be enhanced to ensure sufficient holdings in terms of quality, number and currency to serve the new proposed program.
      3. Are structures in place to maintain and assess ongoing needs?
      4. Project the budget for the library resources required to support the proposed program for the next five years.
   3. Supporting Offices
      1. What impact would there be on other academic offices and college service units?(Office of the Provost, each impacted school, library, registrar, faculty development, educational technology committee, career center, internship center, faculty services, information technology, student affairs (health center), enrollment management, financial aid, marketing and public relations, business office, administrative technology committee, office of disability services, operations/summer conference services).
   4. Facility and Capital Needs
      1. Are there any special ongoing equipment, IT, or other capital needs?
      2. What new or renovated facilities are required?
   5. Operating Budget
      1. Are there any unique operating expenses anticipated to deliver this program?
      2. What start-up costs will be required?
   6. Business Plan – five years
      1. Budget Assumptions (enrollment by year, tuition, etc.) and Budget Outcome (net income projections).
      2. What are the plans for funding this new initiative? Identify new revenue, e.g., tuition and fees, reallocation of existing funds, restructuring of current programming, the deletion of current programming, grants, etc.
   7. Marketing and Enrollment Plan
      1. What strategies will be followed in marketing and fully enrolling this program?
      2. Have the marketing and enrollment management costs been included in the business plan?
4. **Personnel**
   1. What administrative fte is required? How is this distributed in terms of full-time and part-time employees?
   2. What support staff fte is required? How is this distributed in terms of full-time and part-time employees?
   3. What faculty fte is required?
      1. What will be the mix of full-time and adjunct faculty?
      2. For full-time faculty, what will be the mix of undergraduate and graduate programming?
5. **Planning**
   1. What are the steps and timetable for the implementation of the program?
   2. Is there a strategic plan for future development?
   3. Program review and assessment of student learning
      1. Is this unit on the program review calendar?
      2. Develop an assessment plan in consultation with the Assessment of Student Learning Committee using the attached template.
      3. How will the enrollment/retention strategies be reviewed and evaluated?
      4. What procedures will be used to evaluate the credibility, viability, and sustainability of the program?
   4. What is the plan for ongoing assessment and what targets musty me met to continue the program?

**ASSESSMENT TEMPLATE**

Graduate program name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Graduate program mission:

| **External Accreditor standard (if applicable** | **Grad CWEO** (May have multiple associations per outcome.) | **Student Learning Outcome/Objective** (Students will demonstrate the ability to +[Bloom’s action verb]+ [something] | **Courses** in which **students receive feedback** on this learning objective | **Measure** (Method to gauge achievement of expected results) | **Target** (Overall level for satisfactory performance on a Measure) | **Timeline** How often & when will data be collected? |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Example** | * Students will be able to analyze political issues and phenomena using political science concepts, theories, and methods. | POLI 113, 204, 212, 213, 494 | POLI 494 Capstone senior project | 85% of Politics majors will score a 3 or higher on the rubric. (Scored out of 4). | Every even year starting in 2016 |
|  | * 2.1 Understanding the foundational content and philosophical assumptions of one’s specialized area of graduate study |  |  |  |  |  |
|  | * 2.2 Engaging in scholarship in one’s specialized area of graduate study. |  |  |  |  |  |
|  | * 2.3 Developing proficiency in one’s specialized area of study sufficient to prepare students to enter professions, advance within one’s profession, or to continue study for a terminal degree. |  |  |  |  |  |
|  | * 2.4 Articulating how Christian faith connects to each specialized area of study and to potential career or service options in that area of study. |  |  |  |  |  |